

SENATE AGENDA
REGULAR MEETING
ACADEMIC SENATE OF GROSSMONT COLLEGE

MAY 5, 1997

ROOM 370, 11:10 A.M. - 12:20 P.M.

I. PRELIMINARY ITEMS

- A. Call to Order
- B. Approval of Agenda
- C. Approval of Minutes, April 21, 1997

II. SPECIAL REPORTS

- A. SOC Election Results
- B. SPRUCE recommendations re: Faculty Offices (Attachment A 5-5-97)

III. ACTION ITEMS

- A. **Resolution** to accept the General Education Committee Package (Attachment A 4-21-97)
- B. **Resolution** to request the United Faculty 1. negotiate the removal of load from present and future course classifications specifically from Lab, Lecture/Lab designations, and 2. endorse a plan for load that yields "one hour of pay for one hour of teaching". - (Attachment B 4-21-97)
- C. **Resolution** to approve Academic Rank of Assistant Professor-Craig Milgrim/Beth Smith, Rank of Professor-Jacqueline Couch/Don Shannon, Rank of Professor Emeritus-A. Lee Brown (Attachment B 5-5-97)

IV. INFORMATION

- A. Nominees to Budget & Planning Committee
Kats Gustafson/Craig Milgrim - Steering Committee
Barry Winn - Full Committee

V. OTHER MATTERS

- A. President's Report: The "Kimberling Report"
Special Board Meeting of April 10, 1997- Peg Hovde, Kats Gustafson
Report on State Senate Meeting - Hoke Simpson.
- B. United Faculty Update

The last regular meeting of the Academic Senate for 96-97 Academic Year
is scheduled for Monday, May 19, 1997.
Please submit agenda items to the Senate Officers Committee by
Wednesday, May 14, 1997 by 2 pm.

ag050597.doc

GROSSMONT COLLEGE FACULTY OFFICE POLICY

The Grossmont College Space & Room Utilization Committee (SPRUCE) is a shared governance committee that initiates space and room utilization policies and reviews space and room utilization requests for compliance with the policies. Requests are submitted using the Space Reallocation Request Form (available from Spruce Chair or Campus Business Office). Once reviewed and approved the request is forwarded to the Grossmont College President's Cabinet. The Cabinet forwards the approved request to the Academic Senate. Upon Academic Senate approval, the request is presented to the Grossmont College Planning and Budget Committee for final approval.

FULL-TIME FACULTY:

1. It shall be the policy of Grossmont College to provide office space with lockable access for every full-time faculty member. Office space shall be assigned at the time of hire. Office assignments are the responsibility of and shall be determined by the Division Dean/Director in conjunction with the Department Chair/Coordinator. Division Deans/Directors and Department Chairs/Coordinators will work closely with faculty to accomplish any clustering of discipline by mutual consent of those faculty affected by the move.
2. In accordance with prevailing practice, office space measuring approximately 60-100 sq. ft. shall be considered appropriate for a one-person office. Offices exceeding 100 sq. ft. shall be considered appropriate for more than one person (full-time and part-time faculty). Actual square footage and room configuration shall be taken into consideration by the Dean/Director and Chair/Coordinator in determining the number of faculty assignments per office to maintain equity within the department, the division and the college.
3. Newly created or remodeled office space shall comply with current ADA regulations.
4. Space designated as faculty office space shall not be used in part or whole for storage, or other non-standard use without recommendation by Space and Room Utilization Committee (SPRUCE) and approval by President's Cabinet.
5. The office space assigned to a department Chair/Coordinator shall constitute the department office. If larger than 100 sq. ft., additional faculty or support personnel shall be assigned by the Chair/Coordinator and the Dean in line with item 2. No department shall have a separate space designated "department office."
6. Each full-time faculty member shall have assigned the following office equipment:

Desk	File Cabinet
Desk Chair	Bookcase or Shelving
Side Chair	Telephone
7. No full-time faculty member shall be expected to share a desk.
8. Each full-time faculty office shall have an assigned personal computer with access to e-mail and Internet.

