

## Riverside Community College District Academic Senate

Agenda for Monday, November 24, 2014  
D-343 (note new meeting room): 3:00-5:00 pm  
Spruce Street

District Senate meetings for 2014-2015: Mon. 9/29/14; Mon. 10/27/14; Mon. 11/24/14; Mon. 2/23/15; Mon. 3/30/15;  
Mon. 4/27/15; WED. (due to Memorial Day) 5/27/15

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from the Director of Diversity, Equity, & Compliance at 951-222-8039.

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[State Senate information](#)

[State Academic Senate Papers](#)

[District Senate Constitution](#)

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of the Minutes, September 29, 2014; October 27, 2014; November 3, 2014
- IV. **Chancellor's Report:** Dr. Burke's Goals
- V. **Committee and Liaison Reports**
  - A. District Academic Standards (DAS)
  - B. District Program Review
  - C. Curriculum: Brian Johnson
  - D. PG&SL: AP 7160a—professional publication credits. Should DAS be involved?: Tammy Kearn  
[AP 7160a: Professional Growth—Full-Time Faculty Salary Advancement:](#) Previously Approved
  - E. Associate Faculty
- VI. **New Business**
  - A. Updating CORs: Consequences?
  - B. Plenary Report
- VII. **Ongoing Business**
  - A. [AP 5011: Admission & Concurrent Enrollment of High School and other eligible minor students:](#) Questions arose about Priority registration & middle-college students
- IX. **College and Liaison Reports**
  - A. Moreno Valley College
  - B. Norco College
  - C. Riverside City College
  - D. RCCDFA/CCA/CTA/NEA
  - E. District Administration
- X. **Open Hearing**
- XI. **Adjournment**

## Riverside Community College District Academic Senate

Minutes for Monday, November 24, 2014

3-5pm

RCCD, D-343

- I. Call to Order by Travis Gibbs at 3:05 p.m.
- II. Approval of the Agenda: M/S/P (Greene/Nelson) all voted in favor.
- III. Approval of the Minutes: Minutes from September 29, 2014 M/S/P (Nelson/Greene) , October 27, 2014 M/S/P (Nelson/Greene) and November 4, 2014 M/S/P (Greene/Nelson) all were approved with no changes by 3-0 vote.
- IV. Chancellor's Report: Dr. M. Burke submitted a written report to the DAS. Dr. Burke did emphasize the need to improve signage at our campuses. He is very strong on improving the safety for our staff and students. He is supportive of participatory decision-making and is supportive of a college-centric model. Dr. Burke has approved an EAP (Employee Assistance Program) to aid in the improvement of the Culture of Care in the District. Discussion ensued related to the Chancellor's goals. See attachment of Chancellor's report.

### V Unfinished Business

AP 5011: Admission and Concurrent Enrollment of High School and other Eligible Minor Students: T. Gibbs said that the policy should include notification of parents that there are no filters on the internet in the library. They also had discussion about the priority registration. RCC has passed this policy, with the desire for the Senate to review policies related to the admission of minors with the Middle School or Middle College. MVC and NC are still considering the policy.

### VI. New Business

- A. Updating CORs: What should the consequences be? RCC's Curriculum Committee submitted to the RCC Senate a resolution that would provide greater accountability of the Full-time faculty in relation to timely updating CORs. The resolution was voted down as the RCC Senate did not want the Curriculum Committee to direct other faculty in a punitive manner.
- B. Plenary Report: Richare Mahon and Lyn Greene wrote a very nice report on the Fall Plenary session. See attached report.

### VII. Committee and Liaison Reports

District Academic Standards (DAS): Restarting the General Education Workgroup: Sylvia Thomas said that in the curriculum committee they have been discussing how general education courses could be determined. She asked for the Senate to re-establish a General Education Workgroup to look at what to include in General Education for the Colleges. She suggested the formation of a District Workgroup and she will send suggestions of who should be included in this workgroup from the colleges to all three Senate Presidents.

District Program Review: Caroline Quinn not present and no report given. Her email reported that the Flex credit will be collected by each college starting in the Spring 2015.

Curriculum: Brian Johnson reported the AOE's, MVC Curriculum suggested to include IGETS and CSU general education patterns for inclusion. Dr. Thomas said this proposal will not work with the AOE's because not all general education that we have included are not transferable to UC or CSU. B. Johnson also reported that a college needs to complete a substantive change report if a program is offered at 50% or more on-line. S. Thomas says that ACCJC interrupts that if a course is offered on-line at any of the colleges, that would count for all of the colleges and it could place a program offering 50% greater offered online and would require that college having to complete a substantive change report to ACCJC.

PG&SL: Tammy Kearn wants to know if the DAS should be involved with AP7160A: Professional Growth--

Full-time Faculty Salary Advancement, section B, 1. want to know if a maximum of 7 units is accepted for professional publications instead of 5 units that was accepted. T. Gibbs informed T. Kern that if she submits a proposal to increase credit given for professional publications to the DAS and the proposal would be sent to the College Senates for approval and then to the DAS for approval. Discussion ensued about the importance of the allowing increased credits in relation to the step and columns. T. Kern wanted to know if her committee should send DAS their committee minutes which are already posted. T. Gibbs said they were not required to send their minutes, just a report of their actions.

Associate Faculty: Mark Carpenter expressed his opinion that there needs to be more support for the Associate Faculty member who teach a large portion of the classes in the District. He suggested that the part-time faculty need greater compensation and a larger share in the governance of the college.

## **VII. College and Liaison Reports**

Moreno Valley College: Finishing the semester and one meeting left for the Senate. T. Gibbs is hopeful to stabilize the administrative positions at MVC.

Norco College: NC reviewed its equity plan. NC has a template for their syllabus that has "SLOs" that are mandatory that the administrator says the Senate approved. The administrator was in error that the Senate approved this template. Faculty were told this syllabus was required. This document is currently being revised and reviewed per the Senate. Peggy Campo will be the new NC Senate President in January, 2014.

Riverside City College: RCC Senate will be voting on the equity plan on December 1, 2014. The Business Department is also submitting to the Senate for approval to submit an application to be considered for the BA pilot program that was recently approved by the Governor.

RCCDFA/CCA/CTA/NEA: no report.

District Administration: No report.

## **VIII. Open Hearing**

A. None

## **IX. Adjournment**

A. Adjourned at 5:30

Respectably Submitted,

Lee Nelson

**Riverside Community College District Academic Senate**

**Special Agenda for Monday, November 3, 2014**

**Place: Polly's Restaurant, 1799 Hamner Ave., Norco, CA 92860**

**Time: 5-5:45 P.M.**

Meeting with Chancellor Burke: Informational purposes only (there was no Chancellors report at the Oct. 27<sup>th</sup> District Senate meeting.

**Riverside Community College District Academic Senate**

**Minutes for Monday, November 4, 2014**

**5:00 to 5:45 pm**

**Polly's Resturant, Norco CA**

- I. Call to Order by Travis Gibbs at 5:00 p.m.
- II. Approval of the Agenda: Agenda was approved by consensus by all three members of the DAS.
- III. Approval of the Minutes: None.
- IV. Meeting consisted of the DAS and the Chancellor discussing the current condition of the District and several issues i.e. the information surrounding the SSSP reports and the 9 Metrics and the BA Pilot program that is currently being implemented in the State. Informational items only and no actions were taken.
- V. Adjournment
  - A. Adjourned at 5:40 pm in order to attend the Board of Trustee's meeting at Norco College at 6 pm

Respectably Submitted,

Lee Nelson



## Riverside Community College District Academic Senate

Agenda for Monday, October 27, 2014  
D-343 (note new meeting room): 3:00-5:00 pm  
Spruce Street

District Senate meetings for 2014-2015: Mon. 9/29/14; Mon. 10/27/14; Mon. 11/24/14; Mon. 2/23/15; Mon. 3/30/15;  
Mon. 4/27/15; WED. (due to Memorial Day) 5/27/15

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

Click on highlighted items to download information (click cancel if asked for a password)

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of the Minutes, May 30, 2014; September 29, 2014
- IV. Chancellor's Report
- V. Committee and Liaison Reports
  - A. District Academic Standards (DAS)
  - B. District Program Review
  - C. Curriculum: Brian Johnson
  - D. PG&SL: Tammy Kearn
  - E. Associate Faculty
- VI. New Business
  - A. Faculty Obligation Number: Robin Steinback
  - B. Legislative Actions and the Community College Finance Landscape (PFE, ARCC, Student Success Act, & California Post Secondary Education Goals): Robin Steinback
  - C. CCC System Goals & Metrics: How RCCD Measures Up: David Torres
  - D. Associate Faculty (part-time) and Committees: Sylvia Thomas
- VII. Ongoing Business
  - A. [AP 7120c: Full-time faculty recruitment and hiring: Oct 21, 2014 Edition](#): Passed by MVC & NC, 10/20/14, though minor changes were added after the vote
  - B. AP 7211: Equivalency: [Last approved version by MVC & NC](#) (RCC stills needs to approve)
  - C. [AP 5011: Admission & Concurrent Enrollment of High School and other eligible minor students](#): Questions arose about Priority registration & middle-college students
  - D. [AP 3510: Workplace Violence and Safety](#) [BP 3510](#) Information only: AP & BP passed by MVC & NC, 10/20/14, though NC added language to the BP, included in the link. Further clarification will require a new vote.
  - E. [BP 5500: Standards of Student Conduct](#) passed by MVC & NC, 10/20/14, though NC had some suggestions, one of which is included in the link
- IX. College and Liaison Reports
  - A. Moreno Valley College
  - B. Norco College
  - C. Riverside City College
  - D. RCCDFA/CCA/CTA/NEA
  - E. District Administration
- X. Open Hearing
- XI. Adjournment

## Riverside Community College District Academic Senate

Minutes for Monday, October 27, 2014

3-5pm

RCCD, D-343

- I. Call to Order by Travis Gibbs at 3:00 p.m.
- II. Approval of the Agenda: M/S/P (Greene/Nelson) all voted in favor.
- III. Approval of the Minutes: Minutes from September 29, 2014 were deferred.
- IV. Chancellor's Report: None

### V Unfinished Business

AP 7160C: Professional Growth--Full-Time Faculty Salary Advancement: M/S/P (Greene/Nelson) approved again with 3 yea votes with minor changes pending the approval of the minor changes by RCC

AP 7211: Equivalency Policy: M/S/P (Greene/Gibbs) yea, Greene and Gibbs; nea, Nelson. The policy to be returned to RCC for further deliberation.

AP 5011: Admission and Concurrent Enrollment of High School and other Eligible Minor Students: MVC had a problem with the first paragraph related to the Middle College and wanted the reference to Middle College excluded. RCC and Norco expressed reservations as well. As a course of action was to invite the VP of Student Services to speak about this policy with the DAS.

AP/BP 3510 Workplace Violence and Safety: M/S/P (Nelson/Greene) both passed with minor changes. The BP 3510 and/or (the or was added to the policy) and the AP3510 cyberbullying was added.

Standard of Student Conduct: M/S/P (Nelson/Greene) all voting in favor. Policy was approved with a minor modification for clarification: In the list for #10 the wording was changed to "...and/or negligent misconduct" (per Ruth Adams).

### VI. New Business

- A. Dr. Robin Steinback and David Torres gave a presentation about the Faculty Obligation Number to the DAS. See attached materials Dr. Steinback submitted to the DAS. Discussion ensued related to the calculation and importance to the Colleges and District.
- B. Legislative Actions presented by Dr. Robin Steinback were deferred until the next meeting of 11/24/14.
- C. David Torres gave a presentation about the CCC System Goals and Metrics: How RCCD Measures Up. David Torres presented the PowerPoint presentation CCC System Goals and Metrics: How RCCD measures up to the DAS as an informational item. D. Torres reported that the number of students completing within 6 years is approximately 39.8% currently and this is the percentage of completion for many years at RCCD. He stated that the State has set a goal of 1% completion rate increase for each cohort.
- D. Associate Faculty (Part-Time) serving on committees: information needs to be given to S. Thomas as soon as possible.

### VII. Committee and Liaison Reports

District Academic Standards (DAS): Sylvia Thomas reported the committee is working on priority registration i.e. group 3 that is determined by each college. Group 1 is determined by legislation and is mandatory and Group 2 is determined by District Policy.

District Program Review: Caroline Quinn turned in a written report, see attachment. She said that each of the Colleges was changing their CIPRs. RCC and Norco have changed the makeup of their Program Review Committees and MVC approved to form a single committee to deal with the Unit and Program Review activities.



She indicated that the District Program Review Committee will still function in order to accept reports on behalf of the District.

Curriculum: Caroline Quinn reported that the deadline for the next catalog was fast approaching.

PG&SL: Tammy Kern said that applications for Full Professor is 10/31/14. The committee will meet on 11/5/14 to consider the Professor applications. She also indicated that RCCD did not approve any funding for Sabbatical Leaves.

Associate Faculty: Mark Carpenter reported that at the next CCA Meeting in Sacramento they will be working on a resolution related to promoting colleges being allowed to choose the accreditation institutions they choose.

ba

## **VII. College and Liaison Reports**

Moreno Valley College: T. Gibbs reported that MVC did have discussions about having Dental Hygiene apply for a BA degree for the Chancellor's BA Pilot Program. They are currently waiting for the Student Equity report and for the list from APC for hiring prioritization.

Norco College: L. Greene reported that the Student Success Committee has been changed to be an operational committee and is no longer a Senate committee. The Student Equity plan was presented to NC Senate. She also reported that Peggy Campo has been elected to become the new President of the Academic Senate at NC beginning January 2015.

Riverside City College: L. Nelson reported to the DAS that RCC is working very hard to refresh the strategic planning process and various committees at RCC are contributing to refreshing the process under the leadership of the Senate's Strategic Planning Taskforce.

RCCDFA/CCA/CTA/NEA: no report.

District Administration: Robin Steinback reported that the State Chancellor's Office is understaffed and having difficulty keeping up with it's workload. Currently most of the Chancellor's office is working on approving ADTs. She also reported that many of the CIDs numbers are expiring as a result of the CSUs not completing their work in a timely manner.

## **VIII. Open Hearing**

A. T. Gibbs said the DAS will continue to meet with the Chancellor in a separate meeting from the DAS. This meeting will continued to be agendize per Brown Act requirements.

## **IX. Adjournment**

A. Adjourned at 5:32

Respectably Submitted,

Lee Nelson



## Riverside Community College District Academic Senate

Agenda for Monday, September 29, 2014  
D-343 (note new meeting room): 3:00-5:00 pm  
Spruce Street

Remaining District Senate meetings for 2014-2015: Mon. 10/27/14; Mon. 11/24/14; Mon. 2/23/15; Mon. 3/30/15;  
Mon. 4/27/15; WED. (due to Memorial Day) 5/27/15

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- I. Call to Order
- II. Approval of the Agenda
- III. Approval of the Minutes, June 30, 2014
- IV. Chancellor's Report
- V. **Ongoing Business**
  - A. [AP 7160a: Professional Growth—Full-Time Faculty Salary Advancement](#) (previously MVC & RCC approved, NC denied—concern about item IIa?)
  - B. [AP 4260: Limitation on Enrollment, Co-requisites, Prerequisites, & Advisories](#) (approved by MVC on 12/2/13—NC also previously approved and RCC recently approved)
  - C. [AP 7120c: Faculty hiring](#)
  - D. [AP 7211: Equivalency Policy](#) (latest revision): [Last approved version by MVC and DAS](#)
  - E. [AP 5011: Admission & Concurrent Enrollment of High School and other eligible minor students](#)
  - F. 5-to-Thrive Schedule Sept. 2014-July 2015
    - 2014**
      - Oct. BOT at MVC: MVC Senate's nominee.
      - Nov. BOT at NC: NC Senate's nominee.
      - Dec. BOT at RCC: **NO 5-to-Thrive**
    - 2015**
      - Jan. BOT at MVC: **NO 5-to-Thrive**
      - Feb. BOT at NC: NC Senate's nominee
      - March BOT at RCC: RCC Senate's nominee
      - April BOT at MVC: MVC Senate's nominee
      - May BOT at NC: The District's DFL is the speaker (it will be Dr. Fabian Biancardi)
      - June BOT at RCC: **NO 5-to-Thrive**
      - July: **NO BOT meeting**
- VI. **New Business**
  - A. District Curriculum Report (Quin)
  - B. [AP 3510: Workplace Safety and Violence](#) [BP 3510](#)
  - C. Early Alert: Is it helping?
  - D. Associate Faculty (P-T faculty) serving on committees: Information needed for reporting purposes only
- VII. **Committee and Liaison Reports**
  - A. District Academic Standards (DAS)
  - B. District Program Review
  - C. Curriculum
  - D. PG&SL
  - E. Associate Faculty
- VIII. **College and Liaison Reports**
  - A. Moreno Valley College
  - B. Norco College
  - C. Riverside City College
  - D. RCCDFA/CCA/CTA/NEA
  - E. District Administration
- IX. **Open Hearing**
- X. **Adjournment**

## Riverside Community College District Academic Senate

Minutes for Monday, September 29, 2014

3-5pm

RCCD, D-343

I. Call to Order by Travis Gibbs at 3:03 p.m.

II. Approval of the Agenda: M/S/P (Greene/Nelson) Gibbs amended the agenda to include election of DAS officers, all voted in favor.

III. Approval of the Minutes: Minutes from May 30, 2014 were deferred.

IV. Election of DAS Officers: The following election was approved for T. Gibbs, DAS President, L. Greene, DAS Vice President, and L. Nelson, DAS Sec/Treasurer

V. Chancellor's Report: Dr. Burke present and thanked the DAS for including him as part of the DAS meetings.

### VI Unfinished Business

AP 7160A: Professional Growth--Full-Time Faculty Salary Advancement: M/S/P (Greene/Nelson) approved by all after discussion.

AP 4260: Limitation on Enrollment, Co-requisites, Prerequisites, & Advisories: M/S/P Greene/Nelson) approved by all.

AP 7120c: Faculty Hiring: Discussed some of the changes regarding this policy between the three colleges. L. Greene suggested that the SMEs be changed to a minimum of 2 SMEs. The policy was deferred back to the Senates for approval of the minor changes.

AP 7211: Equivalency Policy: This policy was approved by MVC and NC and not approved by RCC. The policy to be returned to RCC for further deliberation.

AP 5011: Admission and Concurrent Enrollment of High School and other Eligible Minor Students: Changes have been made to the policy and was sent out to the college for review.

5-to-Thrive Schedule for 2014-2015 reviewed as follows: from the agenda.

### V. New Business

A. District Curriculum Report: Brian Johnson reported AP4260 passed at RCC. They have developed a process where faculty can include a course in an AOE and the curriculum will review those requests and vote on those changes in order for the course to be included in the schedule. Nick Franco, NC articulation officer will give a report on CIDs and ADTs that are approved. VC Thomas said that the District is reviewing CID and ADT approvals.

B. AP 3510: Workplace Safety and Violence: The Senates will be considering these policies there next meetings. A discussion on workplace violence ensued.

C. Early Alert Discussion: MVC inquired about whether this program was working. MVC has only 40% of the faculty were filling out the form. T. Gibbs asked the Senates to discuss the use and how effective this program is. Motion to have the Presidents of the Senates to ask the VPs of Academic Affairs to provide data about the effectiveness of the early alert system M/S/P (Nelson/Greene)

D. Associate Faculty (Part-Time) serving on committees: information needs to be given to S. Thomas.

### VI. Committee and Liaison Reports

District Academic Standards (DAS): wants to have a renewed charge from the Senate for this year.

District Program Review: RCC will begin to perform annual reviews, the committee is studying this change and it's effect on the DPR and the other two colleges.

Curriculum: above.

PG&SL: looking at if there are any sabbaticals this year? Application for full professor will be reviewed.

Associate Faculty: No report.

## **VII. College and Liaison Reports**

Moreno Valley College: no report

Norco College: no report.

Riverside City College: L. Nelson reported to the DAS that RCC has formed a Taskforce to Refresh the strategic planning process.

RCCDFA/CCA/CTA/NEA: no report. T. Gibbs has requested for the Faculty Association to look at stepents and reassign time for the Senate.

District Administration: Robin reported about two presentation at the next District Planning dealing with the 9 metrics and student success completion in relation to funding will be discussed at the next DSP meeting in October. Also revisions to AP and BP 5500 The Student Cond of Conduct. This will be sent to the Senates and should be on the next agenda. She also encouraged our attendance at the next DSP meeting in order to understand the new metrics for funding in relationship to student success. She wants to also discuss the FON (Full-time Obligation Number) with the DAS in October.

