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# SENATE AGENDA

## SPECIAL MEETING

### ACADEMIC SENATE OF GROSSMONT COLLEGE

August 26, 1996

Room 370, 11:10 a.m. - 12:20 p.m.

Note: This meeting replaces the August Chairs and Coordinators meeting

#### I. PRELIMINARY ITEMS

- A. Call to Order
- B. Approval of Agenda
- C. Approval of Minutes May 20, 1996

#### II. INFORMATION ITEMS

- A. New Faculty Orientation Program Curriculum VPAA Jack Daniels
- B. Setting campus WSCH/FTEF goals 526 VPAA Jack Daniels
- C. Substitute Policy (see attachment A)
- D. Grossmont/Cuyamaca Colleges Alignment/Articulation/Differentiation Policy (see attachment B)
- E. Establishment of a Senate Committee to organize a Proposition 203 teaching in.
- G. Resolution from the Program Review Committee (Attachment C)
- F. Committee Appointments

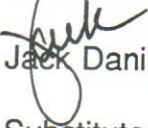
#### IV. OTHER MATTERS

- A. President's Report

**The next regular meeting of the Academic Senate is scheduled for Monday September 16, 1996.**

**Please submit agenda items to the Senate Officers Committee by Wednesday, September 11, 2 PM.**

**GROSSMONT COLLEGE**  
Vice President - Academic Affairs

Date: August 15, 1996  
To: Sheridan DeWolf  
From:  Jack Daniels  
Subject: Substitute Policy

Following is the Substitute Policy the Deans and I have developed. I would like for you to share this policy with your Executive Council prior to submission to the entire Senate. I welcome any thoughts the Executive Council would have.

- 1) No substitutes will be provided for the first week of absences(s) and/or five (5) instructional days of an instructor's absence.
- 2) Instructors are encouraged to provide alternative assignments for students whenever possible.
- 3) Prior to being given an assignment, substitutes must have completed all paperwork with the District Personnel Office and have been certified to teach in the faculty service area and/or specific class.
- 4) All substitutes must be approved by the appropriate Dean/Director.

I would appreciate hearing from you as soon as possible. Thank you.

JED:jhs

# ALIGNMENT/ARTICULATION/DIFFERENTIATION PROCEDURES FOR COURSES AT GROSSMONT AND CUYAMACA COLLEGES

FINAL DRAFT

May 6, 1996

# CURRICULUM ALIGNMENT/ARTICULATION/DIFFERENTIATION

## DEFINITION-DESCRIPTION

The process of alignment/articulation/differentiation is designed to ensure that students receive the same level of educational quality within the District and to accomplish the following:

- Facilitate student movement between the Colleges.
- Clarify curriculum goals and design for students, faculty and staff.
- Clarify course comparisons to describe course alignment, articulation or differentiation.
- Provide functional definitions of courses for use in degree, certificate programs, or other programs. (Example--courses that are aligned or articulated could be accepted at either institution to satisfy General Education requirements).
- Offer access to multiple career, transfer, and professional programs.
- Conduct District operations in an effective and efficient manner.
- Foster student success.

## OPERATIONAL DEFINITIONS

**Alignment:** Identifies courses at Grossmont College and Cuyamaca College to be identical according to course alignment criteria.

Department faculty are encouraged to align courses if curriculum goals, design, intent, content and learning objectives are identical or **very** similar. (See procedures for details.)

**Articulation:** Identifies courses at Grossmont College and Cuyamaca College to be similar and functionally interchangeable according to course articulation criteria.

Department faculty are encouraged to initiate articulation of courses that share levels of academic rigor but may possess varying degrees of similarity relative to essential course items (e.g. objectives, prerequisites, lecture or lab structure, etc.)

The two institutions are committed to accepting **articulated** coursework for purposes of program completion and general education from students within the district.

**Course Differentiation:** Identifies courses which are significantly different in terms of course title, description, objectives, content and structure. The courses must be numbered and titled differently at each institution.

## COURSE ALIGNMENT/ARTICULATION/DIFFERENTIATION PROCEDURES

Every effort must be made to achieve course alignment/articulation/differentiation. If it becomes apparent that the courses cannot be aligned, then articulation must be attempted. In the event that neither alignment nor articulation is possible, differentiation needs to be considered.

**Step 1:** Before developing a course outline, notify the other institution of your intent to develop the course by using the Initiation Form (see attached).