9. Retirees shall vacate their current office space effective the final date of employment. If a retiree returns to the College on a part-time basis, the retiree shall be assigned shared office space as an adjunct faculty during those terms in which the retiree has a teaching or project assignment. Whenever possible, the office space vacated by the retiree shall be reassigned within the department.
10. Faculty going on District-Approved Leave shall store their personal items and prepare their desk and files to accommodate temporary use of the office by other faculty during their absence. Faculty returning from leave shall regain use of their assigned space.
11. Any changes in office assignments shall be approved in advance by the Dean/Director and Chair/Coordinator. It shall be the responsibility of the Dean/Director to notify Instructional Operations and Communications Services of any change within 5 working days of the occurrence. Conflicting requests for space or room utilization shall be resolved by the appropriate Division Dean(s).
12. Neither the District nor the College is liable for loss of or damage to any personal item faculty may bring to or use in their assigned office space.

ADJUNCT FACULTY:

1. It shall be the policy of Grossmont College to make available to adjunct faculty office space where they can meet students and maintain files during the terms in which they have a teaching or project assignment. Shared office space shall be assigned at the time of hire. Office assignments are the responsibility of and shall be determined by the Division Dean/Director in conjunction with the Department Chair/Coordinator and affected faculty.
2. Adjunct faculty may be assigned shared space with other adjunct faculty or with full-time faculty. Square footage, room configuration and teaching schedules shall be taken into consideration by the Dean/Director and Chair/Coordinator in determining the number of adjunct faculty assignments per office.
3. Space designated as adjunct faculty office space shall not be used in part or whole for storage, or other non-standard use without recommendation by Space and Room Utilization Committee (SPRUCE) and approval by President's Cabinet.
4. Each adjunct faculty member shall have shared access to a desk or comparable work station, lockable files, computer and telephone.
5. Neither the District nor the College is liable for loss of or damage to any personal item faculty may bring to or use in their assigned office space.

To: SOC
From: Dave Lunsford
Re: Action Item for Monday's Agenda
Date: 30 April 97

Please place the recommendation of the Academic Rank Committee concerning elevating to rank five faculty members. Action needs to be taken on this item right away so that there will be time to get on the Board agenda with the Professor Emeritus recommendation. Dr. Sanchez would like to make a public presentation to Lee Brown at the gathering of the retired faculty and staff the day of graduation. All of that backs us up to Monday's meeting.

Item:

The Academic Rank Committee commends to the Academic Senate our colleagues for elevation to academic rank as follows:

To the rank of Assistant Professor

Craig Milgrim
Beth Smith

To the rank of Professor

Jacqueline Couch
Don Shannon

And for the honor of Professor Emeritus

A. Lee Brown

An affirmative decision by the Senate will grant rank to the first four named and recommend to the GCCCD Board of Trustees that it recognize A. Lee Brown for his 27 years of service by bestowing on him the honor of Professor Emeritus.

Respectfully Submitted,
David Lunsford, Chair, Academic Rank Committee

GROSSMONT COLLEGE

Proposed Revision
of
Associate Degree General Education Requirements

This is a proposal to revise the general education requirements for students who are equipping themselves with an Associate Degree. THIS IS NOT a revision of the general education requirements for those advancing to a four-year institution for further study. Those requirements will remain the same (as they are printed in the College catalog on pp. 26-30).

The aim of the proposed set of requirements is to provide Associate Degree students with a common core of knowledge and skills determined by the faculty of this College to be necessary for effectiveness in the world of work and life in general. To this end the G.E. Committee started with several faculty forums at which they asked "What is a general education?" and "What should our students know and be able to do when they complete their Associate Degree studies with us?" Since these questions were last considered by the General Education Committee over fifteen years ago, resulting in our current requirements, members of the Committee thought it was time to ask them again in the interests of making sure our general education requirements reflect current realities and future trends.

Why change the current G.E. requirements?