## **VIII. Open Hearing**

A. T. Gibbs said there is no District Link to the DAS. Robin said she would follow up with this request.

Adjourn at 5:52.

## Riverside Community College District Academic Senate

Minutes for Friday, May 30, 2014

5:15 pm-6:00 pm

Riverside City College, AD109

- I. Call to Order: Lee Nelson called us to order at 5:13 p.m.
- II. Approval of the Agenda: Greene/M; Nelson/S. Gibbs amended the agenda to include AP 4160 as IV at C. Approved: Nelson, Gibbs, Greene.
- III. Approval of the Minutes, April 28, 2014: amend the minutes to say Julie Pekhonen is to report back to Curriculum and the Senate.  
Gibbs/M; Nelson/S. Approved: Nelson, Gibbs, Greene.

### IV. Unfinished Business

Equivalency Policy AP 7211: Gibbs: moved to pass if RCC approves it; Greene; S. Approved: Nelson, Gibbs, Greene.

Attendance Policy (Nelson): Gibbs/M; Greene/S. Approved: Nelson, Gibbs, Greene.

AP 4160: Gibbs: moved to pass if RCC approves it. Approved: Nelson, Gibbs, Greene.

### V. New Business

A. Educational Assistant Program (Nelson): Number of complete, qualified applicants--RCC: 6; Mo Val 6; Norco: 4. Gibbs: moved to approve all if Nelson gets approval for one extra this year from the Chancellor. MVC and Norco agree to eliminate one if the District does not agree.  
Nelson/S. Approved: Nelson, Gibbs, Greene.

B. Approval of DAS Meeting Dates for 2014-2015 (Gibbs): Gibbs/M; Nelson/S. Approved: Nelson, Gibbs, Greene. Here are the dates with meetings to begin at 3:00 PM:

Monday, Sept. 29, 2014

Monday, Oct. 27, 2014

Monday, Nov. 24, 2014

Monday, Feb. 23, 2015

Monday, March 30, 2015

Monday, April 27, 2015

Wednesday, May 27, 2015 (because Monday the 25<sup>th</sup> is a holiday).

### VI. Committee and Liaison Reports

District Academic Standards (DAS): Concluded for the year; all are returning. Norco needs one more person on the committee.

District Program Review: Concluded.

Curriculum: Gibbs discussed his two concerns: we should be advocating for common curriculum; and the verbiage about "will" vs. "should" that has already passed.

PG&SL: RCC needs an additional person.

Associate Faculty: no attendees.

### VII. College and Liaison Reports

Moreno Valley College: no report.

Norco College: what has happened to sabbatical leaves? Lee will ask the Chancellor.

Riverside City College: March 6: 11-6 in the Hall of Fame. Executive Board meeting of the State Academic Senate will be held. Lee has taken care of all of the details.

RCCDFA/CCA/CTA/NEA

District Administration

### VIII. Open Hearing

**IX. Adjournment: 6:30 P.M.**

## **Riverside Community College District Academic Senate**

**Agenda for Monday, April 28, 2014**

**3:00-5:00 pm**

**D319 Spruce Street**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

- I. DAS Leadership Meeting with the Chancellor 2 to 3 pm in the Chancellor's Conference Room, Chancellor's Office, 2nd floor Spruce Street (Informational Purposes Only)**
- II.** Call to Order in D319
- III.** Approval of the Agenda
- IV.** Approval of the Minutes, March 24, 2014
- V. Unfinished Business**
  - A. Program Viability and Discontinuance—AP4021
  - B. Attendance Policy
- VI. New Business**
  - A. District Curriculum Report (Quin)
  - B. Review of Articulation Handbook and AP4050 (Pehkonen)
  - C. Equivalency Policy—AP7211
  - D. Budget--District Senate President (Gibbs)
  - E. Sp14 Plenary Resolutions
- VII. Committee and Liaison Reports**
  - A. District Academic Standards (DAS)
  - B. District Program Review
  - C. Curriculum
  - D. PG&SL
  - E. Associate Faculty
- VIII. College and Liaison Reports**
  - A. Moreno Valley College
  - B. Norco College
  - C. Riverside City College
  - D. RCCDFA/CCA/CTA/NEA
  - E. District Administration
- IX. Open Hearing**
- X. Adjournment**





**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

## **46<sup>th</sup> SPRING SESSION RESOLUTIONS**

*Adopted Saturday, April 12, 2014*

Resolutions Committee 2013-2014

John Freitas, Los Angeles City College, Chair  
Julie Adams, ASCCC, Executive Director  
Randy Beach, Southwestern College, Area D  
Kenneth Bearden, Butte College, Area A  
Dolores Davison, Foothill College, Area B  
Michelle Grimes-Hillman, Mt. San Antonio College, Area C

## TABLE OF CONTENTS

<b>ADOPTED RESOLUTIONS .....</b>	<b>SECTION ONE</b>
<b>1.0 ACADEMIC SENATE .....</b>	<b>1</b>
1.01 S14 Election Signatures Discrepancies .....	1
1.02 S14 Adopt the Documents <i>Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria</i> .....	1
1.03 S14 Applying the Brown Act to ASCCC Executive Committee Meetings .....	2
1.04 S14 Investigate and Analyze Election Rules and Procedures of the Academic Senate for California Community Colleges .....	2
1.05 S14 Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee .....	3
<b>2.0 ACCREDITATION .....</b>	<b>3</b>
2.01 S14 Modify Title 5 to Indicate that California Community Colleges Shall Be Accredited By a Federally Recognized Accrediting Agency .....	3
2.02 S14 Submitting Proposed Revisions to the <i>2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards</i> Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC) .....	4
2.03 S14 Explore Use of Simulated Accreditation Site Visits .....	5
2.04 S14 Collaborative Response to Accrediting Commission for Community and Junior Colleges 2014 Draft Revised Standards .....	5
<b>3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY .....</b>	<b>6</b>
3.01 S14 Infusing Cultural Competence .....	6
<b>5.0 BUDGET AND FINANCE.....</b>	<b>6</b>
5.01 S14 Oppose Flexibility Allowances Provided in the Governor's January Budget .....	6
5.02 S14 Endorse Funding for Full-Time Faculty and Addressing Issues with the Faculty Obligation Number (FON).....	7
<b>7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE .....</b>	<b>8</b>
7.01 S14 Explore Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings .....	8
7.02 S14 Allowing "P" Grades for Courses in the Major for the Associate Degree for Transfer .....	9
7.03 S14 Mechanism to Ensure That Implementing Transfer Model Curricula Preserves Faculty Intent .....	9
7.04 S14 Immediate Supervision in Foreign Language Labs .....	10
7.05 S14 Research Tools for Program Review .....	10
<b>9.0 CURRICULUM .....</b>	<b>11</b>
9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia..	11
9.02 S14 Changes to Recent Community College Repeatability Regulations.....	12

## TABLE OF CONTENTS

9.03	S14	Statewide Curriculum Coordination .....	13
9.04	S14	Consistency in Data Mart English as a Second Language Basic Skills Progress Tracker .....	13
<b>10.0 DISCIPLINES LIST.....</b>			<b>14</b>
10.01	S14	Adopt the Discipline List Handbook .....	14
<b>12.0 FACULTY DEVELOPMENT.....</b>			<b>14</b>
12.01	S14	Consistent and Sustainable Funding for Professional Development .....	14
12.02	S14	Faculty Professional Development .....	15
<b>13.0 GENERAL CONCERNS .....</b>			<b>16</b>
13.01	S14	Researching the Feasibility of the CCC Bachelor's Degree .....	16
13.02	S14	Add Established At-Risk Student Groups to Exemptions under Board of Governors Fee Waiver Policy.....	17
13.03	S14	Constructive Dialog on the Expectations for Community College Completion.....	17
13.04	S14	Concern Regarding Chancellor’s Office Staffing.....	18
<b>14.0 GRADING .....</b>			<b>19</b>
14.01	S14	Adopt the Paper <i>Awarding Credit Where Credit is due: Effective Practices for the Implementation of Credit by Exam</i> .....	19
14.02	S14	Local Use of Available Noncredit Progress Indicators.....	20
<b>15.0 INTERSEGMENTAL ISSUES .....</b>			<b>20</b>
15.01	S14	IGETC for High Unit Majors.....	20
15.02	S14	Model Curriculum and Nursing.....	21
<b>18.0 MATRICULATION-----</b>			<b>22</b>
18.01	S14	Adopt the paper <i>Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges</i> .....	22
18.02	S14	Research the Impact of Offering Priority Registration to Student-Athletes -----	23
<b>REFERRED RESOLUTIONS..... SECTION TWO</b>			
1.06	S14	Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges Mission Statement .....	24
1.06.01	S14	Amend Resolution 1.06 S14 .....	25
1.07	S14	Professional Development College.....	25
1.07.01	S14	Amend Resolution 1.07 S14 .....	26
1.08	S14	Academic Senate for California Community College Bylaws .....	26
1.08.01	S14	Amend Resolution 1.08 S14 .....	26
1.08.02	S14	Amend Resolution 1.08 S14 .....	27
13.05	S14	College Position Announcements .....	27

TABLE OF CONTENTS

**FAILED RESOLUTIONS .....SECTION THREE**

1.09 S14 Academic Senate for California Community College Personnel ..... 29

2.01.01S14 Amend Resolution 2.01 S14 ..... 29

3.01.04 S14 Amend Resolution 3.01 S14 ..... 29

5.02.01 S14 Amend Resolution 5.02 S14 ..... 30

9.01.01 S14 Amend Resolution 9.01 S14 ..... 30

12.01.03 S14 Amend Resolution 12.01 S14 ..... 30

13.01.01 S14 Amend Resolution 13.01 S14 ..... 30

13.01.02 S14 Amend Resolution 13.01 S14 ..... 31

13.01.03 S14 Amend Resolution 13.01 S14 ..... 31

13.06 S14 Applied Baccalaureate Degrees Offered by the California Community  
Colleges and Cooperation with the California State University System . 31

13.07 S14 Endorse Concept of Nursing Baccalaureate Degree at California  
Community Colleges ..... 32

**MOOT RESOLUTIONS .....SECTION FOUR**

13.06.01 Amend Resolution 13.06 S14 ..... 34

**DELEGATES**

Spring Plenary Session Delegates ..... 35

## ADOPTED RESOLUTIONS

### **1.0 ACADEMIC SENATE**

#### **1.01 S14 Election Signatures Discrepancies**

Whereas, The Academic Senate for California Community Colleges believes in a fair, democratic, and inclusive election process and that disqualification of a ballot and the corresponding representation that is denied should be kept to a minimum;

Whereas, During the Spring 2013 balloting for the Academic Senate for California Community Colleges officers and representatives, a significant number of ballots were disqualified due to signature discrepancies; and

Whereas, The Academic Senate for California Community Colleges recognizes that some individuals can vary the strokes of their signatures slightly based on numerous factors;

Resolved, That the Academic Senate for California Community Colleges Elections Chair announce from the podium the names of delegates whose signatures need to be validated and allow up to five minutes for the individuals to report to the Elections Chair to provide validation prior to discarding the ballot and totaling the votes effective Spring 2014.

MSC Contact: Evelyn Lord, Laney College, Area B

#### **1.02 S14 Adopt the Documents *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria***

Whereas, Academic Senate Resolution 1.02 S13<sup>1</sup> directed the Academic Senate to “create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process” and that the task force’s recommendation “be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session”;

Whereas, In response to resolution 1.02 S13 the Operational Oversight Committee was formed and charged with developing an evaluation process for the Academic Senate, and this committee held a breakout at the Fall 2013 Plenary Session to present progress to and obtain feedback from the body that was used to inform the work of the committee; and

Whereas, The deadline for completion of the first periodic review established as Fall 2014 Plenary Session would place a substantial burden on the organization and the individuals charged with completing the review;

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<sup>1</sup> The text of this resolution is found at <http://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>.

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges adopt the documents *Guidelines for the Periodic Review of Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*;

Resolved, That the Academic Senate for California Community Colleges complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first periodic review by the Spring 2016 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges assess the efficacy of the Periodic Evaluation of ASCCC process, including the documents *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session.

MSC Contact: Julie Bruno, Executive Committee, Operational Oversight Committee

### **1.03 S14 Applying the Brown Act to ASCCC Executive Committee Meetings**

Whereas, The Academic Senate for California Community Colleges has always been a proponent and champion for ensuring the right of all persons to participate in academic discourse and democracy where the ability to participate in such discourse potentially affects them;

Whereas, Over the course of the last eight years the Academic Senate for California Community Colleges has received ambiguous, inconsistent, conflicting opinions from multiple legal representatives concerning the applicability of the laws requiring open meetings (Brown Act or Bagley-Keene Act); and

Whereas, These open-meeting laws are complex, difficult to interpret with respect to a variety of circumstances, and difficult to self impose without clear guidelines, all of which ultimately means there are no clear guiding parameters provided in law or by the body to its elected representatives that establishes expectations around open meeting requirements for Executive Committee meetings held by the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges work to revise its bylaws at Fall Session 2014 to incorporate the requirements of the Brown Act for all its Executive Committee meetings.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

### **1.04 S14 Investigate and Analyze Election Rules and Procedures of the Academic Senate for California Community Colleges**

Whereas, Election rules and procedures of the Academic Senate for California Community Colleges (ASCCC) have not been evaluated to determine their effectiveness in serving the needs of the ASCCC for at least a decade;

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of elected Executive Committee members and local senate representatives to review the Academic Senate's elections rules and procedures of other faculty organizations, analyze current Academic Senate election rules and procedures, and report back to the body the pros and cons of various elections options by Spring 2015.

MSC Contact: Phil Smith, American River College

### **1.05 S14 Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee**

Whereas, The number and possibly the geographical distribution of local member senates is different today than when the representative positions (Area A, B, C, D, North, South, and At-large) of the Executive Committee were established;

Resolved, That the Academic Senate for California Community Colleges evaluate whether or not the current representative positions (Area A, B, C, D, North, South, and At-large) of the Executive Committee are adequate and equitable to the number and geographical distribution of local member senates and report the findings to the body by Spring 2015.

MSC Contact: Eric Narveson, Evergreen Valley College

## **2.0 ACCREDITATION**

### **2.01 S14 Modify Title 5 to Indicate that California Community Colleges Shall Be Accredited By a Federally Recognized Accrediting Agency**

Whereas, California Code of Regulations, Title 5 §51016 currently requires that, "Each community college within a district shall be an accredited institution. The Accrediting Commission for Community and Junior Colleges shall determine accreditation;"

Whereas, A basic criterion for participation in federal financial aid programs is that colleges be accredited by a nationally recognized accrediting agency, not one specific agency;

Whereas, Naming a specific accrediting agency in Title 5 is problematic because agencies may change their names, merge with other entities, or cease to be recognized, any one of such circumstances requiring a corresponding change to Title 5; and

Whereas, Naming a specific accrediting agency in Title 5 reduces the options California community colleges have to affiliate with an accrediting agency that fits their mission and circumstances<sup>2</sup>;

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<sup>2</sup> For example, if a California community college chooses or is required to become an institution that offers multiple baccalaureate degrees, it must be accredited by an agency that has been nationally recognized to assess such institutions.

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges work with the appropriate bodies to remove references to one specific accrediting agency in Title 5 and to replace the language with a neutral statement that California community colleges shall be accredited by a regional federally-recognized agency.

MSC Contact: Dolores Davison, Executive Committee

### **2.02 S14 Submitting Proposed Revisions to the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)**

Whereas, On January 24, 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) released for first reading a revised set of Eligibility Requirements and Accreditation Standards and began soliciting public comment about the draft revisions and will accept public comments until April 30, 2014;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) will hold public hearings about *the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* at Sylmar, California on April 28, 2014 and Sacramento, California on April 30, 2014;

Whereas, In order to assist the Academic Senate for California Community Colleges in providing public comment to the ACCJC, the Accreditation and Assessment Committee of the Academic Senate collected and compiled a list of recommended proposed revisions based upon research and analysis by the committee, including input from the field, in a single document entitled *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards*; and

Whereas, It would be impossible to present oral testimony for all of the items in the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* document in the available time, and therefore the Academic Senate must prioritize the proposed revisions that are of greatest importance to faculty;

Resolved, That the Academic Senate for California Community Colleges adopt the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* and direct the Executive Committee to submit these proposed revisions on behalf of the Academic Senate through written and oral testimony at the ACCJC's public hearings, and furthermore devote its oral testimony to the proposed revisions determined to be of highest importance by the Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to provide oral and/or written testimony about the *2014 First Reading*



## ADOPTED RESOLUTIONS

*Draft of the Eligibility Requirements and Accreditation Standards*<sup>3</sup> identified to the ACCJC based on their own locally identified concerns.

MSC Phil Smith, Executive Committee, Accreditation and Assessment Committee

### **2.03 S14 Explore Use of Simulated Accreditation Site Visits**

Whereas, Preparing for accreditation site visits can be a complex process for most colleges;

Whereas, A possible resource for colleges to prepare for accreditation team visits is the use of simulated evaluation teams, a group of accreditation-knowledgeable faculty, administrators, and staff either from the college, other colleges in the same district, or outside colleges who visit the college and provide a simulated experience of an actual site visit; and

Whereas, Based upon the simulated visit, the college may be better prepared to respond to the actual evaluation team visit;

Resolved, That the Academic Senate for California Community Colleges investigate the use of simulated accreditation team visits and report back to the body by Spring 2015.

MSC Contact: Adrienne Foster, West Los Angeles College, Accreditation and Assessment Committee

### **2.04 S14 Collaborative Response to Accrediting Commission for Community and Junior Colleges 2014 Draft Revised Standards**

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) has released the draft accrediting standards for first reading in January 2014 and letter from Barbara Beno on March 18, 2014;

Whereas, The new standards propose changes related to the faculty role in various processes such as:

- Governance process for review of mission statement (I.A)
- Reliance on faculty to identify SLOs (II.A.2.b)
- The faculty role in hiring statement removal “as determined by individuals with discipline expertise”

and would benefit from additional faculty evaluation and input; and

Whereas, Faculty have also expressed concerns about the new Institutional Integrity section (IC) and its possible interpretation;

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<sup>3</sup> The ACCJC draft 2014 revisions to the eligibility requirements and accreditation standards are found at [http://www.accjc.org/wp-content/uploads/2010/09/Eligibility-Requirements-crosswalked\\_-First-Reading-January-2014.pdf](http://www.accjc.org/wp-content/uploads/2010/09/Eligibility-Requirements-crosswalked_-First-Reading-January-2014.pdf) and [http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Standards-crosswalked\\_-First-Reading-January-2014.pdf](http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Standards-crosswalked_-First-Reading-January-2014.pdf)

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges collaborate, where appropriate, with other constituent groups, such as Faculty Association of California Community Colleges (FACCC) and community college faculty unions, before the April 30, 2014 deadline for public comment in order to coordinate verbal and written responses to the Accrediting Commission for Community and Junior Colleges about the draft Accreditation Standards from the faculty perspectives; and

Resolved, That the Academic Senate for California Community Colleges request an extension of the second reading of the proposed revisions to the Standards until January 2015 to allow for further consideration and discussion of public comments.

MSC Contact: Shaaron Vogel, Butte College

### **3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY**

#### **3.01 S14 Infusing Cultural Competence**

Whereas, Resolution 1.02 Spring 2010<sup>4</sup> asks that “the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates”; and

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students;

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates; and

Resolved, That the Academic Senate for California Community Colleges report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates.

