

**SAN JOSÉ STATE UNIVERSITY**  
**Academic Senate**  
**Executive Committee**  
**April 15, 2013**  
**Final Reading**

**AS 1505**

**Sense of the Senate Resolution**  
**Urging Amendments to California SB 520**  
**To Better Achieve its Purpose of Fostering Innovation in Teaching**  
**In California Higher Education**

- Whereas, Senate President Pro Tem Darrell Steinberg has introduced SB 520 with the laudable goal of creating a “quality-first, faculty-led framework” for online education targeted toward “rapidly developing innovation in online delivery models” (SB 520, Sec. 1 d and e); and
- Whereas, The State of California has wisely established under HEERA (Higher Education Employer-Employee Relations Act) the principle that “academic and professional matters” will not be determined legislatively or administratively, but by “faculty shared governance mechanisms” (3561); and
- Whereas, Some provisions of SB 520 intrude on areas best left at the academic and professional level as envisioned by HEERA; and
- Whereas, San José State University is already demonstrating its willingness to experiment with innovative technology, when that technology is implemented by faculty and subjected to rigorous assessment and evaluation to assure quality and results; now therefore, be it
- Resolved, That the San José State University Academic Senate welcome Senator Darrell Steinberg’s commitment to fostering innovation in teaching and access to courses in California public higher education; and be it further
- Resolved, That the Academic Senate of San José State University urge Senator Steinberg and all interested stakeholders to come together to modify SB 520 to achieve its worthy goals without sacrificing the professional and academic standards established in HEERA; be it further
- Resolved, The Academic Senate of San José State University affirm the following principles such that SB 520 may foster innovation while upholding its stated goal of providing a “quality first, faculty-led” framework:

- 1) All classes offered for credit in California higher education should be taught by faculty-of-record who have been hired and evaluated according professional standards established by the three segments' shared governance systems;
- 2) All classes offered for credit in California higher education should be approved by the offering campus according to the curricular standards established by the shared governance bodies on that campus;
- 3) All classes accepted for transfer in California public higher education should originate in or be formally approved through established curricular review processes in accredited institutions of higher education.
- 4) To maintain the quality of coursework used to satisfy degree requirements, students wishing to substitute coursework from non-accredited institutions/entities for requirements in California's institutions of public higher education, should be advised to use existing mechanisms for credit by exam (or an institution's alternative) to demonstrate satisfactory attainment of course/program learning objectives.

Resolved, That the Academic Senate of San José State University endorse the findings in the April 4, 2013 letter from of the Executive Committee of the Academic Senate of the California State University to Senator Steinberg of April 4, which provides useful analysis of the problems in the existing draft of SB 520; be it further

Resolved, That copies of this resolution be distributed to Senator Steinberg and all members of the California State Legislature, to the Academic Senates and Administrations of all institutions of California Public Higher Education, to the California Faculty Association, and to the press.

*Approved:* (April 7, 2013)  
*Vote:* (13-0-0)  
*Present:* (Von Till, Qayoumi, Nance, Dukes, Bibb, Heiden, McClory, Lessow-Hurley, Ng, Bros-Seemann, Du, Kimbarow, Peter )  
*Absent:* (Worsnap, Junn)  
*Financial Impact:* (No change)  
*Workload Impact:* (No change)