1. To respond to the myriad social changes, work force changes, and the increasingly more varied educational aims of students attending our College as we move into the 21st Century. Preparing students for the next millennium requires a standards-based curriculum that focuses on skills and knowledge necessary to meet the challenges of the changing world around them.
2. To establish a set of categories which introduces students to specific bodies of knowledge and skills, while conforming to the requirements of Title 5. Some of the current categories are so broadly defined that students who take different courses in a category may complete those course with little knowledge in common.
3. To address skill development across the general education curriculum. The current curriculum focuses almost exclusively on knowledge acquisition (with the exception, of course, of writing and speaking skills). Employers have become increasingly more vocal about the skills they say are lacking in the graduates they hire. Not surprisingly, the employers' list matches almost exactly the list that evolved through discussions with our faculty.

What has been the Committee's process?

The following steps have been taken to date:

- May 1993: Initial meeting to discuss general education requirements with Grossmont and Cuyamaca faculty participating.
- January 1995: Next-steps meeting with Cuyamaca's Curriculum Committee (which is a combined Curriculum and G.E. Committee) and Grossmont's G.E. Committee.
- August 1995: Forum during Professional Development Week asking What do we want our graduates to know and be able to do when they complete their Associate Degree?
- Fall 1995: G.E. Committee frames initial proposal.
- January 1996: Forums during Professional Development Week to present initial proposal.
- Spring 1996: Initial proposal presented to Academic Senate, Deans and Directors and, through campus mail, to Chairs/Coordinators. G.E. Committee members seek invitations to department meetings and/or Division Councils to field questions and concerns. G.E. Committee continued to develop final proposal taking faculty input into consideration. Joint Grossmont G.E./Cuyamaca Curriculum Committees meeting held to share progress.
- Fall 1996: G.E. Committee shapes current proposal. Joint meeting with two College committees held to share progress.

What is the Committee proposing?

- 1. The current categories be revised.**
- 2. Skills be infused across the G.E. curriculum.**
- 3. Current G.E. courses be resubmitted for review to determine relevance to new category structure/definitions and to assess the infusion of skills.**

1. Proposed categories and requirements follow:

The following categories will be preceded by a preamble which details for students the purpose of our general education requirements and which will indicate that courses taken for G.E. credit presume a level of computer literacy which includes the ability to access the World Wide Web for research purposes and to prepare class papers on the computer. Since computer literacy is also one of the infusion skills listed later in this document, we have eliminated a course in computer literacy as a G.E. requirement.

English Composition (1 course)

Courses in this category cover the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of written communication.

Oral Communication (1 course)

Courses in this category are designed to expand the ability of students to communicate effectively interpersonally and/or before groups. Audience analysis, logical thought, clear, precise, and engaging expression, and critical evaluation skills are emphasized.

Quantitative Reasoning (1 course)

Courses in this category are those which introduce students to mathematical concepts and skills which enable the student to analyze and solve problems.

Natural Sciences (1 course with a lab)

Courses in this category are those which examine the physical universe, its life forms, and its natural phenomena. They are designed to help students develop an appreciation and understanding of the scientific method and the relationships between science and other human activities.

Humanities (1 course)

Courses in the humanities are those which offer different perspectives from which to study the cultural activities and traditions of human beings, the complexity of the human experience. They help reveal how individuals and societies through

the ages have tried to make moral, spiritual, and intellectual sense of human existence. These courses should help students, in other words, try to answer the question: "What does it mean to be human?". The humanities explore questions of meaning and value, asking not only what is and has been significant for human thought and action, but also why it has been so.

Arts (1 course)

Courses in the arts provide students with a sense of the arts in civilization, of creativity in the artistic process, of the vocabularies of artistic communication, and of the critical elements necessary to making informed choices about the products of the arts.

Social and Behavioral Sciences (1 course)

Courses in this category are those which focus on people as members of society. Courses in this category should be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences and be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

Health Maintenance (2 one-unit courses)

Courses in this category cover the basic principles of maintaining a healthy life style, including exercise and nutrition. Students must take one course from section one and one course from section two.

Section One: Body Fitness

Section Two: Activities

2. Proposed skills to be infused across the G.E. curriculum follow:

The following skills/understandings will appear to a greater or lesser extent, as appropriate, in the content and delivery of each G.E. course. These applications, by their presence in all G.E. courses, will reinforce learning and prepare the student for further study (including lifelong learning), for the workplace, and for life.