MSC Contact: Jeff Burdick, Willow International Community College Center, Student Equity Task Force

### **5.0 BUDGET AND FINANCE**

#### **5.01 S14 Oppose Flexibility Allowances Provided in the Governor's January Budget**

Whereas, The 2014 - 2015 budget proposed in January 2014 by Governor Brown contains a proposal to allow for flexible movement of up to 25% of the funds directed to Extended Opportunities Programs and Services (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKs) and the Basic Skills Initiative;

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<sup>4</sup> The full text of this resolution is found at <http://asccc.org/resolutions/plan-infuse-cultural-competence>

## ADOPTED RESOLUTIONS

Whereas, While these provisions allow for some local accommodating of resources outside of their intended purposes, allowing this flexibility at this time could lead to a continuation of inequities because these needs have never been met, which will exacerbate internal competition for dwindling resources;

Whereas, The Faculty Association of California Community Colleges, the EOPS Association, and the CalWORKs Association have taken an “oppose” position to this proposal; and

Whereas, The Academic Senate for California Community Colleges has previous resolutions that broadly oppose flexible funding for categorical programs (6.02 S10, 5.03 S11);

Resolved, That the Academic Senate for California Community Colleges strongly oppose flexible budget options provided in the January 2014 Governor’s Budget for EOPS, CalWORKs and the Basic Skills Initiative.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

### **5.02 S14 Endorse Funding for Full-Time Faculty and Addressing Issues with the Faculty Obligation Number (FON)**

Whereas, Full-time faculty, both in the classroom and in student services, are essential to delivering a quality educational experience and to promoting student success;

Whereas, Positive budget forecasts indicate the expectation that additional funding will be available for community colleges in the May revision of the California State budget, and this additional funding could best be used to promote the hiring of full-time faculty throughout the system;

Whereas, The full-time Faculty Obligation Number (FON) currently utilized by the California Community College System has not led to a significant increase in the percentage of full-time faculty hires because it was intended to maintain the status quo in faculty hiring rather than to promote progress toward the 75% full-time faculty goal and is based on 1988 faculty hiring data that does not accurately or fairly represent current system hiring needs; and

Whereas, On March 20, 2014, the California Community Colleges Consultation Council agreed to form a task force to explore ways to address inequities in the FON for various districts and to encourage hiring of full-time faculty in districts with lower percentages of full-time faculty;

Resolved, That the Academic Senate for California Community Colleges endorse the inclusion of dedicated funding for the hiring of full-time faculty in the May 2014 revision of the California state budget as well as in future budget years; and

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges endorse the concept of revising or weighting the faculty obligation number (FON) to address in an equitable way full-time hiring of faculty among colleges throughout the California Community College System and to increase the hiring of full-time faculty statewide.

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

### **7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE**

#### **7.01 S14 Explore Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings**

Whereas, Colleges and districts that enroll students living in other states in distance education courses may be required by those states to enter into state authorization agreements in order to enroll those students, which can be burdensome to institutions and can result in thousands of dollars in fees to a state, even for a single student;

Whereas, The proposed 34 CFR §600.9(c) states:

“If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, *the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request.*”

and that if enacted will become an accreditation requirement as colleges are expected to comply with all federal regulations; and

Whereas, Participation by the State of California in the State Authorization Reciprocity Agreement (SARA)<sup>5</sup>, which provides for “an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs,” could relieve colleges and districts of having to directly negotiate agreements with states and territories, as that would be done by the State of California on behalf of colleges and districts, and could also ensure compliance with the proposed 34 CFR §600.9(c);

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and other state entities to analyze without delay the potential benefits

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<sup>5</sup> For more information, please go to <http://nc-sara.org>. To review the policies and standards for State Authorization Reciprocity Agreements, please go to <http://nc-sara.org/files/docs/SARA-General-Policies.pdf>.

## ADOPTED RESOLUTIONS

and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible.

MSC Contact: John Freitas, Executive Committee

### **7.02 S14 Allowing “P” Grades for Courses in the Major for the Associate Degree for Transfer**

Whereas, In September 2013, the California Community Colleges Chancellor’s Office adopted the 5<sup>th</sup> edition of the Program and Course Approval Handbook and modified the courses that could be used in the major component of Associate Degrees for Transfer (ADTs) by inserting the following sentence: *“A ‘P’ (Pass) grade is not an acceptable grade for courses in the major”* (p. 89);

Whereas, Title 5 regulations §55023 define a “P” grade as “at least satisfactory” and a “C” as “satisfactory,” establishing that a “P” is equal to a “C” or better as required for the major component of an ADT;

Whereas, Some forms of credit (e.g., AP, IB, and CLEP) are only graded on a pass/no pass basis and are commonly accepted for the major at many California State Universities; and

Whereas, Education Code clearly grants the authority to community colleges for the content of the ADTs, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate to these degrees;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to take whatever measures are needed to reverse the prohibition against using grades of “P” in the major component of Associate Degrees for Transfer.

MSC Contact: Dave DeGroot, Allan Hancock College, Area C

### **7.03 S14 Mechanism to Ensure That Implementing Transfer Model Curricula Preserves Faculty Intent**

Whereas, Transfer Model Curricula (TMCs) provide a faculty-developed structure to the major component of Associate Degrees for Transfer (ADTs);

Whereas, The California Community College Chancellor’s Office develops templates for degree submission derived from the TMC; and

Whereas, Degree templates and their implementation should align with the intent of the faculty who developed the TMC;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to establish a mechanism to ensure that template development and implementation are consistent with the intent of the TMC as developed by the faculty.

## ADOPTED RESOLUTIONS

MSC Contact: Dave DeGroot, Allan Hancock College, Area C

### **7.04 S14 Immediate Supervision in Foreign Language Labs**

Whereas, Legal Opinion 08-02 (2008 October 1) established new strictures by which districts can claim apportionment for “TBA” (To Be Arranged) hours, strictures that many community college labs, including foreign language labs, did not or simply cannot meet;

Whereas, The foreign languages discipline universally recognizes labs as necessary, successful delivery modes for improving student learning outcomes;

Whereas, Meeting the new strictures would entail staffing foreign language labs with instructors from all languages at any given time, even though instructors with minimum qualifications in any foreign language possess knowledge of the pedagogy of foreign language teaching and learning, and can thereby assist students with lab materials and activities that have been assigned by and will be assessed by the instructor of record; and

Whereas, The Board of Governors amended Title 5 §58055 (“Immediate Supervision”) to allow exemptions for health science education, for the Firefighter Joint Apprenticeship programs<sup>6</sup>, and for early childhood education programs to allow them to meet the new strictures;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor’s Office to develop a recommendation to the Board of Governors that Title 5 be amended to allow an exemption for foreign language labs so that immediate supervision can be shared by people who meet the state minimum qualifications for teaching any foreign language taught at the college.

MSC Contact: Fred Teti, City College of San Francisco, Area B

### **7.05 S14 Research Tools for Program Review**

Whereas, There are over 6,000 approved certificate and degree programs in the California Community College System (System) inventory of programs and courses and approximately 51% of these need to be reviewed at least every six years while the other 49% (Career Technical Education programs) need to be reviewed every two years, resulting in the need to review 2,000 programs every year system-wide;

Whereas, The California Community Colleges Chancellor’s Office, working in collaboration with CalPASS Plus, WestEd, the California Department of Labor, California Department of Education and a variety of other state and national agencies has developed a host of data gathering and research tools such as the Student Success

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<sup>6</sup> “For both of these areas, the requirement for immediate supervision can be met as a responsibility shared by a qualified person in the workplace/clinic and by an academic district employee.” Memo of June 10, 2009, Carole Bogue-Feinour, Vice Chancellor Academic Affairs Division, Second To Be Arranged (TBA) Hours Follow-up Memorandum

## ADOPTED RESOLUTIONS

Scorecard, Salary Surfer and the newly emerging Launchboard, which all provide the quantitative data necessary to making sound programmatic decisions;

Whereas, The California Legislature has long provided various funding streams such as the Telecommunication and Technology Information Program funds that are intended to develop and leverage System infrastructure where it will benefit colleges and maximize System purchasing power; and

Whereas, The data, tools, technology, staff, and infrastructure are now available to build a customizable program review system that contains narrative and auto/self populating quantitative data that colleges can choose to adopt, locally develop and adapt, save and reuse, or update prior data that is still relevant, in ways that would simplify the effort of program review, and would improve the utility of program review by making it more coordinated and meaningful both locally and statewide;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and other appropriate agencies to further develop research tools that offer quantitative, qualitative and meaningful data for local program review processes.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

### **9.0 CURRICULUM**

#### **9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia**

Whereas, In 2013 the legislature passed and the governor signed AB 86 (Education Omnibus Trailer Bill, 2013-2014) that amended California Education Code §84830 to create regional consortia to implement a plan to “better serve the educational needs of adults” in areas that include basic skills, ESL, and short-term CTE educational services;

Whereas, AB 86 further requires an evaluation and integration of faculty professional development to achieve greater student achievement;

Whereas, Curricular design, educational planning, student success, and faculty professional development are all part of the 10+1 academic and professional matters under the purview of local academic senates, as stated in Title 5 §53200; and

Whereas, Faculty-defined rubrics for aligning courses before transfer have already been created and would provide useful tools for integrating courses;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established faculty-defined rubrics such as CB21 coding to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges assert that local academic senates actively participate in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind local governing boards that the Title 5 requirements for collegial consultation with academic senates on academic and professional matters extend to interagency legislative bodies, including joint powers authorities established between community college and K-12 governing boards.

MSC Contact: John Stanskas, Executive Committee, Noncredit Task Force

### **9.02 S14 Changes to Recent Community College Repeatability Regulations**

Whereas, California community colleges have built extensive depth and breadth of educational programs for over 50 years, responding to the educational needs of their respective communities, contributing to a skilled workforce, fostering a more engaged citizenry and creating a diverse, multi-generational component in the social and cultural make-up of our state, and in November 2012 voters passed Proposition 30, signifying state-wide, taxpayer support for maintaining access to this high quality public educational system;

Whereas, During the recent economic downturn, when California community colleges were turning away hundreds of thousands of students due to budget shortfalls, the Board of Governors of the California Community Colleges, in the context of rationing education, passed regulations to limit the repeatability of coursework in order to focus on and prioritize basic skills, career technical education, and transfer preparation;

Whereas, Lack of repeatability in performance, physical education, and skill-building courses has had the unintended consequence of severely limiting the ability of students of the arts (including dance, music, theater, creative writing, and the visual arts), and physical education to transfer as majors into advanced programs which select students based on demonstrated performance and athletic skills, excellent portfolios, and strong resumes, often developed over years of repeating coursework in order to attain the required higher levels of proficiency needed to transfer to selective four-year programs; and

Whereas, The repeatability regulations raise other barriers for community college students, particularly those enrolled in career and technical education programs, to take a more current version of a course they have already completed in order to update skills, adapt to new technologies or maintain professional competency;

Resolved, That the Academic Senate for California Community Colleges continue to support unfettered access to quality community college education for all Californians, including lifelong learners.

MSC Contact: Michael Mangin, Cabrillo College, Area B



## ADOPTED RESOLUTIONS

### **9.03 S14 Statewide Curriculum Coordination**

Whereas, The establishment of infrastructure to support the coordinated development of curriculum (either intra or inter-segmentally) and corresponding efforts to identify comparable curriculum is a valuable mechanism for increasing student pathway efficiency because it permits students to readily transition across and among the public and private segments of education and into viable careers;

Whereas, These efforts are and should remain faculty-driven, including projects such as Statewide Career Pathways and the Course Identification Numbering System (C-ID), the creation of school to college articulation, and the development of Model and Transfer Model Curricula (MC/TMCs);

Whereas, Inter-coordination of these efforts where appropriate is essential to making school-to-colleges-to-careers pathways rigorous, seamless, and flexible for students irrespective of their academic and career trajectory; and

Whereas, California legislation has inadvertently introduced inconsistency into the current inter-coordination efforts by providing regional funding streams that bypass the California Community College System governance processes;

Resolved, That the Academic Senate for California Community Colleges work to ensure that statewide curriculum systems remain funded, faculty driven, and inter-coordinated where appropriate so that institution-to-institution and institution-to-career pathways remain rigorous, seamless, and flexible.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

### **9.04 S14 Consistency in Data Mart English as a Second Language Basic Skills Progress Tracker**

Whereas, The California Community College Chancellor's Office tool Data Mart Basic Skills Progress Tracker is used to compile the Basic Skills Report for the State of California, integrating data from all basic skills/English as a Second Language (ESL) courses at all California Community Colleges (CCCs) for the purpose of measuring quality of programs at a college level;

Whereas, The ESL programs of CCCs are unique from other basic skills classes in having complex intricacies such as nonlinear course sequencing, multiple skill strands at the same level, complicated sequencing in the pathway to transfer, and varied coding including noncredit, non-degree applicable credit, degree-applicable credit, and transferable credit in the same department; and

Whereas, An analysis by a subcommittee of the California Teachers of English to Speakers of Other Languages (CATESOL) of several ESL departments' data in Data Mart Basic Skills Progress Tracker has revealed several errors, including but not limited to wrong courses being tracked, courses missing, and incorrect coding of courses, all resulting in an inaccurate picture of success data of ESL departments;

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges provide information and guidance to English as a Second Language (ESL) departments throughout the California Community College System to ensure that all ESL courses are accurately and consistently coded in alignment for the purpose of collecting and reporting accurate data in the Data Mart Basic Skills Progress Tracker tool; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers to facilitate accurate entry of ESL coding into the Data Mart Basic Skills Progress Tracker tool.

MSC Contact: Leigh Anne Shaw, Skyline College, Area B

### **10.0 DISCIPLINES LIST**

#### **10.01 S14 Adopt the Discipline List Handbook**

Whereas, The body adopted resolution 10.07 S13<sup>7</sup> that directed the Academic Senate for California Community Colleges to consolidate information related to the disciplines list process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both the Standards and Practice Committee and the field;

Whereas, Resolution 10.09 S13 and amendment 10.09.01 S13, both of which were referred to the Executive Committee<sup>8</sup>, addressed concerns about the need to simplify the way discipline list recommendations were brought to the body and to clarify the process; and

Whereas, The Standards and Practice Committee developed a Discipline List Handbook that consolidates the disciplines list process, as directed in resolution 10.07 S13, and addresses the concerns stated in the referred resolution 10.09 S13 and amendment 10.09.01 S13;

Resolved, That the Academic Senate for California Community Colleges adopt the Discipline List Handbook and implement the new discipline list process immediately upon its adoption by the body.

MSC Contact: Michelle Grimes-Hillman, Executive Committee, Standards and Practices Committee

### **12.0 FACULTY DEVELOPMENT**

#### **12.01 S14 Consistent and Sustainable Funding for Professional Development**

Whereas, AB 2558 (Williams, 2014) as of February 21, 2014, contains provisions that would implement two of the recommendations of the Chancellor's Office Professional

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<sup>7</sup> The full text of resolution 10.07 S13 is found at <http://asccc.org/resolutions/improvements-disciplines-list-process>

<sup>8</sup> The full texts of resolution 10.09 S13 and 10.09.01 S13 are found at <http://asccc.org/resolutions/disciplines-list-motion> and <http://asccc.org/resolutions/amend-resolution-1009-s13>

## ADOPTED RESOLUTIONS

Development Committee, including changing the name of the Faculty and Staff Development Fund to the Professional Development Program and making the program inclusive of all college employees, but not does not provide the consistent and sustainable funding for professional development as recommended by the committee;

Whereas, AB 2558 (Williams, 2014) would repeal Education Code §87152, which allocates to districts at a minimum “an amount equivalent to one half of one percent of the fiscal year revenues . . . received by the district, for the 1987-88 fiscal year” for the Faculty and Staff Development Fund; and

Whereas, Ongoing consistent and sustainable funding is essential for the creation and maintenance of meaningful and vital professional development programs in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges support the intent of AB 2558 (Williams, 2014) as of February 21, 2014, regarding its provisions for renaming and making the Professional Development Program inclusive of all college personnel;

Resolved, That the Academic Senate for California Community Colleges advocate that the allocation language in Education Code §87152 remain until such a time as a statute for ongoing and sustainable funding for the professional development program has been established; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other constituent groups to establish through statute ongoing consistent and sustainable funding for the Professional Development Program.

MSC Contact: David Morse, Executive Committee

### **12.02 S14 Faculty Professional Development**

Whereas, The primary basis for faculty hiring is subject matter expertise and meeting the minimum qualifications outlined in Title 5 and in *Minimum Qualifications for Faculty and Administrators in Community Colleges (January 2012)*<sup>9</sup>;

Whereas, The California Community College faculty minimum qualifications do not include requirements for andragogical knowledge or teacher preparation;

Whereas, Many colleges do not have a formal faculty professional development program tied to improvement of andragogy; and

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<sup>9</sup> This handbook is found at [http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012\\_2014.pdf](http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

## ADOPTED RESOLUTIONS

Whereas, Student preparedness and demographics of California community colleges have changed greatly over the last several years and faculty must be responsive to the learning needs of students at all levels and the vast array of diversity among students;

Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in andragogy that are driven by the unique and changing needs of students; and

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning preparation for adult students that have shown to increase student learning and success, and report its findings back to the body by Spring 2015.

MSC Contact: Dianna Chiabotti, Executive Committee

### **13.0 GENERAL CONCERNS**

#### **13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree**

Whereas, The California Community Colleges Chancellor's Office recently released a report from the California Community Colleges Baccalaureate Degree Study Group<sup>10</sup> on the topic of expanding the mission of community colleges in the state to include the awarding of bachelor's degrees, and the report concludes with a recommendation that the topic "merits serious review and study;"

Whereas, The Academic Senate for California Community Colleges currently is opposed to adding bachelor's degrees to the mission of California community colleges, Resolution 6.01 S10<sup>11</sup>, but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Whereas, Any comprehensive change to the mission of the California community colleges should include comment and input from many California State University and the University of California colleagues, and the composition of the California community college study group that produced the report included no faculty representation from these two segments;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental scan by independent researchers be conducted and

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<sup>10</sup> The full report is found at [http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_StudyGroup\\_WE\\_B.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WE_B.pdf)

<sup>11</sup> The full text of resolution 6.01 S10 is found at <http://asccc.org/resolutions/opposition-proposed-modification-community-college-mission>

## ADOPTED RESOLUTIONS

distributed to the colleges for information, deliberation, and further recommendations to the Legislature.

MSC Contact: Dolores Davison, Executive Committee

### **13.02 S14 Add Established At-Risk Student Groups to Exemptions under Board of Governors Fee Waiver Policy**

Whereas, In January 2014, the Board of Governors (BOG) of the California Community Colleges approved new minimum academic and progress standards that a student qualifying for a BOG fee waiver must meet in order to retain eligibility, but allowed an exemption to those standards for foster youth;

Whereas, Based on a California Community Colleges Chancellor's Office simulation report<sup>12</sup> on a cohort from 2011, as many as 31,342 (4.8% Extended Opportunities Programs and Services (EOPS); 4.7% California Work Opportunity and Responsibility to Kids (CalWORKs); 6% Disabled Student Programs and Services (DSPS) at-risk students could be subject to loss of the fee waiver for failure to meet the new academic and progress standards;

Whereas, Students who participate in EOPS/CARE, CalWorks, and DSPS programs, as well as veterans, qualify as at-risk students and therefore should receive the same exemptions from the new academic and progress standards as foster youth; and

Whereas, Students who participate in EOPS/CARE, CalWorks, and DSPS programs are already held to established academic and progress standards through such instruments as the EOPS Mutual Responsibility Contract;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors amend §58621 of Title 5 to grant EOPS/CARE, CalWORKs, DSPS students, and veterans the same exemptions to the new academic and progress standards currently granted for foster youth.

MSC Contact: Fabio R Gonzalez, San Jose City College, Area B

### **13.03 S14 Constructive Dialog on the Expectations for Community College Completion**

Whereas, Community colleges are commonly referred to as "two-year colleges," and students are often expected by external observers and even themselves to complete their studies within time frames and unit limitations that stress greater speed to completion and economy of course scheduling rather than the quality of their experience;

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<sup>12</sup> Analysis presented to the Board of Governors by the Chancellor's Office, March 3-4 2014  
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2014\\_agendas/March/3\\_3\\_BOG\\_Fee\\_Waiver.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2014_agendas/March/3_3_BOG_Fee_Waiver.pdf)

## ADOPTED RESOLUTIONS

Whereas, Many students remain at community colleges beyond two years and take more than the minimum units needed to complete their educational goals for legitimate reasons, including the following:

- Family or work circumstances that prevent full-time attendance
- Lack of access to courses that are compatible with other commitments and offered in the student's preferred mode of instruction
- Employment circumstances that compel students to return for retraining or additional coursework despite having achieved previous goals
- Insufficient preparation for college coursework that creates a need for remediation
- Completion of lower-division coursework not required for an associate's degree but required or recommended as lower-division preparation for the corresponding bachelor's degree by a transfer institution
- A simple desire to explore the options available before choosing a career path or major;

Whereas, Students should be provided with proper academic support, counseling and career advisement, financial aid, and other services to help them make appropriate course-taking decisions in order to reach their educational goals in a timely and efficient manner, but no student should be pushed into career-path choices or major programs due to misguided time or unit constraints before he or she is prepared to make such decisions; and

Whereas, Community college programs should be focused on giving students a high quality educational experience, not on pushing students through a model of education that stresses efficiency over true student success;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested constituencies to expand the necessary support structure that will enable all community college students to determine and achieve their educational goals in a timely and efficient manner, including but not limited to financial aid, counseling and career advisement, and academic support; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to engage policy makers in a constructive dialog that will expand their understanding of community colleges beyond the narrow view that students are expected to reach institutionally defined goals within two years and with a minimum number of units earned.

