WHEREAS, THE FACULTY SENATE OF KAPI’OLANI COMMUNITY COLLEGE ON THIS 5TH DAY OF DECEMBER IN THE YEAR 1994, AFTER PROPER ACADEMIC DISCUSSION AND DEBATE, RECOMMENDS TO JOHN MORTON, PROVOST, THE FOLLOWING MOTION:

THE FACULTY SENATE OF KAPI’OLANI COMMUNITY COLLEGE agree that we need to search for alternate means of support and instruction to our students, especially in the developmental areas of English and Mathematics and support the efforts of Instructional Services.

However, there are several concerns that we feel need to be addressed regarding the implementation of the College Preparatory (CP) courses offered at this time.

1. Due process must be followed in the implementation of any new program or curricula for students.
2. A system of continuous communication and feedback from all "impacted" departments must be maintained. In the specific instance of the CP courses these departments include reading, writing, and Mathematics faculty, and student services.

Typically, in regard to reading and writing courses, the advantages and disadvantages to both the students and program are discussed extensively within the discipline prior to a course being presented in the form of a proposal to the Curriculum Committee. It is felt that many of the problems and concerns that have surfaced in regard to the CP courses could have been eliminated by appropriate communication with the departments. These problems include:

-- the accurate advising of appropriate students;
-- an 8 week module as the vehicle of instruction (most research affirms that developmental students do not succeed as well as other students in accelerated courses);
-- because these courses are 8 week modules and are not considered college credits, students who are eligible for financial aid and those that receive veterans’ support cannot count them as part of their credit for the semester. This poses an additional barrier for those students who need to develop their skills.
-- the rate of pay for the instructors of these classes is lower than that of instructors teaching the same content in KCC courses. A more equitable rate of pay should be negotiated.

Therefore, be it resolved that the future implementation of these courses be contingent on the following:

-- an on-going and open dialogue with all impacted departments be scheduled by ISO; this is to ensure that problems arising can be resolved in a timely fashion for the benefit of all the students.
-- appropriate statistics concerning student completion rates, student evaluations of the courses e.g. 90 minutes class time, evaluations from the instructors as to the "success" of the course to be collected and submitted to ISO and the Faculty Senate for future discussion and modification if necessary.

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Nancy J. Bushnell, Chairperson                               Janice Cook, Vice Chairperson