Required in each general education course:

Reading
Critical Thinking
Speaking/Listening
Writing
Personal Ethical Standards
Awareness/Appreciation of Diversity

Two of the following must also be integrated into each general education course:

Quantitative Reasoning
Group/Teambuilding Skills
Healthy Living Skills
Computer Literacy

The Committee is currently working on definition sheets for each of the above and will solicit input from members of the campus community with expertise in each of these areas.

What is the timeline for accomplishing this transition?

Spring 1997:	Approvals secured.
<u>97/98 and 98/99</u> Acad. Yr:	Course proposals submitted for approval.
Fall 1999:	New General Education requirements implemented.

April, 1997

CORE SKILLS

THIS IS A DRAFT OF PRELIMINARY DEFINITIONS WHICH WILL BE FURTHER REFINED BY FACULTY IN DEPARTMENTS WITH PRIMARY CREDENTIALS IN TEACHING THESE SKILLS. A FULLY-DEVELOPED SKILL SHEET FOR CRITICAL THINKING IS ATTACHED AS AN EXAMPLE OF WHAT THE SKILL SHEETS WILL INCLUDE.

Each G.E. course will be required to be infused, to a greater or lesser degree, with the following skills. How specifically you plan to do this will be detailed on your application for course inclusion.

1. Reading

By State mandate, assigned readings in each course should be at least at the 10th-grade level for vocabulary and sentence structure. The G.E. Committee recommends that a minimum of 100 pages (in studio and skills courses, and many more in other courses) of text appropriate to the discipline be assigned.

2. Writing

Ability to choose a topic that is narrow enough to be adequately developed within the required length of the paper.

Ability to formulate a main idea, or thesis, and support that thesis using rhetorical methods such as examples, narration, definition, description, comparison/contrast, classification, process, analogy, analysis, argument.

Ability to write proper sentences and paragraphs, each of which are developed around one idea in support of the thesis, and which ideas and sentences flow into each other smoothly (coherence).

3. Critical Thinking

Critical thinking is disciplined, self-directed thinking which exemplifies the thinking appropriate to a domain of knowledge or human concern. It is thinking that displays mastery of intellectual skills and abilities. Critical thinking is the art of thinking about your thinking in order to make your thinking better--that is, more clear, more accurate, or more defensible.

4. Speaking/Listening

Communicating effectively orally is primarily a matter of developing skills of attending, speaking, and listening, no matter what the communication setting (interpersonal, group, public, or mediated).

5. Personal Ethical Standards

Standards for human behavior that result in personal responsibility for adhering to the norms expected on the campus, in the classroom, in the workplace, and in society (e.g. coming to class/work on time, working beyond the minimum levels of effort, meeting deadlines, doing one's own work).

6. Awareness/Appreciation of Diversity

Sensitivity to, appreciation of and respect for diversity of all kinds, including ethnic, cultural, physical, and gender.

Applicants will be expected to infuse two of the following into their G.E. course.

1. Quantitative Reasoning

The use of mathematical concepts and skills to investigate and analyze problems.

2. Team/Group Skills

The ability to function effectively within groups.

3. Healthy Living Skills

Those skills and attitudes which promote, maintain, and foster healthy life style choices in keeping with a fitness/wellness model.

4. Computer Literacy

Knowledge and skills which allow the student to use computers and related technology in school, in the workplace, and at home.

CORE SKILL : CRITICAL THINKING

1. DEFINITION OF CRITICAL THINKING.

Critical thinking is disciplined, self-directed thinking which exemplifies the thinking appropriate to a domain of knowledge or human concern.

It is thinking that displays mastery of intellectual skills and abilities.

Critical thinking is the art of thinking about your thinking in order to make your thinking better--that is, more clear, more accurate, or more defensible.

2. PRINCIPAL TENETS OF CRITICAL THINKING.

A. A critical thinker considers the eight elements of reasoning:

- o Purpose of the thinking
- o Problem/Question at issue
- o Information--empirical data, facts, observations, experiences
- o Interpretations--based on employment or use of the data
- o Concepts--discipline-specific theories, definitions, axioms, laws
- o Assumptions--presuppositions
- o Implications and consequences of the thinking
- o Point(s) of view--perspective, orientation

B. Critical thinking is an unique kind of purposeful thinking in which the thinker systematically imposes criteria and intellectual standards upon the thinking.