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

### **13.04 S14 Concern Regarding Chancellor's Office Staffing**

Whereas, The enactment of SB1440 (Padilla 2010)<sup>13</sup> and SB440 (Padilla 2013)<sup>14</sup> requires community colleges, within tight deadlines, to create an associate degree for transfer in

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<sup>13</sup> <http://www.sb1440.org>

<sup>14</sup> <http://www.legtrack.com/bill.html?bill=201320140SB440>

## ADOPTED RESOLUTIONS

every major and area of emphasis offered by that college for any approved transfer model curriculum, as prescribed, thereby imposing a state-mandated local program;

Whereas, The Governor has supported both pieces of legislation<sup>15</sup> as efforts to increase California's competitive edge in creating a skilled work force to effectively compete in the global marketplace;

Whereas, Title 5 §51021 requires that credit courses, certificates, and degrees are reviewed and approved by the Chancellor's Office before colleges list these courses and programs in their college's catalog and subsequently offer those courses and programs; and

Whereas, Recent departures in the Division of Academic Affairs in the Chancellor's Office have resulted in serious understaffing that has compromised the ability of the Chancellor's Office to handle the volume of course and program submissions from colleges, as well as its ability to provide timely guidance to the field;

Resolved, That the Academic Senate for California Community Colleges strongly urge that the staffing at the Chancellor's Office be immediately restored to the levels necessary to perform the critical work that directly impacts curriculum, especially the timely processing, review and approval of course and program submissions in support of student success.

MSC Contact: John Stankas, San Bernardino Valley College

### **14.0 GRADING**

#### **14.01 S14 Adopt the Paper Awarding Credit Where Credit is due: Effective Practices for the Implementation of Credit by Exam**

Whereas, Academic Senate Resolution 9.05 F08<sup>16</sup> called for the Academic Senate for California Community Colleges (ASCCC) to “assert the right of discipline faculty to establish the content of credit by exam processes, . . .” and “research and share effective practices for credit by exam processes with local senates”;

Whereas, Academic Senate Resolution 9.08 F10<sup>17</sup> called for the ASCCC to “develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanism,” to “encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes,” and to “recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available”; and

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<sup>15</sup> <http://sd20.senate.ca.gov/news/2013-10-10-governor-brown-signs-padilla-bill-strengthen-landmark-college-transfer-degree-law>

<sup>16</sup> The full text of resolution 9.05 F08 is found at <http://asccc.org/resolutions/ensuring-integrity-credit-exam-processes>

<sup>17</sup> The full text of resolution 9.08 F10 is found at <http://asccc.org/resolutions/credit-exam-processes>

## ADOPTED RESOLUTIONS

Whereas, The paper *Awarding Credit Where Credit is Due: Effective Practices for the Implementation of Credit by Exam* asserts the right of discipline faculty to establish the content of credit by exam processes, shares effective practices for implementing credit by exam processes with local senates, offers effective practices for using credit by exam, including ways to ensure that students are aware of mechanisms for earning credit by exam, while encouraging local senates to consider the needs of their local communities;

Resolved, That the Academic Senates for California Community Colleges adopt the paper *Awarding Credit Where Credit is Due: Effective Practices for the Implementation of Credit by Exam*.

MSC Contact: Lesley Kawaguchi, Executive Committee, Credit by Exam Paper Task Force

### **14.02 S14 Local Use of Available Noncredit Progress Indicators**

Whereas, The Academic Senate for California Community Colleges adopted resolution 14.01 S12<sup>18</sup> that requested changes to Title 5 to include a noncredit progress indicator of Satisfactory Progress (SP) at its Spring 2012 session;

Whereas, The Chancellor's Office Scorecard currently voids all data submitted for noncredit progress, thus indicating zero achievement and success;

Whereas, The Chancellor's Office currently lacks the staff to facilitate the requested Title 5 change; and

Whereas, The Chancellor's Office is capable of collecting noncredit progress indicators, and all other progress indicators (A, B, C, D, F, P and NP) are currently defined in Title 5 for credit and noncredit courses (§55021/§55023);

Resolved, That the Academic Senate for California Community Colleges urge local senates to recommend policies that allow their colleges to begin the practice of assigning progress indicators to all noncredit curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable noncredit progress indicator.

MSC Contact: Ginni May, Sacramento City College, Noncredit Task Force

## **15.0 INTERSEGMENTAL ISSUES**

### **15.01 S14 IGETC for High Unit Majors**

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) defines the Associate in Arts for Transfer and Associate in Science for Transfer degree as having no more than 60 semester units (or 90 quarter units) eligible for transfer to the California State University (CSU);

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<sup>18</sup> The full text of resolution 14.01 S12 is found at <http://asccc.org/resolutions/progress-indicator-implementation-noncredit-coursework>



## ADOPTED RESOLUTIONS

Whereas, The 60 semester units (or 90 quarter units) include a minimum of 18 semester units (or 27 quarter units) in a major or area of emphasis and an approved general education curriculum, either Intersegmental General Education Transfer Curriculum (IGETC) or CSU General Education Breadth Requirements;

Whereas, IGETC for Science, Technology, Engineering and Mathematics (IGETC for STEM), which allows exclusion of one course from Area 3 and one course from Area 4 for the Associate Degree for Transfer is approved for the chemistry major since it is a high-unit major; and

Whereas, Some non-STEM majors, such as music, theater, nursing, and elementary education are also high unit majors;

Resolved, That the Academic Senate for California Community Colleges work with its intersegmental partners to allow general education exceptions in both the IGETC and CSU General Education patterns similar to IGETC for STEM in all appropriate disciplines.

MSC Contact: Tiffany Tran, Irvine Valley College, Area D

### **15.02 S14 Model Curriculum and Nursing**

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) defines the Associate in Arts for Transfer and Associate in Science for Transfer Degree as having no more than 60 semester units (or 90 quarter units) eligible for transfer to the California State University (CSU) and California community colleges have missions other than just transfer;

Whereas, The Board of Registered Nursing (BRN) delineates the curriculum that must be covered in the nursing component of an Associate Degree in Nursing (ADN) and has established that 36 units is the minimum number of units in which this content can be covered and has established no maximum, allowing community colleges to determine how best to prepare their nursing students for both further study and the workplace demands that call for an increasingly higher level of competency for the new graduate;

Whereas, In the spirit of SB 1440 nursing faculty convened to develop a model curricula for nursing that establishes the BRN's 36-unit minimum as a maximum and proposes a degree that is well-over the 70 unit limit that can transfer to CSU; and

Whereas, Many California community college nursing programs have a higher number of nursing program units than the proposed model curriculum allows and would have to reduce courses related to the nursing major to allow room for an additional 10 units of general education classes for the CSU baccalaureate degree;

Resolved, That the Academic Senate for California Community Colleges work with its intersegmental partners to increase the number of units that can transfer to a California

## ADOPTED RESOLUTIONS

State University for students completing an Associate Degree in Nursing (ADN) program and pursuing a Bachelor's of Science in Nursing; and

Resolved, That the Academic Senate for California Community Colleges work with nursing faculty to modify the maximum number of nursing units in a model curriculum that ensures that students are both prepared for transfer and well prepared for workforce.

MSC Contact: Shaaron Vogel, Butte College

### **18.0 MATRICULATION**

#### **18.01 S14 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges***

Whereas, The Board of Governors held a study session on basic skills in March 2007, and passed a motion directing the Chancellor to “begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students...”;

Whereas, The Academic Senate for California Community Colleges adopted the paper *Student Success: The Case for Establishing Prerequisites through Content Review* (Spring 2010)<sup>19</sup> and its recommendations included the need for a paper on multiple measures; and

Whereas, The Academic Senate for California Community Colleges through Resolution 18.01 F13<sup>20</sup> adopted the position that any common assessment system developed for use by the California community colleges should allow local control both in the selection of multiple measures for use in placement processes and in the manner in which those multiple measures are applied;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to continue to engage in discussions at their colleges regarding the determination of appropriate multiple measures and placement processes that improve the success of their students.

MSC Contact: Michelle Grimes-Hillman, Executive Committee, Multiple Measures Task Force

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<sup>19</sup> This paper is available at <http://asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf>

<sup>20</sup> The full text of this resolution is found at <http://www.asccc.org/resolutions/use-multiple-measures-common-statewide-assessment-exams>

## ADOPTED RESOLUTIONS

### **18.02 S14 Research the Impact of Offering Priority Registration to Student-Athletes**

Whereas, The *SMART Tool Companion Report for the California Community College Athletic Association* (Institute for Evidence-Based Change, July 2011)<sup>21</sup> demonstrated participation in intercollegiate athletics programs closes the achievement gap for minority students, results in higher grade point averages (GPAs), and increases the rate and percentage of transfer to four-year institutions in comparison to a full-time, nonathletic cohort;

Whereas, Student-athletes must maintain full-time status (12 semester units or more, 9 semester units academic) during their season of competition and complete 24 semester units (18 semester units academic) between their first season of competition and their second season of competition for eligibility, and due to the fact that the California State University system requires 60 *transferrable* units for community college transfers, these student-athletes must take more than the minimum number of units;

Whereas, Intercollegiate athletic practices and competition times are typically scheduled between 2 pm and 7 pm daily, limiting course selections and creating challenges to the athletes' opportunities to enroll in the proper courses to maintain athletic eligibility, graduate, and transfer in four semesters; and

Whereas, The *SMART Tool Companion Report* indicates that student-athletes comprise a small percentage (8%) of the population of all full-time students statewide;

Resolved, That the Academic Senate for California Community Colleges convene a taskforce of representative statewide faculty in the California community colleges to research: 1) the local impact of the lack of priority registration policies for student-athletes on their ability to achieve and maintain athletic eligibility, and 2) the local impact of offering priority registration for student-athletes on enrollment for the student body as a whole; and

Resolved, That the Academic Senate for California Community Colleges report its findings to the body by the Spring 2015 plenary session.

MSC Contact: Tony Thompson, Taft College

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<sup>21</sup> [www.iebc.org](http://www.iebc.org)

## REFERRED RESOLUTIONS

### **1.06 S14 Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges Mission Statement**

Whereas, The Academic Senate for California Community Colleges is the official representative of all California community college faculty on academic and professional matters, and as that representative is responsible for promoting academic excellence in policy, initiative, consultative situations, to the legislature and Board of Governors, and to the media;

Whereas, The Academic Senate mission currently states<sup>22</sup>:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Whereas, While the current mission implies that the Academic Senate actively promotes academic excellence, an explicit statement to that effect will strengthen the understanding of the work and mission of the Academic Senate given the competing state and national organizations that attempt to claim that they ensure academic quality in the state; and

Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, ~~promotes,~~ advocates for, and acts upon policies of responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Dianna Chiabotti, Executive Committee

MSR: Referred to the Executive Committee with 1.06.01 to clarify intent and return to the body by Fall 2014.

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<sup>22</sup> The current Academic Senate mission statement is found at <http://asccc.org/about/mission>

## REFERRED RESOLUTIONS

### **1.06.01 S14 Amend Resolution 1.06 S14**

Amend the title to read:

**Insert the Phrase “Promotes Academic Excellence and Student Success” in the Academic Senate for California Community Colleges Mission Statement**

Delete fourth whereas:

~~Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;~~

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and student success; ~~and~~ fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, ~~promotes~~, advocates for, and acts upon policies of responding to statewide concerns concern to the Academic Senate; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Don Gauthier, Los Angeles Community College District, Area C

MSR: Referred to the Executive Committee with resolution 1.06 to clarify intent and return to the body by Fall 2014.

### **1.07 S14 Professional Development College**

Whereas, The Academic Senate for California Community Colleges’ proposed Professional Development College (PDC) is a project of the ASCCC for faculty at California community colleges;

Whereas, The draft of the recommendations presented at the April 9, 2014, ASCCC Executive Committee Meeting regarding the Professional Development College indicated that the oversight would be a “shared responsibility of the Executive Committee but should be specifically included in the formal assignment of at least one Executive Committee member;” and

Whereas, The ASCCC Professional Development College’s focus is on building community college leaders and that their experiences as community college faculty are unique and impact their leadership style and success;

Resolved, That the Academic Senate for California Community Colleges ensure that the formal oversight of its Professional Development College be either a current elected Executive Committee member, a current tenured faculty member of a California

## REFERRED RESOLUTIONS

community college or a retired tenured faculty member of a California community college.

Contact: Dianna Chiabotti, Napa Valley College

MSR: Referred to the Executive Committee with 1.07.01 to clarify and return to the body by Fall 2014.

### **1.07.01 S14 Amend Resolution 1.07 S14**

Amend third whereas:

Whereas, The ASCCC Professional Development College's ~~focus is~~ current proposed pilot program focuses on building community college leaders and that their experiences as community college faculty are unique and impact their leadership style and success;

Contact: Don Gauthier, Los Angeles Community College District

MSR: Referred to the Executive Committee with resolution 1.07 to clarify and return to the body by Fall 2014

### **1.08 S14 Academic Senate for California Community College Bylaws**

Whereas, At an Academic Senate for California Community Colleges Executive Committee meeting on April 9, 2014, during a conversation about an agenda item, when an Executive Committee member referred to the Bylaws for guidance on a topic, the Executive Director replied that the Bylaws were written in the 1960s, and they do not indicate our practice and therefore do not need to be followed;

Whereas, There have been other instances of the Bylaws being superseded or attempts to supersede the Bylaws with other written ASCCC documents;

Whereas, The Bylaws were ratified on March 7, 1969, were updated and reviewed by the body as recently as Spring session 2013 making them current; and

Whereas, The Bylaws and Constitution are the ASCCC's articles of incorporation and thus we are legally obligated to follow them;

Resolved, That the Academic Senate for California Community Colleges adhere to its Bylaws.

Contact: Dianna Chiabotti, Napa Valley College

MSR: Referred to the Executive Committee with 1.08.01 and 1.08.02 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

### **1.08.01 S14 Amend Resolution 1.08 S14**

Strike the first whereas:

~~Whereas, At an Academic Senate for California Community Colleges Executive Committee meeting on April 9, 2014, during a conversation about an agenda item, when an Executive Committee member referred to the Bylaws for guidance on a topic, the~~

## REFERRED RESOLUTIONS

~~Executive Director replied that the Bylaws were written in the 1960s, and they do not indicate our practice and therefore do not need to be followed;~~

Strike the second whereas:

~~Whereas, There have been other instances of the Bylaws being superseded or attempts to supersede the Bylaws with other written ASCCC documents;~~

Strike the resolved:

~~Resolved, That the Academic Senate for California Community Colleges adhere to its Bylaws.~~

Add a new resolved:

Resolved, that the Academic Senate for California Community Colleges continue to update its bylaws and include review of them by the body on a regular basis.

Contact: James Todd, Modesto Junior College

MSR: Referred to the Executive Committee with resolution 1.08 and 1.08.02 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

### **1.08.02 S14 Amend Resolution 1.08 S14**

Amend resolved:

Resolved, That the Academic Senate for California Community Colleges ~~adhere to its~~ review the Bylaws and bring recommendations for update and revision to the body by the Spring 2015 Plenary.

Contact: Katherine Schmeidler, Irvine Valley College

MSR: Referred to the Executive Committee with resolution 1.08 and 1.08.01 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

### **13.05 S14 College Position Announcements**

Whereas, Education Code §87100(2) states “Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population”;

Whereas, The recent changes to Title 5 §53001(b) states diversity “means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of all individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds” and further states that “Equal employment opportunity also involves “identifying and eliminating barriers to employment that are not job related”;

Whereas, The recent changes to Title 5 §53003 (4) indicate that the required training for selection (hiring) committee members should now also include training on “the

## REFERRED RESOLUTIONS

educational benefits of workplace diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee”; and

Whereas, At the Community College League of California’s Equity 2014: A Conference, a recommendation was proposed that colleges ask that applicants for positions have demonstrated success in working with diverse populations, demonstrated interest/experience in developing and implementing curricula to serve diverse populations, and worked directly on programs or issues that promoted diversity;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to include as a desirable qualification on position announcements that all applicants have demonstrated success in working with diverse populations, demonstrated interest and/or experience in developing and implementing curricula to serve diverse populations, and worked directly on programs or issues that promoted diversity.

Contact: Dianna Chiabotti, Napa Valley College

MSR: Referred to the Executive Committee to review and clarify, and to return to the body by Fall 2014.



## FAILED RESOLUTIONS

### **1.09 S14 Academic Senate for California Community College Personnel**

Whereas, In recent months there has been much discussion about the non-profit status of the Academic Senate for California Community College and the legal requirements to which the Executive Committee members must abide;

Whereas, The Academic Senate for California Community Colleges has several employees including an executive director and other professional staff and, as such, has a supervisory role as the legal employer;

Whereas, Currently the Executive Committee does not have an active role in the hiring, evaluating, and termination of the employees of the Academic Senate; and

Whereas, The executive director has the sole responsibility of hiring, firing, and terminating the other office professional staff, as well as orienting them to the work and role of the ASCCC, that is completed without oversight or monitoring by the Executive Committee, which has legal oversight and liability;

Resolved, That the Academic Senate for California Community Colleges immediately develop policies regarding the oversight of the hiring, evaluating, and terminating of ASCCC employees, and that these activities involve at least two (2) Executive Committee members, one of whom is not an officer; and

Resolved, That the Academic Senate for California Community Colleges include in the processes for hiring, evaluating, and terminating of ASCCC employees that all those involved in the hiring, evaluation, and terminating of ASCCC employees complete Equal Employment Opportunity trainings at least equivalent to those required by colleges.

Contact: Dianna Chiabotti, Napa Valley College  
MSF

### **2.01.01 S14 Amend Resolution 2.01 S14**

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges work with the appropriate bodies to remove references to one specific accrediting agency in Title 5 and to replace the language with a neutral statement requiring only that colleges the California community colleges be accredited by a common federally-recognized agency.

Contact: Don Gauthier, Los Angeles Community College District, Area C  
MSF

### **3.01.04 S14 Amend Resolution 3.01 S14**

Amend resolved:

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency training beginning at its Spring 2014 annual Executive Committee orientation, and use the information from that training to develop its plan.

## FAILED RESOLUTIONS

Contact: Dianna Chiabotti, Napa Valley College  
MSF

### **5.02.01 S14 Amend Resolution 5.02 S14**

Amend second resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the concept of ~~revising or weighting~~ increasing the faculty obligation number (FON) at each district to address in an equitable way full-time hiring of faculty among colleges throughout the California Community College System ~~and to increase the hiring of full-time faculty statewide.~~

Contact: Robb Lightfoot, Shasta College  
MSF

### **9.01.01 S14 Amend Resolution 9.01 S14**

Add fourth whereas:

Whereas, Faculty-defined rubrics for aligning courses before transfer have already been created and would provide useful tools for integrating courses;

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established ~~CB21 coding~~ faculty-defined rubrics to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;

Amend second resolved:

Resolved, That the Academic Senate for California Community Colleges assert that local academic senates ~~should be active participants~~ actively participate in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

Contact: Don Gauthier, Los Angeles Community College District, Area C  
MSF

### **12.01.03 S14 Amend Resolution 12.01 S14**

Add fourth resolved:

Resolved, That the Academic Senate for California Community Colleges advocate that at least 80% of the Professional Development Program monies be utilized primarily for **faculty** professional development activities.

Contact: Kevin Bontenbal, Cuesta College  
MSF

### **13.01.01 S14 Amend Resolution 13.01 S14**

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental

## FAILED RESOLUTIONS

scan by independent, unbiased researchers be conducted and distributed to the colleges for information, deliberation, and further recommendations to the legislature.

Contact: Beta Meyer, Mt. San Antonio College, Area C  
MSF

### **13.01.02 S14 Amend Resolution 13.01 S14**

Amend the second whereas:

Whereas, The Academic Senate for California Community Colleges currently is opposed to adding bachelor's degrees to the mission of California community colleges, Resolution 6.01 S10, and does not seek to alter that position until such time as the research proposed by the Baccalaureate Degree Study Group has been conducted and the body is provided with a comprehensive opportunity to consider these data before any efforts are made to revise its current position ~~but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position;~~ and

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental scan by independent, unbiased researchers be conducted and distributed to the colleges ~~to for information, the body for deliberation and possible reconsideration of existing positions, and further recommendations to the legislature.~~

Contact: Wheeler North, San Diego Miramar College, Area D  
MSF

### **13.01.03 S14 Amend Resolution 13.01 S14**

Add a second resolve:

Resolved, That the Academic Senate for California Community Colleges remain opposed to adding bachelor's degrees to the mission of California community colleges, and do not seek to alter that position until such time as the research proposed by the Baccalaureate Degree Study Group has been conducted and the body is provided with a comprehensive opportunity to consider these data.

