

moved to action as amended
FALL 2009 REFERRED RESOLUTIONS all

4.03 F09 Response to AB 440: "Transfer Degree"
Stephanie Dumont, Golden West College, Executive Committee

Whereas, Assembly Bill 440 (Beall) as of July 2, 2009 would authorize a community college to award an associate degree in a major or area of emphasis designated "for transfer" to students who complete a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined and requires colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis;

Whereas, There is a great deal of support for the concept of a "transfer degree" in the legislature and public, and it is possible that a bill will move forward that would put California community college degrees in statute rather than in Title 5, and such a bill could require degree standards that could be inconsistent with the Academic Senate positions; and

Whereas, Placing any degree in statute is inappropriate and could effectively lead to legislative curriculum dictates, but making a change in Title 5 regulations would retain control of degrees within the California Community Colleges and codify degrees that many colleges are already awarding;

Resolved, The Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 regulations such that colleges would be permitted to offer associate degrees in a major or area of emphasis designated for transfer to students who complete GE (IGETC or CSU GE) and 60 transferable semester units with a minimum of 18 semester units in a major or area of emphasis and require the colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

4.03.01 F09 Amend Resolution 4.03 F09
Stephanie Dumont, Golden West College

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 regulations such that colleges would be permitted to award an associate degree in a major or area of emphasis designated "for transfer" (e.g., "Psychology for Transfer") to students who complete at least 60 transferable semester units including a minimum of 18 semester units in a major or area of emphasis that meet the requirements of transfer institutions and a transfer general education pattern, and require the colleges that choose to offer such a degree do not impose any additional local graduation requirements.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

FALL 2009 REFERRED RESOLUTIONS

4.04 F09 Transfer Degree Paul Setziol, De Anza College

Whereas, State legislators have proposed statewide transfer degrees;

Whereas, The Academic Senate for California Community Colleges maintains that the purview of degree definitions in legislation goes against basic higher education principles embedded in past practice;

Whereas, The faculty should maintain the right and responsibility to determine graduation degree requirements as specified in Title 5; and

Whereas, Title 5 currently makes no reference to transfer associate degrees;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek a change to Title 5 requiring the colleges to offer a transfer associate degree; and

Resolved, That the Academic Senate for California Community Colleges include in Title 5 language the provision that any local requirements for the degree are to be governed by existing Title 5 language on graduation requirements.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

4.04.01 F09 Amend Resolution 4.04 F09 Paul Setziol, De Anza College

Add second resolve:

Resolved, That the Academic Senate for California Community Colleges define a transfer associate degree to be a degree, the successful completion of which certifies that a student meets the requirements for transfer to UC and or CSU.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

FALL 2009 ADOPTED RESOLUTIONS

4.02 F09 **Maintain Local Autonomy over Degree Requirements** **Chris Hill, Grossmont College**

Whereas, Assembly Bill 440 (Beall), in an attempt to remove perceived barriers to transfer for community college students, recently proposed legislation that would remove local autonomy for degrees by placing degree requirements into statute and could effectively lead to legislative curriculum dictates;

Whereas, Placing any degree requirements in statute is in direct contradiction to Education Code §70902(b)(7), which clearly puts responsibility for curriculum and academic standards under the joint responsibility of the local board and the academic senates of a district;

Whereas, Title 5 already grants community colleges the right to develop degrees with a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined, and allows local colleges the ability to create degree variations that best serve their students' ability to transfer; and

Whereas, The Academic Senate for California Community Colleges previously affirmed its support for local autonomy in several of the 10+1 areas, including curriculum (Resolution 6.02 F03 and 18.03 F07);

Resolved, The Academic Senate for California Community Colleges oppose any legislation that seeks to alter its curriculum, degree, and certificate requirements and reaffirm its support of local autonomy and faculty primacy over the same.

MSC Disposition: Chancellor's Office, Local Senates
Assigned: President

This was passed

Attachment #1

BP 1200 District and College Mission Statements

Reference: **WASC/ACCJC Standard One
Board Policies 2410, 2510, 2515, 2520**

Adoption Date: August 21, 2001 Updated: February 20, 2007

The District and college Mission Statements are part of the six-year strategic planning process. The Mission Statements are as follows:

DISTRICT MISSION STATEMENT

Vision

Transforming lives through learning.

Mission

Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society.

Grossmont-Cuyamaca Community College District fulfills its mission by providing

- Outstanding undergraduate education leading to certificates, associate degrees, and transfer;
- Excellent career and technical education programs that prepare students for workforce entry and advancement;
- Comprehensive student development and support services that help students succeed in meeting their educational goals;
- Engaging educational services that meet learners needs in basic skills, English language proficiency, and lifelong learning; and
- Responsive social and economic development programs and community partnerships.

Value Statement

Cultivate a student-centered culture of excellence, trust, stewardship, and service.

GROSSMONT COLLEGE MISSION STATEMENT

Vision

Grossmont College - Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement

- Community education

Values

- **Learning and Student Success** – We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

CUYAMACA COLLEGE MISSION STATEMENT

Vision

Learning for the Future

Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Community education programs and services
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees

- Economic and Community Development
- Fiscal and Physical Resources

Values

Our Mission is reflected in the college's six core values:

- Academic Excellence
- Student Access and Success
- Environmental Stewardship
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

BP 3900 Political Activity

Reference: ***Education Code Sections 7054, 7056;
Government Code Section 8314***

Adoption Date: April 15, 2003

Members of the Board and employees shall not use District funds, services, supplies, mailboxes, or other equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Governing Board. ~~The term "equipment" is intended to include, but is not limited to mailboxes procured at taxpayer expense.~~

This policy prohibits political activity as described above during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

Initiative or referendum measures may be drafted on an area of legitimate interest to the District. The Board may by resolution express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding ballot measures. ***(Moved from BP 2716)***

AP 3900

Political Activity

Reference:

***Education Code Sections 7050 et seq., 7054, 7056,
Government Code 8314***

Date Issued:

No restriction shall be placed on the political activities of any Board Member or employee of the District except as provided in board policy and these procedures.

No District funds, services, supplies, mailboxes, or other equipment may be used to urge the support or defeat of any ballot measure or candidate, including but not limited to any candidate for election to the Governing Board. The term "equipment" is intended to include, but is not limited to mailboxes procured at taxpayer expense.

District resources may be used to provide information to the public about the possible effects of a bond issue or other ballot measure if both the following conditions are met:

- The informational activities are otherwise authorized by the Constitution or laws of the State of California; and
- The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.

Any administrator or Board member may appear before a citizens' group that requests the appearance to discuss the reasons why the Board called an election to submit to the voters a proposition for the issuance of bonds, and to respond to inquiries from the citizens' group.

An officer or employee of the District may solicit or receive political funds or contributions to promote the support or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service, or other working conditions of officers or employees of the District. Such activities are prohibited during working hours, and entry into buildings and grounds of the District during working hours is prohibited. Such activities are permitted during nonworking time. "Nonworking time" means time outside an employees' working hours, whether before or after the work day or during the employees' lunch period or other breaks during the day.