The thinker takes charge of the construction of thinking, guiding the construction of the thinking according to the standards, assessing the effectiveness of the thinking according to the purpose, the criteria and the standards.

C. The universal standards of thought include:

clarity	accuracy	relevance	consistency	depth
breadth	fairness	logicality	significance	adequacy

3. THE IMPORTANCE OF CRITICAL THINKING.

a. Critical thinking is an open-ended, continually evolving process that should be fundamental to most disciplines and useful in adapting to different situations.

b. Critical thinking skills are transferable from one discipline to another, and a student with well-developed skills in critical thinking in one area should be able to apply these skills to other areas.

c. College courses should require students not only to exercise judgment by describing alternate solutions, but also to make decisions and be able to justify those decisions.

d. Development of critical thinking skills will allow students to move beyond the passive learning of evaluative standards to the creation of their own standards of criticism.

e. The incorporation of critical thinking skills as a primary objective of college-level courses will have a great impact of the college curriculum and its responsibility in assisting students to develop the skills necessary to arrive at better answers.

f. Critical thinking skills restate many of the traditional goals of higher education; that is, to provide a program of instruction that enables students to become independent learners, to be capable of exercising informed and balanced judgment, and to contribute as mature citizens in their society.

4. FUNCTIONAL USAGE OF CRITICAL THINKING.

SPECIFIC CURRICULAR EXAMPLES--the following examples can be employed utilizing the eight elements of reasoning [see example in the "Methodology" paragraph].

1) **History**--have students actually "write" portions of historical segments. Evaluate the significance of a given historical trend or event.

2) **Art and Music Performance Classes**--students demonstrate the ability to analyze musical questions and issues clearly; use musical concepts effectively, demonstrate excellent musical performance skills.

3) **Literature**--main/subordinate themes: identify the main theme in Willa Cather's story, "Paul's Case." Find at least one subordinate theme. Support your choices with specific references to the text of the story.

4) **Social Sciences**--in-group/out-group: list privileges that in-group members have that out-group members do not have. Explain the differences in the two lists.

5) **Science/mathematics**--have students evaluate the design of a particular experiment; is this a well-designed experiment? Students generate as well as solve problems for the class.

5. METHODOLOGY--HOW TO DELIVER/REINFORCE CRITICAL THINKING.

Once the process is learned, critical thinking may be used to deliver thinking concepts and skills in a variety of settings and approaches, including cooperative learning groups/teams. The instructor's choice of instructional tactics should support the structures that he/she has developed to inform/guide the course and its content.

For example, in an English class, a team of 3-4 students employing the literary concepts of plot, character, theme/setting, and language leads a discussion that specifically addresses the eight elements of reasoning.

With input from the class, the team identifies the author's assumptions, point of view, significant ideas, and interpretation of those ideas; they find the significant events and implications of the story, and they attempt to articulate and answer the key questions posed by the story. Ultimately, the class decides the author's purpose [main theme] in writing the story.

6. EVALUATION

Instruction that incorporates critical thinking must include two interrelated parts: structures and tactics.

Structures involve the "what" of the course: concepts, information, frame of reference, grading requirements, performance profiles, etc.

Tactics involve the "how" of the course: teaching strategies to get the students actively involved, and to develop insights, understandings, knowledge and abilities that are essential.

Evaluation of instruction must examine the effectiveness, clarity and relevance of the course's structures and tactics.

To all faculty for information/clarification of the role of the Curriculum Committee

DATE: November 14, 1995
TO: The Academic Senate
FROM: The Curriculum Committee
RE: Request for support of development of operational definitions - LAB, LECTURE, LECTURE/LAB

As charged by the State-wide Academic Senate of California and the Chancellor's Office, curriculum committees serve to insure the integrity and uphold the standards of curriculum at their respective institutions. The committee at Grossmont College strives to uphold the standards established by the state-wide senate, and in doing so is often perceived as an "inquisition" committee. Recognizing the group's delegated responsibility in reviewing curriculum, faculty and administration should recognize that all facets of a course proposal and outline must be scrutinized, including: course numbers; course titles; unit value; hours (lecture, lecture/lab, lab); methods of instruction; prerequisites/corequisites/advisories on recommended preparation; catalog description; course content; course objectives; outside assignments; texts; method of evaluation; instructional facilities; special materials; fiscal impact; integration of objectives with content and description; and, implications for articulation and transfer.