Contact: Wheeler North, San Diego Miramar College  
MSF

### **13.06 S14 Applied Baccalaureate Degrees Offered by the California Community Colleges and Cooperation with the California State University System**

Whereas, There are 21 states in which community colleges are offering baccalaureate degrees and the State of California has passed and is contemplating additional legislation enabling community colleges to offer baccalaureate degrees at the same time the demand for applied baccalaureates in technical fields is increasing, with projections for the demand for all

## FAILED RESOLUTIONS

baccalaureates to exceed the capacity of the public and private universities to provide these, with a projected shortfall of 60,000 degrees by 2025<sup>23</sup>;

Whereas, Authorizing California community colleges to offer degrees not offered by the University of California and the California State University systems would increase access for underserved areas and populations, benefit the State's economy, and remove barriers to completion;

Whereas, There are numerous issues such as funding, funding mechanisms, student fees, and the California community college mission that would need to be explored; and

Whereas, The California State University System neither offers nor is projected to offer these degrees;

Resolved, That the Academic Senate for California Community Colleges support the concept of applied baccalaureates in technical fields being offered at the California community colleges that are neither offered nor projected to be offered in the University of California or California State University systems;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office, the Board of Governors, California State University faculty and system representatives, advisory boards and industry partners, and legislators to draft or support legislation enabling the offering of applied baccalaureate degrees by California community colleges in areas agreed to in collaboration with the California State University System; and

Resolved, That Academic Senate for California Community Colleges support colleges that proceed towards implementation of applied baccalaureate degrees as acceptable answers to issues involved in areas such as funding, funding mechanisms, student fees, and community college mission are found.

Contact: Karen Chow, Foothill-De Anza Community College District, Area B  
MSF

### **13.07 S14 Endorse Concept of Nursing Baccalaureate Degree at California Community Colleges**

Whereas, There are 88 Associate Degree in Nursing (ADN) programs and only 37 Universities which offer a Bachelors of Science in Nursing in California which are approved by the California Board of Registered Nurses;

Whereas, There are 4655 qualified applicants on waiting lists for the ADN programs compared with 17 to 143 on the wait list for Entry Level Masters (ELM), (Licensed Vocational Nursing

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<sup>23</sup>For more information, go to

<http://extranet.cccco.edu/Portals/1/AA/Miscellaneous/BaccalaureateDegreeStudyGroup/CaliforniaDemandfor4YearDegrees.pdf>

## FAILED RESOLUTIONS

(LVN) to AND, or Bachelor's of Science in Nursing (BSN), for which there is at least a 3.3 semester/quarter wait, and only 42.3% of the 35,041 qualified applicants are admitted to pre-licensure programs;

Whereas, Although there were 46% of the ADN programs displaced from clinical sites by other pre-licensure programs, 32% of which lost clinical sites due to the clinical site no longer accepting ADN students, 55% of students completing a pre-licensure program are still graduates of an Associate Degree Nursing program; and

Whereas, There were 57% of RN graduates working in hospitals in 2012-2013, while only 50% of ADN graduates were working in hospitals compared to 66% of BSN and EML graduates;

Resolved, That the Academic Senate for California Community College endorse the concept of California community colleges awarding a Baccalaureate Degree in Nursing.

Contact: Maria Biddenback, Napa Valley College

Reference: California Board of Registered Nurses, 2011-2012 Annual Report:

<http://www.rn.ca.gov/schools/reports.shtml>.

MSF

## MOOT RESOLUTIONS

### **13.06.01 Amend Resolution 13.06 S14**

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office, the Board of Governors, California State University faculty and system representatives, and legislators to draft or support legislation enabling the offering of applied baccalaureate degrees by California community colleges in areas agreed to ~~by~~ in collaboration with the California State University System; and

Contact: Beta Meyer, Mt. San Antonio College

MOOT

## DELEGATES

Alameda, College of, Trulie Thompson  
Allan Hancock College, Glenn Owen  
American River College, Anthony Giusti  
Antelope Valley College, Ed Beyer  
Bakersfield College, Mark Staller  
Barstow College, Sally Vandenberg  
Berkeley City College, Cleavon Smith  
Butte College, Stacey Bartlett  
Cabrillo College, Michael Mangin  
Canada College, Doug Hirzel  
Canyons, College of the, Edel Alonso  
Cerritos College, Scott O'neil  
Cerro Coso College, Laura Vasquez  
Chabot College, Kathy Kelley  
Chaffey College, Ardon Alger  
Citrus College, Lisa Villa  
Coastline College, Pedro Gutierrez  
Columbia College, John Leamy  
Compton College, Michael Odanaka  
Copper Mountain College, David Norton  
Cosumnes River College, BJ Snowden  
Crafton Hills College, Denise Allen Hoyt  
Cuesta College, Kevin Bontenbal  
Cuyamaca College, Alicia Munoz  
De Anza College, Mayra Cruz  
Diablo Valley College, Laurie Lema  
East Los Angeles College, Alex Immerblum  
El Camino College, Christina Gold  
Evergreen Valley College, Eric Narveson  
Folsom Lake College, Brian Robinson  
Foothill DeAnza CCD, Karen Chow  
Fresno City College, Mary Ann Valentino  
Fullerton College, Sam Foster  
Gavilan College, Bea Lawn  
Glendale College, Andrew Young  
Golden West College, Gregg Carr  
Grossmont College, Sue Gonda  
Hartnell College, Carol Kimbrough  
Imperial Valley College, Eric Lehtonen  
Irvine Valley College, Diana Hurlbut  
Lake Tahoe College, Michelle Risdon  
Laney College, Evelyn Lord  
Las Positas College, Thomas Orf  
Lassen College, Cheryl Aschenbach  
Long Beach City College, Dana Van Sinden  
Los Angeles CCD, Don Gauthier  
Los Angeles City College, Kalynda Weber Mclean  
Los Angeles Harbor College, Susan McMurray  
Los Angeles Mission College, Leslie Milke  
Los Angeles Pierce College, Kathy Oborn  
Los Angeles Southwest College, Sandra Lee  
Los Angeles Trade Tech College, Thomas McFall  
Los Angeles Valley College, Deanna Heikkinen  
Los Medanos College, Silvester Henderson  
Los Rios CCD, Kale Braden  
Marin, College of, Sara McKinnon  
Mendocino College, Conan Mckay  
Merced College, Dee Sigismund  
Merritt College, Tae-Soon Park  
MiraCosta College, Mark Yeager  
Mission College, Wael Abdeljabbar  
Modesto Junior College, James Todd  
Monterey Peninsula College, Paola Gilbert  
Moorpark College, Mary Rees  
Moreno Valley College, LaTonya Parker  
Mt. San Antonio College, Beta Meyer  
Mt. San Jacinto College, Stacey Searl-Chapin  
Napa Valley College, Maria del Rosario Biddenback  
Norco College, Jason Parks  
Ohlone College, Susan Myers  
Orange Coast College, Denise Cabanel-Bleuer  
Oxnard College, Robert Cabral  
Palo Verde College, Biju Raman  
Palomar College, Greg Larson  
Pasadena City College, Eduardo Cairo  
Peralta CCD, Karolyn Van Putten  
Porterville College, Buzz Piersol  
Rancho Santiago CCD, Raymond Hicks  
Redwoods, College of the, Mark Renner  
Reedley College, Lore Dobusch  
Rio Hondo College, Dianna Reyes  
Riverside CCD, Richard Mahon  
Riverside College, Mary Legner  
Sacramento City College, Virginia May  
Saddleback College, Blake Stephens  
San Bernardino Valley College, Algie Au  
San Diego City College, Berta Harris  
San Diego Continuing Ed, Timothy Pawlak  
San Diego Mesa College, Terry Kohlenberg  
San Diego Miramar College, Buran Haidar  
San Francisco, City College of, Fred Teti  
San Joaquin Delta College, Diane Oren  
San Jose City College, Philip Crawford  
San Mateo CCD, Kate Williams Browne  
San Mateo, College of, David Laderman  
Santa Ana College, John Zarske  
Santa Barbara City College, Kathleen O'Connor  
Santa Monica College, Eve Adler  
Santa Rosa Junior College, Robin Fautley  
Santiago Canyon College, Craig Rutan  
School of Continuing Education, Candace Lynch-Thompson  
Sequoias, College of the, Sondra Bergen  
Shasta College, Jennifer McCandless  
Sierra College, Jane Haproff  
Siskiyou, College of the, Sean Kenny  
Skyline College, Leigh Anne Shaw  
Solano College, Susanna Gunther  
Southwestern College, Patricia Flores-Charter  
Taft College, Tony Thompson  
Ventura College, Peter Sezzi  
Victor Valley College, Stephen Toner  
West Los Angeles College, Adrienne Foster  
West Valley College, Eric Pape  
West Valley/Mission CCD, Cathy Cox  
Willow International, Jeff Burdick  
Woodland College, Matt Clark  
Yuba College, Greg Kemble  
President, Beth Smith  
Vice President, David Morse  
Secretary, Julie Bruno  
Treasurer, Wheeler North  
Area A, Vacant  
Area B, Dolores Davison  
Area C, Lesley Kawaguchi  
Area D, Cynthia Rico  
North Rep, Dianna Chiabotti  
North Rep, Phil Smith  
South Rep, John Freitas  
South Rep, John Stanskas  
At Large Rep, Dan Crump  
At Large Rep, Michelle Grimes-Hillman

**AP 4021 PROGRAM VIABILITY AND DISCONTINUANCE**

**References:**

Education Code Section 78016;  
Title 5 Sections 51022 and 55130

Riverside Community College District is committed to support programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, 55000, "Program" is here defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. Program discontinuance, primary consideration will be given to the service the Program provides to the college and the community, not budgetary issues.,

- A. A Program may be considered for discontinuance only if one or more of the following criteria are fulfilled:
  - 1. The goals and objectives of the Program are no longer appropriate to the Mission of California Community Colleges, the college's mission or Educational Master Plan, and/or congruent with the Institutional Strategic Plan of the District.
  - 2. The Program curriculum no longer aligns with university transfer majors or General Education requirements, of the Program no longer meets industry needs and lacks demand in the current job market and the Program's field is not considered an emerging industry or career path.
  - 3. The Program does not meet curriculum standards as defined by Title 5, 55100.
  - 4. There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced either consistent low enrollment (an average of 50% or more below maximum seat load capacity for courses in the Program over four consecutive semesters) or statistically significant declining Program persistence and completion rates each semester for four semesters, as evidenced by reliable, longitudinal data.
  - 5. The Program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, 55130 (d), or licensing laws in particular occupations.
  - 6. There is universal agreement among regular faculty in a Program that it be merged with or replaced by another related Program.

When a specific Program fulfills one or more of these criteria, the regular faculty in the Program, college Administration, college Program Review Committee or college



Curriculum Committee will contact the Department Chair directly supervising the Program and convene a Program Discontinuance Task Force.

B. A Program Discontinuance Task Force will consist of the following voting members as well as one non-voting member:

- At most three regular faculty members who each teach at least one course per academic year in the Program, or if they are not available, if necessary, the faculty from a closely related field as selected by all faculty who teach at least one course per academic year in the Program
- The Department Chair overseeing supervising the Program
- The Dean of Instruction supervising the Program
- A representative of the Research and Planning (Institutional Effectiveness) Office
- A representative of Counseling who does not teach in the Program
- A representative of the local (college) Academic Senate who does not teach in the Program
- A representative of the local (college) Program Review Committee who does not teach in the Program
- A representative of the local (college) Curriculum Committee who does not teach in the Program
- The VP of Academic Affairs or a designee shall chair the Task Force as a non-voting member but may vote in the case of a tie.

Note: The Provost/Vice Chancellor Educational Services (or designee) will also serve on this committee as a non-voting member.

The Task Force will inform the college community that the Program is being considered for discontinuance and will convene a public comment session, to be followed later by a closed Task Force meeting, to decide on one of three directives (see below). A majority's decision is final, with the Provost/Vice Chancellor Educational Services (or designee) deciding a tie.

In the spirit of good intentions and future enrollment management and planning, the Task Force will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community;
- Needs of the department as the particular course fits in as part of a Program;
- Workforce development;
- Currency of Program Review;
- Core indicators from Chancellor's Office;
- Local labor market information through EDD (Employment Development Department) and/or employer Program Advisory Committee(s) and surveys;
- Reputation, and skills of Program and/or staff;
- FTES generated by the Program;
- Other funding sources, such as grants or contributions from business and industry;

- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within the past three years;
- Special leadership, integration, or cross discipline projects in which the Program is involved;
- Possibility of merging or replacing Program with a related Program.

C. The Program Discontinuance Task Force will give one of the following directives to the local (college) Curriculum Committee:

Directive A -- Program Continuance: The Program is accepted in its current state.

Directive B -- Revitalization Effort: The Task Force will assist Program faculty and other involved parties in developing a process/plan and associated time table to revitalize the Program. Resources will be allocated as necessary in order to improve Program enrollment, retention, completion, and other measures of Program success. Some areas to be considered are: in-depth revision of the Program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

The Task Force will specify the desired levels of improved performance. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:

- Accept the Program in its current state (Directive A);
- Give the Program an extension of two semesters under the current revitalization efforts and, at the end of the extension, the committee will reconvene and re-evaluate;
- Create a new plan to improve Program performance. This plan will then be implemented over the following 12 months;
- Discontinue the Program (Directive C).

Directive C -- Program Discontinuance: The Program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog.

Office of Primary Responsibility: Vice Chancellor, Educational Services, Workforce Development and Planning

DRAFT

**AP 4050 ARTICULATION**

**References:**

Title 5 Section 555051  
Accreditation Standard II.A.6.a  
Education Code Sections 66700, 70901, 70902

**Purpose**

***Articulation provides a method by which college credit can be awarded to students for coursework completed at the secondary level. Articulation ensures that students are not unnecessarily required to duplicate coursework in college, reduces the demand on impacted courses, and creates a smooth transition from secondary to post-secondary education. A smooth transition can be defined as a student's ability to:***

- 1. Obtain credit for pre-requisite coursework prior to enrolling in college.***
- 2. Enroll in higher level course work immediately and reduce the demand for impacted courses.***
- 3. Identify educational and career pathways prior to enrolling in college.***

***The program will enhance cooperation and communication between local Secondary Education Institutions (SEI) and Riverside Community College District (RCCD) colleges.***

**Process**

***The District's Secondary to Post-Secondary Articulation Handbook contains guidelines for administering the program, instructions for faculty developing articulation agreements, and instructions for students on how to apply for and receive articulated credit. The Handbook can be viewed on the District's Academic Programs website, under "Resources" at <http://rccd.edu/academicprograms/Pages/index.aspx>.***

I. Purpose:

~~The College/Secondary Articulation Program provides a method by which college credit can be given for articulated secondary education coursework, thereby preventing students from duplicating course work in college by creating a smooth transition from secondary into post-secondary education. A smooth transition can be defined as a student's ability to:~~

- ~~— A. — Obtain credit for pre-requisite coursework prior to enrolling in college.~~
- ~~— B. — Enroll in higher level course work immediately and reduce the demand for impacted courses.~~
- ~~— C. — Identify educational goals and career pathways prior to enrolling in college.~~

~~This Program will enhance cooperation and communication between local area Secondary Education Institutions (SEI) and the Riverside Community College District (RCCD). The ultimate objective is to allow students to more efficiently reach their educational and career goals.~~

II. Principles:

- ~~A. The articulation process shall be based in academic disciplines.~~
- ~~B. The articulation process shall be a collaborative effort between faculty from RCCD and SEI faculty. Final agreements shall be between RCCD and the SEI, not individual campuses or sites.~~
- ~~C. The standards and requirements for articulated courses and programs shall be set at a collegiate level, according to Course Outlines of Record.~~
- ~~D. Articulated courses and programs shall be reviewed by RCCD discipline faculty, every third year and updated as appropriate. The results of the review process will be communicated to appropriate administrative personnel at RCCD and the SEI.~~
- ~~E. Generally, requirements for articulated courses shall not be any greater than the requirements for satisfactory completion of the course as is typically offered at RCCD.~~
- ~~F. Differentiation between traditional "credit by exam" or advanced placement and articulated courses and programs shall be maintained. "Credit by Exam" will be used in connection with articulation as only a transcript credit mechanism and not criteria for articulation, as noted in Title 5, Section 55051.~~

~~G. The Office of Academic Affairs will provide administrative coordination and supervision for the College/Secondary Articulation Program and will designate the Career and Technical Education Projects Office as the central point of access for information regarding articulation.~~

III. ~~Process:~~

- ~~A. A Request to Articulate a Credit Course initiates the articulation development process between RCCD and a SEI.~~
- ~~B. The Vice President of Career and Technical Education will assign resource personnel to assist designated discipline faculty members in the agreement approval process. The ADC designated discipline faculty will be responsible for carrying the articulation process through to conclusion, including presenting articulation agreement recommendations to appropriate discipline committees, ultimately representing RCCD interests.~~
- ~~C. Once the designated discipline faculty determines the articulation is appropriate, an Articulation Agreement will be developed. The Agreement will contain the standards and criteria for the articulated course. The Agreement shall be approved by the RCCD designated discipline faculty and will be forwarded to the Vice President of Career and Technical Education for processing.~~
- ~~D. The Agreement will be transmitted to the College Curriculum Committee as an information item.~~
- ~~E. The Agreement will be submitted to the SEI superintendent, or designee, for approval. Once approved by the SEI superintendent, or designee, the Agreement will be forwarded to RCCD's Provost/Vice Chancellor, Educational Services for review, approval and recommendation to the RCCD Chancellor for approval.~~
- ~~F. Once the Agreement is finalized, documentation will be maintained in the Career and Technical Education Projects Office. Additionally, articulated course information will be sent to appropriate departments at all RCCD colleges, as well as the SEI.~~
- ~~G. A listing of articulated courses shall be published annually in the RCCD catalog. The secondary education districts will follow their own distribution procedures.~~
- ~~H. Articulation Agreements will be reviewed every third year. If any changes have occurred in the articulated course at the secondary~~

~~education program and/or the RCCD level, the SEI will be notified and have an opportunity to resubmit a Request to Articulate a Credit Course.~~

#### ~~IV. Student Credit~~

- ~~A. Students enrolled in an articulated course at a SEI will be advised to submit an Application for Credit by Articulation, along with a copy of their official transcripts.~~
- ~~B. The Vice Chancellor of Educational Services will assign resource personnel to review the Application for Credit by Articulation and the student's official secondary transcripts to verify the course was satisfactorily completed. The Application for Credit by Articulation will then be forwarded to the appropriate district/college office for awarding of credit. The following guidelines apply for credit to be awarded:
  - ~~1. Completion of coursework must correlate with the RCCD catalog published the year the student completed the secondary course, to insure the articulated course was active during that period and is currently active.~~
  - ~~2. In order to ensure recency of coursework, credit will only be awarded up to four (4) years after the completion of the secondary course.~~
  - ~~3. Students must receive a "satisfactory" grade as defined in the Articulation Agreement to receive credit at RCCD. Generally, the RCCD catalog defines "satisfactory" as a grade of "C" or better, but in some cases, a "satisfactory" grade is identified in the Articulation Agreement as a grade of "B" or better. The final grade received in the articulated secondary course will be the grade recorded on the RCCD transcript. Courses requiring a "satisfactory" grade of "B" or better will be notated on the list of articulated courses that is published annually in the RCCD catalog.~~
  - ~~4. The total amount of credit a student may earn through the articulation process is not to exceed 16 units.~~
  - ~~5. The student must apply and receive a RCCD student identification number before the credit by articulation can be processed and credit is placed on a transcript.~~~~

- C. ~~Once everything is deemed in order, the appropriate District/College office will award credit immediately on the student's transcript, regardless of the number of units the student has completed in residence at RCCD. RCCD course credit will be added to the student's RCCD transcript as "credit by exam." "credit by exam" will be used in connection with articulation as only a transcript credit mechanism and not criteria for articulation, as noted in Title 5, Section 55051. Students' RCCD transcript will reflect the same grade as was received in the articulated secondary course. If the secondary articulated course is completed over two (2) semesters, the final grade given the second semester will be reflected on the RCCD transcript. Students will also receive the same unit value for the articulated course as indicated in the RCCD catalog.~~

Office of Primary Responsibility: Career and Technical Education Projects Office

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Administrative Approval: October 18, 2007

Revised: June 30, 2008

Revised: October 18, 2010

**Revised:**

(Replaces Regulation 5110)



**AP 7211 FACULTY SERVICE AREAS, MINIMUM QUALIFICATIONS,  
AND EQUIVALENCIES**

**References:**

Education Code Sections 87001, 87003, 87355-87359.5, and 87743.1- 87743.2;  
Title 5 Sections 53400 et seq.

