



Stated that there are many acronyms in today's Academic Senate President's report and made the following statement about Competency Based Education:

"Some Administrative Procedures, or 'AP's,' are slated to be revised, and language is to be added, so that Coastline College may qualify as being a C.B.E. or (Competency Based Education) *model college* and receive appropriate funding and other consideration. This may be related to the financial shortfall that Coastline has experienced since Coastline had a major reduction in its outside funding, given the fixed costs Coastline had built up to support those business lines. A concern is that once these prospective policies and procedures are approved by the Board of Trustees, all three colleges in the Coast District will be bound by them. The implementation of Competency Based Education by the Coast District may impact our enrollments, our schedules, modalities, and perhaps pedagogy. The District level Board Policy and Administrative Procedures subcommittee has had a first reading of the proposed changes. I placed this item on our Senate agenda, so that senators will be aware of the potential impact and may discuss the issue of Competency Based Education. An appropriate step, before this Competency Based Education is given a final approval and implementation by the Coast District, would be for the OCC and Golden West Academic Senates to have presentations on *what* Competency Based Education is, and how these prospective revised policies and procedures could impact the two campuses. We should know what Coastline's plan for implementing this Competency Based Education model is, including timelines, working conditions issues (which are Union purview), and any issues that are Academic Senate purview."

Informed that he virtually attended the spring plenary along with Senator Calabretta.

The Partnership Resource Team for the Institutional Effectiveness Partnership Initiative (I.E.P.I.), was on campus

from states like Florida and Texas. The institutions that they are drawing their models from are places that do not have anything close to the level of support for collective bargaining that community colleges do in California.



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Stated that this is a preliminary discussion and nothing that is being presented before the District at this time. There is a Board Policies and Administrative Procedures [BPAP] subcommittee of the D

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part-time faculty are faculty without tenure. It is more difficult to assert oneself without tenure. This is more a corporate style.

about the cost of that in terms of it taking away funds from other things that are needed, including hiring more teachers and having more classes for students.

Stated that in reference to the failing student, that would be a matter for their high school counselor, and it is not in the college's purview. The funding that would be used for the staffing is funding that is not available for faculty hires. It is categorical strong workforce funds, possibly some student equity funds. It would not be taking away directly from faculty hires.

Stated that he has had high school students in his classes on a regular basis and they are treated the same as his other students in terms of expectations; they have been doing well.

There is a difference between a seventeen-year-old who is eligible to be in a classroom and someone younger who wants to take a course. There is a concern about the maturity level for some students but there are also benefits for others who are able to manage it. The solution to the problem might be counseling at the high school system level. There is also the staffing cost concern.

to endorse the recommendations, mission, structure and staffing, for dual enrollment; seconded.

Moved to amend the motion to add a qualifying statement: if there is any hiring that would compromise faculty hires because it is coming from the same funding source, that those positions be brought to the Academic Senate for vetting and endorsement before they move forward.

The amended motion was voted on and approved.

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Reported on the Faculty Handbook ad hoc committee. They have been meeting on a regular basis; their next meeting is April 20. The last meeting was very fruitful with active collaboration. They are thinking of ideas on how to make improvements based on the 10+1 and faculty purview. They will include the Academic Freedom information and the Union/Senate purview information.

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mapped out and overlaid with ZTC data. Within each of those different files, they have the same tabs.

The first tab is the summary that identifies the most popular courses within the division. Those are the courses that are used most often for degree and certificate requirements.

In addition to the summary list each of those files includes a breakdown of the IGETC, CSU, OCC AS GE, etc. The way that it is broken down, and this is especially useful for counselors, is that it can indicate what degree requirements are met and then what specific classes meet that requirement. If a student comes to a counselor and wants to complete the IGETC, the counselor can tell them explicitly that Psychology 160 meets the area two requirement and is offered as a zero textbook cost course. This really provides counselors and instructors a breakdown of the degree offerings. This helps them understand which courses, if any, they offer in a department or division are zero