When the committee approves a proposal, it endorses every aspect of the course as proposed. Sometimes, however, and rarely, a question or concern arises regarding one of the areas listed above. During these times when the committee must wrestle with issues in the interest of integrity, it is often perceived as "obstructionist" or uncooperative. Never is it the intent of the committee to stop or stagnate curriculum innovation, development or evolution, but in accepting delegated authority for curriculum review, it must adhere to the mandates of Title V and the standards established by the state-wide Academic Senate.

Having presented this overview, the Curriculum Committee seeks input and direction from the Grossmont Academic Senate in regards to one area in particular, an area with which the committee repeatedly grapples. The issue of "hours" designation, namely LECTURE, LECTURE/LAB AND LAB, perpetually arises at some point each year, with the committee often arriving at impasse with departments over disagreements regarding the status of a proposed class. All too often the unfortunate outcome of such a stalemate is the demise of a sound and meaningful course, either withdrawn from consideration by the department or denied by the committee.

Currently the committee follows the lecture and lab definitions in the California Community Colleges Management Information System Data Element Dictionary (please see attached.) In addition, committee members often consider pre-existing class formats when trying to establish an understanding of how proposed courses will be taught. Clearly, neither the definitions from the Data Element Dictionary nor subjective interpretation based on existing methods of instruction provides an infallible basis on which to make determinations regarding lecture, lecture/lab or lab. The state chancellor's office, in fact, recognizes the inadequacies of its definitions, but has yet not addressed the issue of creating definitions that accommodate innovations in teaching, such as collaborative and distance learning.

The Curriculum Committee asks the Academic Senate to charge us with the task of developing operational definitions that better meet the needs of Grossmont College. With senate support, the curriculum committee will undertake this project during the Spring, 1996, semester, and bring forth a draft to the senate for consideration.

Again, we seek direction and support from the Academic Senate in our endeavors to maintain the integrity and quality of the curriculum at Grossmont College.

LECTURE		LECTURE/LAB (LEARNING LAB)		LAB	
STUDENT	INSTRUCTOR	STUDENT	INSTRUCTOR	STUDENT	INSTRUCTOR
Limited group work in class based on the Carnegie Unit*	Instructor directed discussions, demonstrations and appropriate use of teaching tools	Some manipulation of equipment/computers	Philosophy of department	The majority of the work is completed in the classroom	Labs may have different space configuration and environment from a traditional classroom.
Innovative techniques encouraged	Limited group work in class	Student focus on task or instructor	Approximately 1/3 lecture, 2/3 lab	The student practices or does hands-on work in class	There is significant one-on-one instruction
Independent work occurs outside of class based on the Carnegie Unit*	The majority of material is presented to the class at one time	Time spent working out of class (based on the Carnegie Unit*)	Intensity of instructor guidance	Student focus on task or instructor	There is a limited number of students
	Course is articulated as a lecture with CSU and/or UC		Application of information from lecture portion of class	Time spent working out of class (based on the Carnegie Unit*)	The class is self-guided
			Tutorials	The class is self-paced	
				Course is articulated as a lab with CSU and/or UC	
				A lab could be a: 1) experimental 2) learning lab 3) practicum	
				Accrediting body specifies time in lab	
				Intensity of instructor guidance	
There is application of knowledge and/or content in lab					
Tutorials					

NOTE: These are only general indicators to help the Curriculum Committee determine method of delivery.