Faculty Service Areas: A Faculty Service Area (FSA) is defined as “a service or instructional subject area or group of related services or instructional areas performed by faculty.” FSAs have been established after negotiation and consultation, as required by law, with the appropriate faculty representatives. FSAs are considered only in the event of a layoff of faculty. Essentially, FSAs provide the basis for the “bumping rights” of more senior employees. Each contract and regular faculty member has received, or will receive at the time of hire, the FSA(s) for which he or she meets minimum qualifications as adopted by the Board of Governors, California Community Colleges, or by equivalency, as determined through the equivalency process of the District. Each faculty member may apply for additional faculty service area(s) for which they qualify.

Minimum Qualifications: ~~Faculty and academic administrators shall meet minimum qualifications established by the Board of Governors of the California Community Colleges or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors. To comply with the requirements of the Community College Reform Act (AB 1725), all current RCCD faculty members who wish to change or expand their teaching area(s) and all new applicants for RCCD teaching positions must meet the minimum qualifications for the discipline(s) in which they wish to teach, as specified in the Board of Governors' Disciplines List.~~

General Principles Applying to All Equivalencies

-A grant of equivalency establishes an applicant's eligibility for hiring consideration as equal to that of other applicants possessing the minimum qualifications.

-Equivalencies supersede limited credentials. Individuals who possess a Life Credential in a discipline they wish to teach are judged to have met the minimum qualifications to teach in that discipline. Current or former RCCD faculty members who taught in a discipline under an Eminence or Limited Services credential at RCCD during the 1989-90 academic year are judged to have met the minimum qualifications of that discipline.

-Part-time faculty hired at RCCD under a previous determination of meeting the minimum qualifications or the equivalent remain eligible for employment.

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-Degrees and credits establishing equivalency must be from accredited institutions.

-An occupational license or certificate is required in certain instances (see Ed. Code Section 53417).

#### Equivalencies

Equivalency Committee: The Equivalency Process for the District was developed in accordance with the Education Code. The equivalency committee shall:

- Be composed of three members;
- Be available to screening and selection committees as a resource regarding equivalency determinations;
- Ensure that equivalency forms are completed and the equivalency determination be forwarded to the Diversity and Human Resources Department upon completion. Of the individual is hired, the equivalency determination will become a part of the employee's personnel file; and
- In general, ensure that the equivalency process works well and meets the requirements of the law.

Determination of Equivalencies: The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications. Equivalency(ies) from another Community College District is not a guarantee of equivalency(ies) at the Riverside Community College District. Any current RCCD faculty member or RCCD teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the Board of Governors' Disciplines List may petition for equivalency. Equivalency is not a waiver of minimum qualifications, and may be granted in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List, but are equal to or exceed those qualifications in substance. The below specifications and procedures are intended to ensure a fair and objective equivalency determination process. Petitions for equivalency are available from the RCCD Office of Diversity and Human Resources.

At the start of the academic year, each discipline will develop a list of discipline representatives for all three colleges which shall be used by the Office of Human Resources and Diversity (DHR) for appointment to an equivalency committee. The department chair shall send the list to DHR who will then make the list available on a SharePoint or similar file.

**Comment [GT1]:** What is the procedure if a discipline has only associate faculty or an insufficient number of faculty in the discipline?

B. In the case of a current faculty member applying for an equivalency, a petition for equivalency and all supporting documentation will be reviewed by an equivalency committee.

C. In the case of new applicants for hire, the designated hiring committee will screen applications to determine which candidates are to be invited for interviews. If any such applicants have indicated that they do not possess qualifications identical to the minimum qualifications but have submitted a petition for equivalency, their petition and supporting documentation will be reviewed by an equivalency committee.

D. When an equivalency committee is required, the DHR will notify concurrently the individuals responsible for the selection of committee members. In the case of a new teaching position, members of the committee will be appointed when the position opening is announced.

Committee composition will be determined as follows:

1. Working in coordination, the three individuals making appointments (see below) will create, whenever possible, a committee fulfilling the following desiderata, listed in order of priority:

- (a) All three committee members are from the relevant discipline
- (b) The committee has one member from each of the three District colleges

2. One member will be appointed by the Academic Senate President or designee of the college at which the applicant is likely to do the most teaching if granted an equivalency and hired.

3. One member appointed by the DHR using the discipline's approved list of representatives. If the discipline does not have a representative, one shall be chosen in consultation with the department from a closely related discipline.

4. One member appointed by the Chancellor or designee.

E. The committee will select a chair, review the supplied documentation, and determine if the applicant has qualifications that are at least equivalent to the minimum qualifications of the discipline as specified in the Disciplines List. A simple majority's decision is final. The following process and criteria will be used to determine equivalencies to minimum qualifications for both full- and part-time faculty.

-Beginning Fall 2013, each discipline must keep records of equivalency determinations and associated rationales on a SharePoint or similar file. As a means to ensure fairness and consistency in the process, future committees

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evaluating equivalency applications in the discipline will consult this file and work within established precedent as it applies to the specific application under consideration.

Optional Considerations for Petitions for Equivalency in Disciplines Requiring a Master's Degree (May Vary by Discipline)

-A master's degree in any discipline plus at least 30 semester units of upper division and/or graduate units in the relevant discipline and/or teaching or other professional experience in the relevant discipline.

-A bachelor's degree in the relevant discipline or a related discipline plus the unit/course equivalent to a master's degree in the discipline.

-A bachelor's degree in the relevant discipline plus a master's degree in any discipline and work experience related to the relevant discipline.

-Accomplishments which demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of a master's degree in the discipline.

**Comment [GT2]:** And should being a TA constitute such skills?

Optional Considerations for Petitions for Equivalency in Disciplines not Requiring a Master's Degree (May Vary by Discipline)

-Licensure or certification in lieu of experience or education. General Education units and work experience may be considered to balance the licensure or certification so as to equal that required in an Associate degree. General Education that is part of the attainment of the licensure or certification must be documented.

-A bachelor's degree in a discipline reasonably related to the relevant discipline, plus the equivalent of two years of full-time teaching experience in the discipline at an accredited institution.

-Accomplishments which demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of the minimum qualifications specified in the Disciplines List.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those who do not meet minimum qualifications will then be asked to state their education and experience that qualifies them for equivalency. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

The search committee will first screen all qualified applicants, assuming that those claiming equivalency are in fact equivalent. Those applicants who do not meet minimum qualifications will have their claims examined by the equivalency committee prior to being interviewed. Only applicants who are found to meet the test of equivalency shall be selected for interview.

The equivalency committee shall send its decisions concerning equivalency and non-equivalency to the Diversity and Human Resources Department before candidates are notified of interviews.

All faculty, full-time or part-time, hired must meet the minimum qualifications as stipulated in the Disciplines List, or must have been approved through the Equivalency Process.

Office of Primary Responsibility: Vice Chancellor, Diversity and Human Resources

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Administrative Approval: May 18, 2009

DRAFT

This handbook describes the process of establishing course-to-course articulation agreements between secondary districts and Riverside Community College District and the process for students to receive articulated credit.

# Articulation Handbook

Secondary to Post-Secondary

Issued: February 2014

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Riverside Community College District

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Moreno Valley College ● Norco College ● Riverside City College

# GENERAL INFORMATION

# Purpose/Background

Secondary to post-secondary articulation provides a method by which college credit is awarded for the successful completion of equivalent high school and/or regional occupational programs (ROP) coursework. Articulation reduces the need for students to repeat coursework in college and facilitates a smooth transition from secondary to post-secondary education. It allows students to more efficiently reach their educational and career goals.

## Guiding Principles of Articulation:

- The standards and requirements for articulated courses shall be set at a collegiate level and the recommendation whether or not to articulate a particular course is determined by the colleges' academic disciplines.
- The terms and conditions of individual course articulations are outlined in an Articulation Agreement. Agreements shall be between secondary districts, not individual campuses or school sites, and RCCD colleges.
- The articulated credit shall be transcribed as a letter grade on a student's RCCD college transcript. The minimum grade required for articulated credit is a "B".
- Transcribed credit shall be notated externally on the student's RCCD college transcript as Credit by Exam (CE).
- Students cannot be required to apply for articulated credit. Once credit is transcribed, it will not be removed.
- Students will have up to four academic years in which to request articulated credit.
- Students may not earn more than 16 units of articulated credit.

### Riverside Community College Board Policy and Administrative Procedure 4050

References:

Title 5 Section 555051

Accreditation Standard II.A.6.a

Education Code Sections 66700, 70901, 70902



# Definitions

**Agreement**—This is the “official” agreement between RCCD and a secondary district which outlines which two courses (secondary and post-secondary) are “equivalent” in content and student learning outcomes.

**Articulation**—For the purposes of this document, articulation is course-to-course equivalency between a secondary course and a post-secondary course.

**CATEMA**—Career and Technical Education Management Application. This is an online software utilized to award student credit through articulation.

**COR**—Course Outline of Record or Course Outline. This is the “official” district-level course outline for the class that is articulated. A teacher’s syllabus is not the course outline of record. The format for course outlines vary by district, but at a minimum, the COR should include:

- Course Title
- Course Summary
- Length of the course in hours
- Number of credits or units awarded
- Prerequisites (if any)
- Student Learning Outcomes or Course Objectives (skills and competencies)
- Measurement methods
- Required equipment
- Required/recommended textbooks

**Post-secondary**—For the purpose of this articulation handbook, the term post-secondary means Riverside Community College District or one of its three colleges: Moreno Valley College, Norco College, or Riverside City College.

**ROP**—Regional Occupational Program. The four ROPs in Riverside and San Bernardino County are: Riverside County Office of Education (RCOE) CTE/ROP, Baldy View ROP, Colton-Redlands-Yucaipa ROP, and San Bernardino County Superintendent of Schools (SBCSS) ROP.

**Secondary**—For the purpose of articulation, the term secondary normally means high school or regional occupational program (ROP), however, it sometimes includes adult schools and other secondary sites. Typically, the secondary teacher initiates the articulation development process. They also promote articulation to their students.

**Transcripted Credit**—This refers to the process of posting articulated courses to a student’s college transcript.

**Units/Credits**—This is a numerical value associated with the course. A typical secondary course is between 5 and 10 credits and a typical RCCD course is around 3 units.

# TEACHERS/ FACULTY

# Process for Developing Articulation Agreements

The process of developing articulation agreements shall be a collaborative effort between RCCD college faculty and secondary instructors. This collaborative process has a secondary benefit of enhancing communication between secondary and post-secondary faculty within programs and between sites. The process identified below is for Career and Technical Education (CTE) articulation. The process for developing non-CTE course articulation agreements shall be determined by the corresponding college discipline/department.

## Secondary (High School/ROP) Teachers

For the purpose of articulation, the term secondary normally means high school or regional occupational program (ROP), however, it sometimes includes adult schools and other secondary sites. Typically, the secondary teacher initiates the articulation development process. They also promote articulation to their students.

### Secondary Teachers:

- Identify where course-to-course alignment might exist
- Complete an articulation proposal
- Set up articulated courses in CATEMA each semester
- Assist students in applying for articulated credit through CATEMA
- Submit official end of semester course grades in CATEMA

### Role of Secondary Teachers:

- Ensure that the curriculum standards of the post-secondary articulated course are maintained.
- Promote articulation opportunities to students and facilitate student receipt of credit.
- Each semester, add all articulated class sections into RCCDs on-line articulation system, CATEMA.
- At the end of the semester/year, award credit to students who successfully complete the course.

# Developing the Agreement

## Documents Needed:

- 1. Secondary district course outline of record (COR) (see step 1)
- 2. RCCD course outline of record (COR) (see step 2)
- 3. Proposal to Articulate Secondary to Post Secondary Coursework form (see step 3)

**Step 1:** Obtain the official secondary district COR for the course being proposed for articulation with RCCD. The secondary COR should identify the standards to which a course is taught regardless of the site or the individual teaching the course. Since articulation agreements are between secondary districts (not individual sites or teachers), it is essential that district-level standards exist for the course being proposed for articulation.

**Step 2:** Identify the specific RCCD course that appears equivalent to the secondary course being proposed for articulation. See Figure 1 for instructions on how to search RCCD COR database. Compare the secondary district COR to RCCD's COR.

**How to Conduct a Course Search on RCCD's CurricUNET Website**

RCCD CORs can be found online:  
<http://www.curricunet.com/rccd/>. Scroll down to the bottom of the page, on the left hand side, to find the **SEARCH** feature. Select search by **COURSE**.

Select the appropriate **DISCIPLINE** from the drop down box (leave **COURSE NUMBER** and **COURSE TITLE** blank) and then select OK. Next, select the **WR** (shown below) to view the COR.

Figure 1

**Step 3:** Complete and submit a Proposal to Articulate Secondary to Post-Secondary Coursework form (Figure 2). The form can be found at [www.explorecte.org](http://www.explorecte.org), click on Faculty.



**Figure 2: Proposal to Articulate**

**Step 4:** E-mail the Proposal to Articulate Secondary to Post Secondary Coursework and the secondary district COR to the college’s CTE Dean (or the designated CTE articulation coordinator) or to the RCCD CTE Projects Office at [cte-info@rccd.edu](mailto:cte-info@rccd.edu). All proposals will be forwarded to the appropriate college academic discipline for review.

Riverside Community College District  
CTE Projects Office, [cte-info@rccd.edu](mailto:cte-info@rccd.edu)

The CTE Projects Office will notify the secondary district once the proposal has been reviewed by the college faculty and a decision has been made. Prior to a decision being made, secondary faculty may be contacted for more information and may be asked to attend a meeting with the college faculty.

## The Secondary Teacher’s Role in Awarding of Student Credit

To facilitate the awarding of student credit, RCCD subscribes to an online articulation system called CATEMA ([www.catema.net/rccd](http://www.catema.net/rccd)). Teachers (and students) will need to create a CATEMA account in order to utilize the system. Once students successfully complete an articulated class, the teacher will indicate the final grade received in the class in CATEMA, which triggers the process of awarding transcribed credit at RCCD.

**Step 1:** Go to the [www.catema.net/rccd](http://www.catema.net/rccd) webpage. Select “Create Account” under the heading “New Teachers.”



**Step 2:** Create a teacher account (Figure 3). After creating an account, a notice is automatically sent to the RCCD CTE Projects Office to verify the new teacher account. This verification process is the first step in ensuring the integrity of the online system. After RCCD approves the new account, the teacher will receive an e-mail notification. Teachers only need to create their teacher account one time. If a teacher sets up an account but forgets their password, they should contact the RCCD CTE Projects Office at [cte-info@rccd.edu](mailto:cte-info@rccd.edu) or call (951) 222-8963 for assistance.



**Figure 3: Create a teacher account in CATEMA**

**Step 3:** Set up a New Class Record in CATEMA (Figure 4). Every class term, the teacher must add each articulated course being taught that term into CATEMA. After setting up a class, a notice is again automatically sent to RCCD CTE Projects to approve it. This is the second step in ensuring the integrity of the online system. The process of setting up classes must be repeated every semester/year (depending upon the length of the class).



**Figure 4: Setting up a class in CATEMA**

**What classes should teachers set up in CATEMA?** Every class period where an articulated course is offered should be set up as a “new class record” in CATEMA.

	First Semester	Second Semester	Scenario	Teachers will:
Period 1	Computers 1	Computers 1	This is a one-semester class. Students enrolled in the 1 <sup>st</sup> semester are different than students enrolled in the 2 <sup>nd</sup> semester class. Students completing Computers 1 are eligible for articulated credit.	Set up two classes in CATEMA for Computers 1 1) First Semester, Period 1 2) Second Semester, Period 1
Period 2	Computers 1A	Computers 1B	Students must complete both Computers A and B to be eligible for articulated credit	Set up one class in CATEMA for Computers 1B: 1) All Year, Period 2 <i>Note: Only assign credit to students who completed both 1A and 1B with a grade of B or better.</i>
Period 3	Advanced Computers	Advanced Computers (continued)	This is a year-long class. Students enrolled in 1 <sup>st</sup> semester are the same students enrolled in the 2 <sup>nd</sup> semester. Students must complete the year-long class to be eligible for articulated credit.	Set up one class in CATEMA for Advanced Computers 1) All Year, Period 3

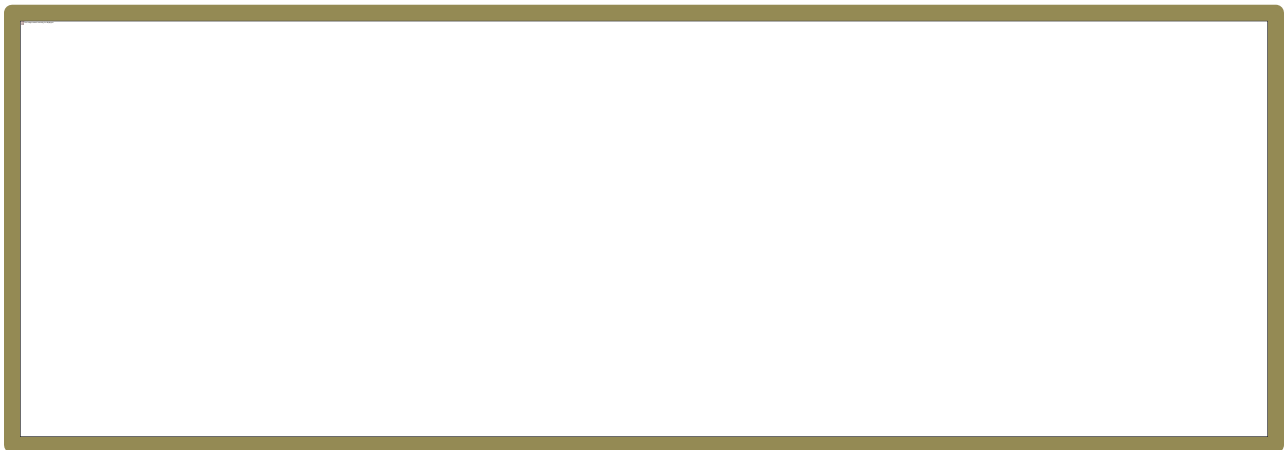
**Step 4:** Some time during the class term, teachers will assist their students in completing the student application process in CATEMA, after which the teacher “accepts” (Figures 5, 6 and 7) the students on their CATEMA class roster(s).



**Figure 5: Teacher views all classes they have set up**



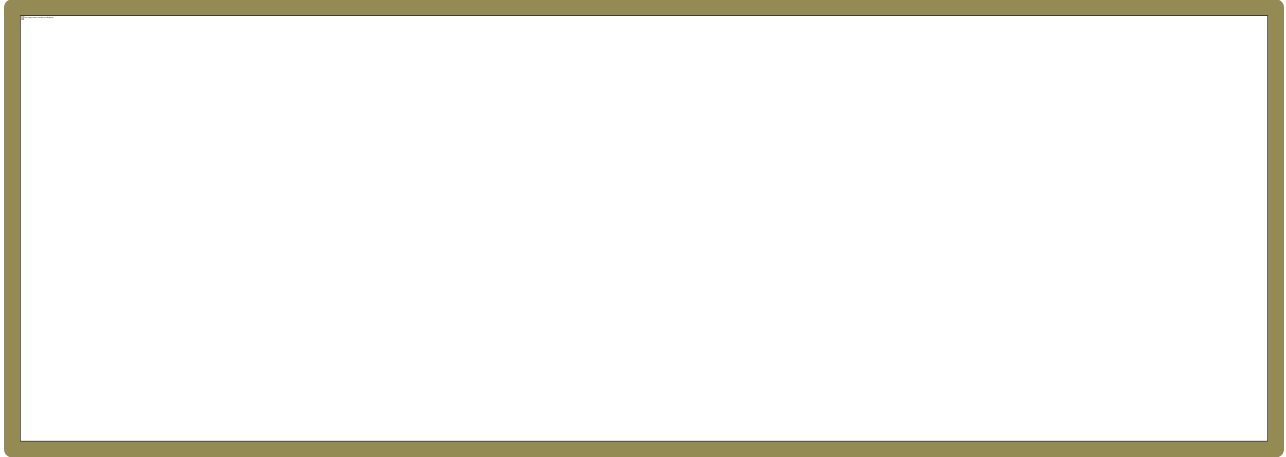
**Figure 6: Teacher views all students enrolled through CATEMA in each class section**



**Figure 7: Teacher selects each individual student to be added to their CATEMA class section**



**Step 5:** At the end of the class term (some articulated classes are only one semester and others are a full year), teachers record their students' grades on their CATEMA class roster (Figure 8). Once grades have been entered and recommended for credit, the RCCD CTE Projects Office will facilitate the awarding of student credit at the college level.