**Step 2:** Using the following guidelines, identify your intent from the following selections:

- **COURSE ADDITIONS** (duplicated courses). If either college has an already existing course, the course(s) to be added will be reviewed on the basis of meeting the Course Alignment/Articulation/Differentiation Criteria. The package for each course addition proposal must also include the completed Course Alignment/Articulation/Differentiation Verification Form (see attached). This new sign-off form will be used in lieu of the current Letter of Intent form.
- **COURSE ADDITION** (unduplicated). The package for each course modification proposal must include the current Letter of Intent form.
- **COURSE MODIFICATION** (duplicated course). The package for each course modification proposal must meet the Course Alignment Criteria. The Course Alignment Verification form must be completed and included in the curricular request package.
- **COURSE MODIFICATION** (unduplicated). The package for each course modification proposal must include the current Letter of Intent form.
- **COURSE DELETION** (duplicated and unduplicated courses). The package for each course deletion proposal must include the current Letter of Intent form.
- **299 COURSES.** 299 courses are not a part of the alignment/articulation/differentiation process but it is recommended that the counterparts at each campus be cognizant of the alignment/articulation/differentiation process when developing 299 courses.
- Any issue beyond the purview of the Curriculum Committee (i.e. load issues) will be referred to United Faculty.
- The department will be responsible for including the course outlines from each college when curriculum packets are submitted to their dean.

**Step 3:** Fill out appropriate forms (Alignment, Articulation or Differentiation) and submit them with your course proposal packet.

**Step 4:** Should attempts to align or articulate prove unsuccessful, the following two options exist:

- Colleges may decide the courses are significantly different and choose to treat them as completely different courses. In this event, the courses must be treated as different with different numbers, titles, description, objectives and content.
- If one college desires to align or articulate and the other college disagrees, the matter is then referred to Level 2 for mediation. The Request for Mediation form must be filled out by one or both chairs of the respective departments in disagreement and submitted to the co-chairs of the college's Curriculum Committee.

#### **TIMELINE FOR ALIGNMENT/ARTICULATION/DIFFERENTIATION**

- Any existing duplicated course must meet the course alignment/articulation/differentiation criteria at the time of the department's next program review. Verification forms must be completed and submitted to the Curriculum Committee.
- If a department submits course proposals to the Curriculum Committee for addition or modification, the department must formally align/articulate/differentiate at this time.

#### **PROCEDURES IF COURSE ALIGNMENT/ARTICULATION/DIFFERENTIATION CRITERIA ARE NOT MET**

**LEVEL 1:** Discussion with the department chairs or coordinators of the two colleges and the faculty member who has originated the course. This discussion must occur prior to submitting any items to the Curriculum Committee. In other words, alignment/articulation/differentiation is ongoing as the course is being drafted.

If alignment/articulation/differentiation is unresolvable, notify the Curriculum Committee Co-chairs by using the Request for Mediation form (see attached).

The Curriculum Committee Co-chairs will call for a Level 2 meeting.

**LEVEL 2:** Discussion with a subgroup from the two Curriculum Committees composed of:

- Faculty co-chairs of the Curriculum Committees
- Vice Presidents of Academic Affairs
- Two members of the Curriculum Committee from each campus (preferably to include a faculty member from each college that represents the department/program in dispute).

**LEVEL 3:** If the course alignment/articulation/differentiation is unresolved at Level 2, the matter will be referred to a committee comprised of SOC<sup>2</sup> and the Curriculum Committee Co-Chairs for resolution.

**COURSE ALIGNMENT PROCEDURES  
FOR  
GROSSMONT AND CUYAMACA COLLEGES**

**COURSE ALIGNMENT CRITERIA**

**IDENTICAL ITEMS**

- Subject
- Subject number
- Units
- Hours
- Title
- Prerequisites, corequisites, advisories on recommended preparations
- Method of delivery designation (lecture, lecture/lab, lab)
- Degree applicable/nondegree applicable status (Title 5 standards)
- General Education designation request

**VERY SIMILAR ITEMS**

- Course Description
- Course Objectives
- Course Content

**VARIABLE ITEMS**

- Instructional Facilities
- Method of Instruction
- Method of Evaluation
- Outside Class Assignments
- Required Text

**GROSSMONT-CUYAMACA**  
**ARTICULATION CRITERIA**

A process whereby departments examine and accept courses based on the following:

**IDENTICAL ITEMS**

- Prerequisites
- Degree applicable/non-degree applicable
- General Education designation request

**VERY SIMILAR ITEMS**

- Corequisites and advisories on recommended preparation
- Course descriptions
- Course objectives
- Course content

**VARIABLE ITEMS**

- Course number
- Units
- Hours
- Title
- Method of delivery designation (lecture, lecture/lab, lab)
- Instructional facilities
- Method of instruction
- Method of evaluation
- Outside class assignments
- Required text

Note: There are 5 pages of forms. For copies of these contact Laura Sim or the Academic Senate office.



Resolution from the Program Review Committee

WHEREAS, there is no current administrative procedure to police and act on Program Review Committee recommendations, and

WHEREAS, the great majority of program recommendations made in the last five year review cycle have not yet been acted on, and

WHEREAS, in the most recently reviewed program (Spring 1996), not a single recommendation from that program's review five years ago had been acted on, and

WHEREAS, unless a program goes before the Curriculum or General Education Committee, recommendations made by the Program Review Committee do not see the light of day for five years (the next review), and

THEREFORE, the Vice-President of Academic Affairs will present an annual status report to the Academic Senate on the implementation of program review recommendations.