* See other side for definitions

MAR:lw 8/22/96

* **Carnegie Unit Definition:** One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks. (Title 5: 55002.5)

Composition course word count:

A composition course two or more levels below English 1A** requires a minimum of 3,000 words

A composition course one level below English 1A** requires a minimum of 3,500 to 5,000 words

A composition course equal to English 1A** requires a minimum of 5,000 to 10,000 words

A composition course any level above English 1A** requires a minimum of 10,000 words

** English 1A, as quoted in Title 5, is equivalent to Grossmont College's English 110

MAR:lw 8-22-96

GENERAL EDUCATION REQUIREMENTS FOR THE NON-TRANSFER
(AA/AS) DEGREE STUDENT

PRESENT

AREA A - LANGUAGE AND RATIONALITY (9 UNITS)
(ONE COURSE FROM EACH AREA)

1. WRITTEN COMMUNICATION
2. ORAL COMMUNICATION
3. QUANTITATIVE REASONING

AREA B - NATURAL SCIENCES (7 UNITS)
(ONE COURSE MUST HAVE A LAB)

1. BIOLOGICAL SCIENCES (1 COURSE)
2. PHYSICAL SCIENCES (1 COURSE)

AREA C - HUMANITIES (6 UNITS)
(ONE COURSE FROM TWO OF THE FOLLOWING)

1. HUMANITIES AND PHILOSOPHY
2. LANGUAGE AND LITERATURE
3. FINE ARTS

AREA D - SOCIAL SCIENCES (6 UNITS)
(ONE COURSE FROM TWO OF THE FOLLOWING)

1. SOCIAL SCIENCES
2. BEHAVIORAL SCIENCES
3. AMERICAN INSTITUTIONS

AREA E - PHYSICAL EDUCATION (2 COURSES)
(2 UNITS)

DIFFERENCES

1. PRESENT PACKAGE - 30 UNITS
PROPOSED PACKAGE - 24 UNITS
2. REMOVES CATEGORY CHOICE
3. ONE COURSE IN THE NATURAL
AND SOCIAL SCIENCES
4. PHYSICAL EDUCATION - ONE
FITNESS COURSE - ONE LIFETIME
SKILLS COURSE
5. INFUSION SKILLS - NONE PRESENT
IN OLD PACKAGE.

PROPOSED

English Composition - (1 COURSE) (3 UNITS)

ORAL COMMUNICATION (1 COURSE) (3 UNITS)

QUANTITATIVE REASONING (1 COURSE) (3 UNITS)

NATURAL SCIENCES (1 COURSE) (4 UNITS)
(WITH ONE LAB)

HUMANITIES (1 COURSE) (3 UNITS)

ARTS (1 COURSE) (3 UNITS)

SOCIAL AND BEHAVIORAL SCIENCES (1 COURSE)
(3 UNITS)

HEALTH MAINTENANCE (1 COURSE - FITNESS)
(1 COURSE - LIFETIME SKILLS)
(2 UNITS)

RESOLUTION: 4-18-97 DRAFT DRAFT DRAFT

WHEREAS the Grossmont College Academic Senate has charged the Curriculum Committee to form operational definitions for LAB, LECTURE and LECTURE/LAB, and

WHEREAS the Curriculum Committee has attempted to form these definitions that better meet the needs of Grossmont College, while keeping with the mandates of the Ed Code and Title Five, and

WHEREAS the Curriculum Committee using these definitions must constantly wrestle with issues in the interest of academic integrity and is often perceived as "obstructionist" or "uncooperative" because of load issues, and

WHEREAS many of the curriculum changes by departments are changes that are driven by load issues, and

WHEREAS many departments withdraw from implementing innovative curriculum changes because of load issues, and

WHEREAS load issues have rendered the academic process dysfunctional and clogged the system to the point where the entire curriculum process is literally at a stand still because of load issues, and

WHEREAS the Grossmont College Academic Senate wishes to stop this intrusion of academic integrity by load issues,

BE IT RESOLVED that:

The Grossmont College Academic Senate requests that the United Faculty;

1. negotiate the removal of load from present and future course classifications, specifically from Lab, Lecture and Lecture/Lab designations.
2. endorse a plan for load that yields "one hour of pay for one hour of teaching".

The Grossmont College Academic Senate charges the Curriculum Committee to classify course offerings according to the distinction of teaching methods without the load issue attached, and with "forward" rather than a "past practice approach", including other definitions like "distance learning", etc.