**Figure 8: Teacher awards grade and recommends articulated credit**

The CATEMA system can only be used to award credit for the current school year. Teachers have until the end of July to enter their grades. After the school year is closed, students will have to request credit via a request to have their high school transcript reviewed to determine eligibility for articulated credit. **Please refer to pages 23 and 24 in the Student section of this handbook for complete instructions on how to complete the Apply Via High School Transcript Review Request form.**

# Post-Secondary (College) Faculty

For the purpose of this articulation handbook, the term post-secondary means Riverside Community College District or one of its three colleges: Moreno Valley College, Norco College, or Riverside City College. The decision whether or not to articulate rests with college faculty.

## Role of Post-Secondary Faculty:

- Work collaboratively with secondary teachers and other college personnel to review requests to articulate coursework and recommend approval (or not).
- Promote ongoing dialogue between secondary sites with similar programs, especially those that articulate, to ensure that the curriculum standards set by the college are being maintained and promote progression from secondary to post-secondary CTE through the CTE pathways.

### College Faculty

- Review requests for articulated credit within their discipline
- Meet with secondary teachers when necessary
- Communicate articulation decisions to appropriate college committees/departments
- Engage in ongoing dialogue with secondary teachers

## Reviewing and Approving Requests to Articulate Courses

**Step 1:** When the RCCD CTE Projects Office receives a Proposal to Articulate Secondary to Post-Secondary Coursework form from the secondary district, a Secondary to Post-Secondary Articulation Agreement will be drafted and forwarded to the appropriate department/discipline for review.

**Step 2:** The department/discipline will assign a faculty member to lead the review process. The purpose of the review process is to determine whether or not the secondary and RCCD college courses align and course equivalency exists. Part of the review process often includes a face-to-face meeting between the secondary teachers and RCCD faculty. College faculty should recommend changes to the secondary curriculum that would allow articulation to occur.

**Step 3:** The faculty member leading the review process will indicate on the Agreement whether or not the course is recommended for articulation and will have the department chair/discipline lead sign the Agreement and will return the form to the CTE Projects Office. The department is responsible for informing the curriculum committee when a course is recommended for articulation.

# The Articulation “Agreement”

For the purpose of this articulation handbook, the term “Agreement” refers to the formal agreement between a secondary district and one of RCCD’s three colleges. This Agreement allows students to receive RCCD credit for coursework completed at the secondary district.

## RCCD CTE Projects Office:

When the academic department/discipline recommends articulation, the CTE Projects Office will obtain the following additional signatures on the Secondary to Post-Secondary Articulation Agreement:

- Secondary District Superintendent
- College Vice President of Academic Affairs
- College President

The CTE Projects Office will maintain files for all articulation agreements and will keep an updated list of articulated courses. This list shall be made available through related District/College CTE webpages and on the [www.explorecte.com](http://www.explorecte.com) website.

CTE Projects Office staff and/or college articulation coordinators will promote awareness of articulation to secondary and post-secondary counselors and other school personnel.

## Effective Dates and Renewal

The Secondary to Post-Secondary Articulation Agreement will become effective once all signatures have been obtained. Unless the discipline indicates otherwise, the Agreement becomes effective during the school year in which the final signature on the Agreement is obtained. Agreements shall be evaluated annually and shall be recommended for renewal every three years.

# STUDENTS

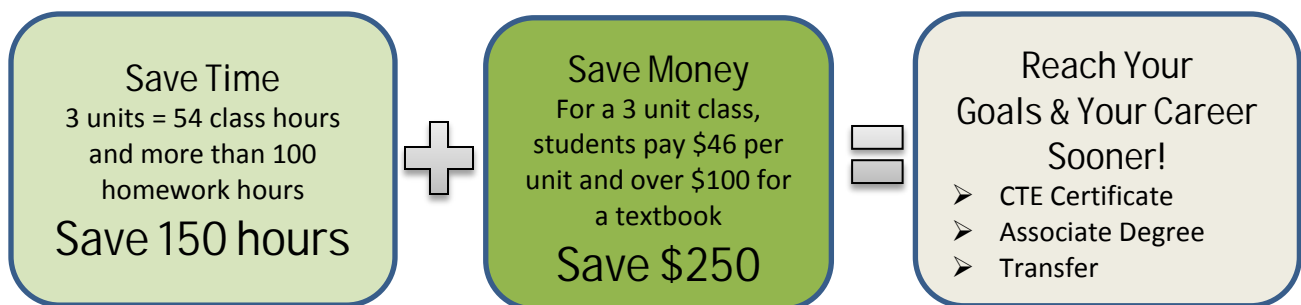
# What is articulation?

Articulation is a process that allows a student to receive a letter grade, along with the unit value of the course, on their college transcript for high school courses. The credit actually appears on a student's college transcript with the same letter grade they received in their high school class. For example, if a student receives a grade of "A" in their high school articulated course, their college transcript will show the grade of "A" next to the articulated college course. Active articulation agreements must be in place between the student's high school district and an RCCD college at the time the student was enrolled in the high school class. To view a current list of articulation agreements, go to [www.explorecte.com](http://www.explorecte.com).



Figure 9: Sample RCCD student transcript.

Since students receive the same unit value of the class they would if they had actually taken the class at RCCD, this saves the student **TIME** and **MONEY**. It also allows the student to meet prerequisite course requirements and advance more quickly toward their **GOAL** of a certificate, degree, or transfer.



# Process to Apply for Articulated Credit (Students)

There are two ways for students to apply for articulated credit. Both require that a student have an RCCD student identification number.

## Student Process

- Obtain an RCCD student ID number
- Apply for articulated credit
  - Via CATEMA or
  - Via High School Transcript Review form
- Complete the course with a grade of “B” or better

## How to obtain an RCCD student ID number

All students who have completed an RCCD college application (at Moreno Valley College, Norco College, or Riverside City College) have been assigned an RCCD student ID number. There is **NO COST** to apply to RCCD colleges—it is a free application.

**Students: Have you ever applied to ANY RCCD college (Moreno Valley College, Norco College, or Riverside City College)?**

**YES**

**You have a student ID number!** Your student ID number is seven digits. If you have forgotten your student ID number, but you provided RCCD your social security number when you completed your college application, go to RCCD’s WebAdvisor, click the link “Learn your WebAdvisor User Name and Password” (see Figure 10), and follow the instructions (your WebAdvisor user name is your first initial, last initial, followed by your seven digit student ID number). If you did not give RCCD your social security number, you will need to go to the Admissions Office at one of the three colleges to obtain your student ID number.

**NO**

**You need to apply to RCCD in order to obtain a student ID number.** Click the WebAdvisor link below and follow the instructions “Apply online” (see Figure 10).

<https://was02.rcc.edu/RCCD/RCCD?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=9043605503>



Figure 10: RCCD WebAdvisor

**Note:** Students who “apply” to RCCD while they are still enrolled in high school will need to re-apply if they plan to attend RCCD after high school graduation.

## The Articulation Application Process

Once students have an RCCD student ID number, they will follow one of the two processes described below.

**Students: Are you CURRENTLY ENROLLED in a high school class that is articulated with RCCD?** Typically, your teacher or counselor will tell you that a class you are taking (or have already taken) is articulated.

**YES**

You will apply via **CATEMA**, RCCD’s online articulation system. Credit will be placed on your RCCD transcript once you complete the class with a grade of “A” or “B”.

[www.catema.net/rccd](http://www.catema.net/rccd)

**NO**

If you have already **COMPLETED** an articulated class and you **DID NOT** apply for articulated credit via CATEMA while you were still enrolled in the class, then you will apply via High School Transcript Review Request form. This form can be found at

at <http://explorecte.com/request>

## Apply Via CATEMA

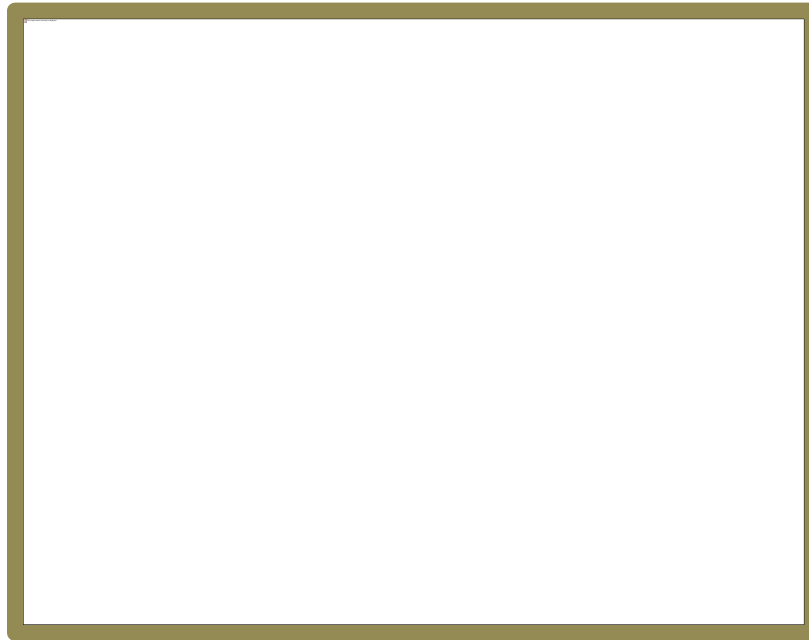
Students may apply for articulated credit through RCCD's online system, CATEMA, if the following conditions exist:

- The student is currently enrolled in a secondary class that is articulated.
- The student has applied at one of RCCD's three colleges and has obtained an RCCD student ID number.
- The student has set up an individual student CATEMA account.
- The student's teacher has also set up their class section(s) in CATEMA.

A class "section" refers to a specific class period at the high school. For example: **Student A** is taking Mr. Jones' 3<sup>rd</sup> period Principles of Engineering and **Student B** is taking Mr. Jones' 5<sup>th</sup> period Principles of Engineering. These are two different class sections.

**Step 1:** Go to [www.catema.net/rccd](http://www.catema.net/rccd) log in screen (see Figure 11).

**Step 2:** Create a student account (see Figure 11).



**Figure 11: CATEMA New Students – Create Account**  
(<https://www.catema.net/acsys/login.php?sdb=rccd>)



**Step 3:** Complete the fields on this screen (see Figure 12) to create a student account.



**Figure 12: Set up student account in CATEMA**

## SSN or Student ID\*:

SSN is an abbreviation for social security number. Student ID refers to a student's RCCD Student ID number. This field must contain 9 digits and RCCD Student ID numbers are only 7 digits long. Students will put their first initial of their first name followed by the first initial of their last name and then their 7-digit RCCD Student ID number. For example Jane Doe might be shown as JD1234567.

An RCCD Student ID number is required to receive articulated credit. Only students with a valid RCCD Student ID number can be awarded articulated credit.

When a student has just applied to RCCD and hasn't received their RCCD Student ID number, they will enter their SSN number (preferred) or their 8-digit RCCD Application Confirmation Number, preceded by a zero (0). For example:

Jane Doe has an RCCD student ID number	
Jane Doe's RCCD student ID number is 1234567	Enter JD1234567
↓	
Jane Doe applied to RCCD but doesn't have a student ID number yet	
Jane Doe's SSN is 123-45-6789	Enter 123456789
↓	
Or	
Jane Doe's application confirmation number is 87654321	Enter 087654321

**Figure 14: How to enter the student ID number in CATEMA**

### **High School & Grad Yr\*:**

For **HIGH SCHOOL**, students should select their high school **DISTRICT**, and NOT the high school they are attending. For example, if a student is attending classes at Norte Vista High School, they would select Alvard Unified School District (see Figure 15). Students then enter the **YEAR** they will graduate high school.



Figure 15: CATEMA High School & Grad Yr\*

**STUDENTS: If you are not sure what DISTRICT your high school is in, ask your teacher.**

**Step 4:** Students will select their teacher and their class period (section) to “enroll”.



**Figure 15: CATEMA Class Enrollment**

After completing the CATEMA student application and enrollment process, students should focus on completing the class successfully. Once students successfully complete their high school articulated course, the high school teacher will submit their official class grades via CATEMA. The final grade in the class will be the grade the student receives on their RCCD college transcript. Only letter grades of A or B will be posted on a student’s RCCD transcript.

**Special Note:** In some cases, students will have a choice of up to three different class sections to enroll in. This occurs when an articulated high school class has an Articulation Agreement with more than one RCCD college. It is important that students select the class for the college they want their transcribed credit. Not all RCCD classes are treated the same by transfer (4-year) institutions. If you are not sure which college to choose, ask your teacher or counselor for advice.

A student who selects a class section starting with ...	Will be awarded credit from ...	Sample Course Name
<b>MOV</b>	Moreno Valley College	MOV AMY 10 =>Survey of Human Anatomy & Physiology
<b>NOR</b>	Norco College	NOR AMY 10 =>Survey of Human Anatomy & Physiology
<b>RCC</b>	Riverside City College	RCC AMY 10 =>Survey of Human Anatomy & Physiology

**Figure 16: How to select a college for articulated credit**

## Apply Via High School Transcript Review Request Form

Students who have already completed a high school or ROP articulated course, and who **DID NOT** apply via CATEMA, can still apply for articulated credit through a transcript review process, when the following conditions are met:

- The student has applied at one of RCCD's three colleges and has obtained an RCCD student ID number.
- The student has an official high school transcript on file at one of RCCD's three colleges.
- The name of the articulated course shown on the student's high school transcript matches the course name that appears on the official Articulation Agreement. To see a list of articulated courses, go to <http://explorecte.com/articulation>.
- The student received a final grade of either an "A" or a "B" in their high school articulated course.

**Step 1:** Students should obtain their "official" high school transcript and send it to RCCD. To obtain an "official" high school transcript, students will contact their high school registrar's office and request that an "official" transcript be sent to:

Riverside Community College District  
Attn: CTE Projects Office/Articulation  
4800 Magnolia Avenue  
Riverside, CA 92506

If a student already has their high school transcripts on file at RCCD, they do not need to send it again.

### **When would a student already have their transcripts on file at RCCD?**

Typically, students are asked to obtain their "official" transcripts when they meet with a college counselor for the first time. The transcript is scanned into the student database and the RCCD Projects Office can then view it and make a determination regarding their eligibility for articulated credit.

**Step 2:** If the student is not already an RCCD student, then they must apply to one of RCCD's three colleges to obtain an RCCD student ID number. See Figure 10 for directions.

**Step 3:** Complete the on-line (<http://explorecte.com/request>) High School Transcript Review Request form (see Figure 17).



**Figure 17: Requesting articulation credit via high school transcript review**

### **How long does it take for articulated credit to appear on a student's RCCD college transcript?**

Once the student completes their high school class (applies via CATEMA) or submits their on-line High School Transcript Review Request form, it takes approximately 8 weeks for the articulated credit to appear on the student's college transcript. If the articulated course is a **PREREQUISITE** for a course the student needs to register for and their registration date is within that 8 week period, please contact the Career and Technical Education (CTE) Projects Office at [cte-info@rccd.edu](mailto:cte-info@rccd.edu) and ask for the articulation request to be expedited.

# ADMINISTRATION OF THE ARTICULATION PROGRAM AT RCCD

# Process for Awarding of Articulated Credit

## CTE Projects Office

The CTE Projects Office will evaluate student requests for articulation to determine eligibility for credit.

The minimum grade required for articulation is a “B”. If the articulation Agreement indicates more than one secondary course is equivalent to one RCCD college course, the student must have received a minimum of a “B” grade in both courses.

After determining that a student is eligible for articulated credit, the CTE Projects Office will forward the articulation request to the appropriate college evaluations office for processing.

## College Evaluations Department

The college evaluations office will place credit on the student’s transcript.

The student’s **final grade** shall be the grade that appears on their RCCD college transcript; the semester reflected on the transcript will be the RCCD college semester that is closest to the time the student completed the secondary course. *For example, a high school student completes their articulated class in May 2012 and doesn’t apply for articulated credit until December 2014. The semester shown on the student’s RCCD transcript will be spring 2012.*

The grade will be notated as earned via “credit by exam.” Differentiation between traditional credit by exam and credit by exam earned through articulation shall be maintained via an **internal** notation on the student’s record.

Students may not have more than 16 units of articulated credit placed on their college transcript.

### **Determining Which RCCD College Will Be Indicated on the Student’s Transcript**

Beginning with 2014/2015 school year, students will select the college they want articulated credit from during the application process (refer to Figure 16 for an example).



If, for some reason, a student does not indicate a specific college on their articulation application, the following will be used to determine the college:

- First, if the secondary course is articulated with only one of RCCD’s three colleges, that college will appear on the student’s transcript for articulated credit.
- Next, if more than one RCCD college has an Articulation Agreement in place for the same secondary course, the student’s secondary feeder district will determine which college will award the articulated credit:

<b>Feeder District</b>	<b>RCCD College</b>
Moreno Valley USD or Val Verde USD	Moreno Valley College
Corona-Norco USD	Norco College
Alvord USD, Jurupa USD, or Riverside USD	Riverside City College

- Finally, if the student’s secondary school district is not a feeder district to one of RCCD’s three colleges, the CTE Projects Office will make the final determination.

# CONTACT INFORMATION:

Riverside Community College District  
Attn: CTE Projects Office  
4800 Magnolia Avenue  
Riverside, CA 92506  
E-mail: [cte-info@rccd.edu](mailto:cte-info@rccd.edu)  
Phone: (951) 222-8963

# Appendix

**Riverside Community College District  
Proposal to Articulate Secondary to Post Secondary Coursework**

This request is for (place an "X" in the box):  Renewal of an existing agreement  New Articulation

This proposal was prepared by:

\_\_\_\_\_  
Name of Secondary District \_\_\_\_\_  
Submitted by (Name/E-mail)

Oftentimes, RCCD faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list all faculty within the secondary district who teach the course.

Faculty Name	School Site	E-mail Address

**Secondary Course Equivalency** *(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B)*

Course Number	Course Name/Title
Length of Course (semester)	CBEDS Code

**Post-secondary (RCCD) Course Equivalency** *(List only one RCCD course per form\*\*)*

Course Number	Course Name/Title	Number of Units

Please use one form for each request. The request should be accompanied by the **secondary** school district or **ROP** official course outline of record (COR\*). Send this form and COR\*, via e-mail attachment, to:

Riverside Community College District  
CTE Projects Office, cte-info@rccd.edu

**\*Do not submit an RCCD course outline with this proposal—only a secondary district COR should be attached.**

**\*\*View RCCD course outlines to determine which course(s) might align by following the directions below.**

<p><b>Step 1:</b> Search RCCD course outlines at: <a href="http://www.curricunet.com/rccd/">http://www.curricunet.com/rccd/</a>:</p> <p><b>Step 2:</b> Scroll down. Select "Course" under the heading "Search"</p> <p><b>Step 3:</b> Select the appropriate discipline from the drop down box (leave Course Number and Course Title blank) and then select OK.</p> <p><b>Step 4:</b> Select the WR icon to view the RCCD course outline.</p>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div> <div style="border: 1px solid black; height: 100px; width: 80%; margin: 10px auto;"></div>
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**Riverside Community College District**  
**Secondary to Post Secondary Articulation Agreement**

This Agreement is between

and

\_\_\_\_\_ Name of RCCD College \_\_\_\_\_ Name of Secondary District

The purpose of this Agreement is to provide an opportunity for secondary students to receive college credit and/or a waiver of prerequisites for successfully completing college equivalent coursework at the secondary level.

**Post-secondary Course Equivalency** *(List only one college course per Agreement)*

Course Number	Course Name/Title	
Number of Units	TOPS Code	Industry Sector

**Secondary Course Equivalency** *(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B)*

Course Number	Course Name/Title
Length of Course (semester)	CBEDS Code

The secondary course outline attached herein has been reviewed by the college discipline/department faculty and it has been determined that (check one below):

- Sufficient equivalency exists and the course **IS** recommended for articulation.
- Sufficient equivalency does not exist and the course is **NOT** recommended for articulation.

The course  does or  does not (check only one) meet the same criteria found in the Statewide Career Pathways (SCP) template shown here:

\_\_\_\_\_ SCP Template

College Faculty Representative Name	Signature	Date
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**The college and secondary district agree to the following terms and conditions:**

- The minimum grade required in order for a student to be eligible for articulated credit is a "B".
- By October 1<sup>st</sup> of each year, the secondary district will send RCCD CTE Projects Office a list indicating the names of all teachers teaching the secondary articulated course, their school site, and their e-mail address.
- The secondary district agrees to inform instructors within their district who teach the articulated course that the course is articulated and they will encourage the use of CATEMA to facilitate the articulation process.
- The specific competencies and criteria required to establish equivalency are outlined in the secondary course outline of record (COR) and/or other document(s), and attached herein. The secondary district will ensure that their instructors adhere to the COR and will notify RCCD immediately if there are changes made to the official COR.
- Instructors will inform all students about their eligibility to receive articulated credit and will instruct students on the application process. Neither the secondary district nor RCCD colleges will require any student to apply for articulated credit.
- In utilizing the on-line articulation application system (CATEMA), instructors certify that the grade assigned to each student is the final grade received in the class and that it is the final grade that appears on the student's official high school transcript.
- This agreement is for three years from the date of signature and may be renewed thereafter for additional three year periods. This Agreement can be terminated by either party at any time by proper written notification to the other party. In the event of termination during a school year, students in articulated courses at the time of termination will receive credit providing all other course requirements are met.

**Agreement Approval Signatures:**

Secondary District Superintendent or Designee	Date
College Vice President of Academic Affairs or Designee	Date
College President	Date

Effective Date:  [enter date in the form of school year]

# **RCCD Attendance Policy Statement**

## **Face-to-Face Courses**

RCCD is a student-centered institution and as such urges faculty to consider students' unfamiliarity with classroom locations, campus layouts, transportation/parking challenges, mitigating circumstances beyond students' control, and other issues when determining student forfeiture of a place in a class.

Additionally, the Faculty, Staff, and Administration of the Riverside Community College District (RCCD) expect all students to attend every meeting of all classes for which they are registered. Of particular importance is the first class meeting of the semester during which the Instructor of Record determines adds and drops. Students who have enrolled for a class and who do not attend the first class meeting effectively forfeit their right to a place in the class and, as a result, may be dropped by the Instructor of Record. Furthermore, students who are late for the first meeting of the class may be forfeiting their right to a place in the class and may be dropped by the Instructor of Record. The Faculty, Staff, and Administration of RCCD are therefore strongly recommending that all students are seated in each of their classes at the start of all of their classes and that all students should know and understand the attendance policy for every class in which they are enrolled.

## **Distance Education Courses**

By their nature, fully online courses do not meet face-to-face, but the importance of regular student engagement and attendance as evidenced in the following ways is of particular importance for maintaining a student's right to a place in the class.

A student who has enrolled in an online course and does not log in and complete the initial required assignment, assessment, quiz, or discussion board post in the first week of the session may forfeit his or her place in the class, at the discretion of the Instructor of Record.

Throughout the term, online students are required to regularly log in to classes for which they are registered and to complete the required assignments. Students are required to read and adhere to the attendance policy described in the syllabus of each online class for which they are enrolled.

## Riverside Community College District Academic Senate

Minutes for Monday, April 28, 2014

3:00-5:00 pm

D319 Spruce Street

- I. Call to Order in D319: 3:14 pm by District Academic President Lee Nelson
- II. Approval of the Agenda: M/Travis; S/ Greene. Vote: Gibbs, Greene, Nelson.
- III. Approval of the Minutes, March 24, 2014: M/Nelson; S/ Greene; Vote: Greene, Nelson. Abstention: Gibbs. Approval of the Minutes of the Special Meeting, April 8, 2014 at Moreno Valley Senate Room: M/Gibbs to approve with an amendment to the minutes of the list by Debbie McDowell; S: Greene. Vote: Gibbs, Greene, Nelson.

### IV. Unfinished Business

Program Viability and Discontinuance—AP4102. Minor changes were made to the document by RCC and both Gibbs and Greene were authorized to vote approval by their Senates. M/Gibbs to approve; S: Greene. Vote: Gibbs, Greene, Nelson.

Attendance Policy: Norco wants the first paragraph removed, the addition of a statement of the Education Code language and changing “forfeit the right” to “forfeit the place.” Gibbs suggested that one for faculty with the first paragraph included should be given to them for their consideration. There and then one directive for the students without the first paragraph for use in the handbook and/or the catalogs. Nelson will do the consolidation for the student document and use the first paragraph for the faculty one.

### V. New Business

A. District Curriculum Report (Quin): The written report was discussed. The Chair will rotate to Norco College. Quin will remain at MVC. They are instituting a purging program for pending documents in Curricunet to end the confusion. 4260 has gone back to RCC Curriculum and hopefully will go to Academic Senate at City. Revision of Areas of Emphasis should happen once a year. Course inclusions in AOE and Gen Ed should also be on the same schedule. 100% of the CID descriptors have to be copied now. The Curriculum Handbook has the “short” process included with strikethroughs of the old Senate language. The short process is used for the ADT approval process.

B. Review of Articulation Handbook and AP4050 (Pehkonen): Secondary to Post-Secondary Articulation Handbook was discussed. It has never been submitted to the Senate or Curriculum processes. After the discussion it became clear that any revisions to the Handbook should be done regularly and submitted to the Curriculum Committee regularly. Julie will go to District Curriculum Committee meeting on the 15<sup>th</sup> with the revised AP 4050. Julie will report back to the Senate.

C. Equivalency Policy—AP7211: tabled because District Academic Standards is still working on it.

D. Budget--District Senate President cost is split amongst the 3 colleges.. Nelson will check with Aaron Brown to see how this is done and suggest that this should be paid for by District funds.

E. Sp14 Plenary Resolutions: Discussed the Adult Ed structure per the grant awarded to the 3 colleges and their unified school districts. ”About Students Consortium” is about adult education. This could affect credit, non-credit and such at each college. Robin suggested that it would be good if the Senate Presidents got involved with the process as representatives of the faculty’s interests.

### VI. Committee and Liaison Reports

District Academic Standards (DAS): update on ADTs. Included in second email.

District Program Review: 2 training sessions for CIPR disciplines with revised form with annual goals included.

CORs are updated. Revalidation for pre-reqs happens every 6 years.

PG&SL: Emeriti receive certificates.

Associate Faculty: no attendee.

## **VII. College and Liaison Reports**

Moreno Valley College: awaiting accreditation report; administrative restructuring in progress.

Norco College: awaiting accreditation report and enrollment management and BAM decisions.

Riverside City College: also awaiting accreditation report.

RCCDFA/CCA/CTA/NEA: no attendee.

District Administration: District enrollment management meetings are more regular with information about linking resource allocation and needs at colleges. DBAC is not sharing information about the “size of the college decision”. Possible extension to deadline on ADTs is being talked about at the CIOs meeting. Sept. 1 and Feb. 1 revisions to ADT curriculum and the templates will be the timeline for changes. CID numbers will not be given until the courses are in Assist.org. Letter will be coming from Chancellor.

## **VIII. Open Hearing: nothing**

**IX. Adjournment:** M/ Nelson; S/ Travis. Vote: Gibbs, Greene, Nelson.



**Riverside Community College District Academic Senate**  
**Agenda Special Meeting on Tuesday, April 8, 2014**  
**2:00-2:30 pm**  
**SAS 101 Moreno Valley College**  
**16130 Lasselle Street, Moreno Valley, CA 92551**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

- I.** Call to Order in SAS 101 MVC
- II.** Approval of the Agenda
  
- III. New Business**
  - A. Approval of Awarding Emeritus Academic Rank (Nelson)
- IV. Adjournment**



**Riverside Community College District Academic Senate**  
**Agenda**  
**Special Meeting Tuesday, April 8, 2014**  
**2:00-2:30 P.M.**  
**SAS 101 Moreno Valley College**  
**16130 Lasselle Street, Moreno Valley, CA 92551**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity & Compliance at 951-222-8039.

- Call to Order in SAS 101 MVC at 2:15 p.m.
- Approval of the Agenda: (M) Gibbs; (S) Nelson. Unanimous.
  
- **New Business**
  
- Approval of Awarding Emeritus Academic Rank (Nelson): (Moved) Greene: On the approval of RCC Academic Senate, those who appear on the list for Emeritus Academic Rank be awarded the title Emeritus that aligns with their rank at retirement. (Second) Gibbs. Unanimous.
  
- **Adjourned.**



**Riverside Community College District Academic Senate**  
**Agenda for Monday, March 24, 2014**  
**3:00-5:00 pm**  
**D319 Spruce Street**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

**I. DAS Leadership Meeting with the Chancellor 2 to 3 pm in the Chancellor's Conference Room, Chancellor's Office, 2nd floor Spruce Street (Informational Purposes Only)**

**II.** Call to Order in D319

**III.** Approval of the Agenda

**IV.** Approval of the Minutes, February 24, 2014

**V. Unfinished Business**

AP Policy 7120c Committee update (Gibbs/Greene)

AP4021 Program Discontinuance (Thomas)

Equivalency Policy (Gibbs)

**VI. New Business**

A. AP7212 Temporary Faculty—Long and Short Term (Nelson)

B. AP7214 Compensation for Substitute Faculty (Nelson)

C. Professional Growth (Gibbs)

D. Class Scheduling Rubrics (Gibbs)

E. Five to Thrive--Evaluation of this Program (Nelson)

F. Review of Information reported to the BOT regarding the Consortium for Adult Education (Nelson)

G. Update of Ombudsman Program/EAP (Nelson)

**VII. Committee and Liaison Reports**

District Academic Standards (DAS)

District Assessment Committee (DAC)

Curriculum

PG&SL

Associate Faculty

**VIII. College and Liaison Reports**

Moreno Valley College

Norco College

Riverside City College

RCCDFA/CCA/CTA/NEA

District Administration

**IX. Open Hearing**

**X. Adjournment**



**Riverside Community College District Academic Senate**  
**Minutes for Monday, March 24, 2014**  
**3:00-5:00 pm**  
**D319 Spruce Street**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

**District Senate Officers Present:**

Lee Nelson, District Academic Senate President and RCC Senate President

Travis Gibbs, District Academic Senate VP and MVC Senate President

Lyn Greene, District Academic Senate Secretary/Treasurer and NC Senate President

**Administrative Liaisons:**

Sylvia Thomas, Acting Interim Chancellor and Associate Vice Chancellor, Educational Services

- I. Call to Order in D319 at 3:07 pm
- II. Approval of the Agenda: M:Greene; S: Nelson. Approved: Greene, Nelson, Gibbs.
- III. Approval of the Minutes, February 24, 2014: M:Gibbs; S: Nelson. Approved: Greene, Nelson, Gibbs.

**IV. Unfinished Business**

AP Policy 7120c Committee update (Gibbs/Greene): Gibbs, Thomas discussed. Greene will review Norco's resolution with recommendations included and send out to Travis, Lee and Sylvia.

AP4021 Program Discontinuance (Thomas): Passed by Norco and Mo Val so it is Lee that will put it on the agenda for his Senate. Might have to invoke the 2-1 rule. It will be on the agenda for the 7<sup>th</sup>.

Equivalency Policy (Gibbs): DAS is tired of this policy. Mo Val is still debating. Sylvia suggested that the language can allow the committee to ask about the experience of T.A.s to determine equivalency. Discipline facilitator language was voted down by RCC and Norco. They will eliminate the discipline facilitator language and replace it with "discipline representative" language. Sylvia will take it to DAS and then send out the language.

**V. New Business**

A. AP7212 Temporary Faculty—Long and Short Term (Nelson): RCC will have the union look at the APs.

B. AP7214 Compensation for Substitute Faculty (Nelson): RCC will have the union look at the APs.

C. Professional Growth (Gibbs): Committee should come up with a rubric to use that tells everyone what basis is used for decision-making by the committee. We all agreed it is time to stop micromanaging the committees and allow them to move ahead with these Aps.

D. Class Scheduling Rubrics (Gibbs): Travis emphasized that this is not about the Administration's right of assignment. Moreno Valley has concerns about their enrollment management. But Sylvia described Norco's and suggested it is really an internal complicated process and that MVC might approach Norco for some advice but the process has to be led by their APC and it has to be driven by data.

E. Five to Thrive--Evaluation of this Program (Nelson): Lee suggested that we do Five to Thrive only during months that faculty are on campus—no May, June, July, August, December or January. Academic Rank and Distinguished Faculty Lecturer recognition is done in May. By not

having it every month it makes it more competitive. Motion made by Lee that Five to Thrive be presented to the Board in September, October, November and February, March and April for next year. S/Gibbs. Approved: Greene, Nelson, Gibbs.

F. Review of Information reported to the BOT regarding the Consortium for Adult Education (Nelson): Lee put this on the agenda because he wanted to know if the Senate needed to be involved in this. Yes, the Norco Senate will follow the progress of this grant.

G. Update of Ombudsman Program/EAP (Nelson): Lee asked where are at with this of Chani Beeman. Really there is no money for the position and the Chancellor has left. Sylvia suggested that the EAP is not very expensive so we should bring it up with the new Chancellor for advancement.

## **VI. Committee and Liaison Reports**

District Academic Standards (DAS): Attendance policy will be coming. DAS has language that they feel comfortable moving to us. It has separate language for face-2-face and Distance Ed methods.

District Curriculum: no report.

PG&SL: Professional Growth will come back to us again. The committee unfortunately found differences in their decisions and approved things for graduate credit that were actually CEUs. They will honor what was completed by faculty but have told them that they will not approve further enrollments in those areas. These courses sounded like graduate work but were basically correspondence courses.

Associate Faculty: not in attendance.

## **VII. College and Liaison Reports**

Moreno Valley College: Visioning for technology in the classroom. They are moving the Senate to new building. They are looking at process for acquiring Dean of Student Success instead of a Dean of the Library. There is increased cooperation between Senate and President on the strategic planning process. But they really need a Dean of Research.

Norco College: We have been working on a TCO for Program Review.

Riverside City College: they got some hours back from the cut in the downturn for Senate and Professional Development. But they need to separate them and give Professional Development their own administrative assistant. Associate Faculty should weigh in the policy language for representative on the Senate. We discussed that if you have an assignment taken away, you can still serve. Discussed who should be recording institutional service.

RCCDFA/CCA/CTA/NEA: not in attendance.

District Administration: no further report.

## **VIII. Open Hearing**

## **IX. Adjournment**





**Riverside Community College District Academic Senate**  
**Agenda for Monday, February 24, 2013**  
**3:00-5:00 pm**  
**D319 Spruce Street**

Persons requiring a disability-related accommodation to participate in the Senate meeting, including materials in alternate formats, may request such service from Chani Beeman, Director of Diversity, Equity, & Compliance at 951-222-8039.

**I. DAS Leadership Meeting with the Chancellor 2 to 3 pm in the Chancellor's Conference Room, Chancellor's Office, 2nd floor Spruce Street (Informational Purposes Only)**

**II.** Call to Order in D319

**III.** Approval of the Agenda

**IV.** Approval of the Minutes, November 25, 2013

**V. Unfinished Business**

AP Policy 7120c Committee update (Gibbs)

AP7160 & 7160a Professional Growth—Faculty (Thomas)

AP4021 Program Discontinuance (Thomas)

Equivalency Policy (Gibbs)

**VI. New Business**

A. John Sullivan—2104 Area D Hayward Award winner (Nelson)

B. New Brown Act Information (Nelson)

C. AP7212 Temporary Faculty—Long and Short Term (Thomas)

D. AP7214 Compensation for Substitute Faculty (Thomas)

E. AP4260 Limitations on Enrollment—Prerequisites Co-requisites and Advisories

F. Enrollment Management/Allocation (Steinback)

G. Five to Thrive--Evaluation of this Program (Nelson)

H. Review of Information reported to the BOT regarding the Consortium for Adult Education (Nelson)

**VII. Committee and Liaison Reports**

District Academic Standards (DAS)

District Assessment Committee (DAC)

Curriculum

PG&SL

Associate Faculty

**VIII. College and Liaison Reports**

Moreno Valley College

Norco College

Riverside City College

RCCDFA/CCA/CTA/NEA

District Administration

**IX. Open Hearing**

**X. Adjournment**



**Riverside Community College District Academic Senate**  
**Minutes for Monday, February 24, 2013**  
**3:00-5:00 pm**  
**D319 Spruce Street**

**District Senate Officers Present:**

Lee Nelson, District Academic Senate President and RCC Senate President  
Travis Gibbs, District Academic Senate VP and MVC Senate President  
Lyn Greene, District Academic Senate Secretary/Treasurer and NC Senate President

**Administrative Liaisons:**

Robin Steinback, Interim Vice Chancellor, Educational Services, Workforce Development, Planning  
Sylvia Thomas, Associate Vice Chancellor, Educational Services

**Other Attendees:**

Mark Carpenter, Associate Faculty

- I. Call to Order in D319 3:02 by Lee Nelson
- II. Approval of the Agenda: Gibbs, Moved; Nelson/2<sup>nd</sup>. Gibbs, Nelson, Greene
- III. Approval of the Minutes, November 25, 2013: Gibbs, Moved; Nelson 2<sup>nd</sup>. Greene, Nelson, Gibbs.

**IV. Unfinished Business**

AP Policy 7120c Committee update (Gibbs): There are Sharepoint links on the agenda of MVC for all policies under consideration and we can all be looking at the same thing.

If there is a disagreement between subject matter experts and administrators, they have to come together to agree. HR can look at it; Ruth will send it to them for comments. At some point we have to call for the question and include all the comments. Then we all vote on it. Travis is the lead on 7120C and we should all comment on the copy of the document and forward it to Travis as lead and he will consolidate the comments.

3 matters are under consideration: job description; discipline and college; minority considerations.

AP 7160a Professional Growth—Faculty (Thomas)

Book question: the committee should have language stating that the committee may ask for clarification to distinguish between publications.

Clarification language may be developed..

AP4021 Program Discontinuance (Thomas): Academic Standards worked on this and wanted to have a two-track process. Some programs go, and some come back to life. We need a process for those that come back to life.

MVC wanted viability in the title.

RCC didn't pass it.

Equivalency Policy (Gibbs)(AP 7211)

Rejected at all 3 colleges.

What does equivalency mean? What are the guidelines? Discipline facilitator language is the second issue.

It is withdrawn until language is developed.

**VI. New Business**

A. John Sullivan—2014 Area D Hayward Award winner (Nelson)

B. New Brown Act Information (Nelson): The Act now requires the a complete listing of participants for every vote. Also those who leave have to be reported so now quorum needs to be maintained for action.

C. AP7212 Temporary Faculty—Long and Short Term (Thomas): Tabled. Sylvia is sending us copies of the documents to be voted upon.

D. AP7214 Compensation for Substitute Faculty (Thomas). Tabled for the same reason.

- E. AP4260 Limitations on Enrollment—Prerequisites Co-requisites and Advisories
  - a. RCC Curriculum changed it this week. Sylvia will send us the changes requested (1)(a)-(g).
- F. Enrollment Management/Allocation (Steinback)
  - a. Chancellor Gray had a task force on enrollment management, they did a report, and there is a district management committee. District sets the targets; it determined its goals and decided on the principle that the colleges would determine what would be taught. We reviewed the presentation of the report principles and decisions.
  - b. Regular FTES was distributed in the same fashion and the same percentage amongst the colleges.
  - c. But the allocation of unfunded was based on fill rates, physical capacity and the cost of instruction.
- G. Five to Thrive--Evaluation of this Program (Nelson) Tabled
- H. Review of Information reported to the BOT regarding the Consortium for Adult Education (Nelson) Tabled.

**VII. Committee and Liaison Reports: no reports.**

District Academic Standards (DAS)  
District Assessment Committee (DAC)  
Curriculum  
PG&SL  
Associate Faculty

**VIII. College and Liaison Reports: Tabled as we ran out of time.**

Moreno Valley College  
Norco College  
Riverside City College  
RCCDFA/CCA/CTA/NEA  
District Administration

**IX. Open Hearing: None.**

**X. Adjournment: 5:14 p.m.**