

*Academic Senate  
Grossmont College*

**Monday, October 7, 2002, 11:10 a.m. – 12:20 p.m.  
Room 325A**

**I. PRESIDENT'S REPORT**

- A. Approval of Agenda
- B. Approval of minutes, meeting of September 16, 2002
- C. Proposed Calendar for 03-04 – **Attachment #1**
- D. President's Update
- E. New Accreditation Standards  
[http://www.grossmont.net/academic\\_senate/Default.htm](http://www.grossmont.net/academic_senate/Default.htm)

**II. ACTION ITEMS**

- A. **Grossmont College Academic Senate Resolution in Support of Proposition R.  
Attachment #2**

**III. INFORMATION ITEMS**

- A. Honor's Experience  
Presented by Israel Cardona  
[http://www.grossmont.net/academic\\_senate/Faculty-Guidelines.htm](http://www.grossmont.net/academic_senate/Faculty-Guidelines.htm)
- B. Revised Program Review  
Presented by Sheridan DeWolf
  - Student Survey
  - Revised Program Review Process
- C. Proposed Cuts to the Spring '03 Schedule – **No action to be taken on this information item.**  
Presented by Dr. Martinez, Dr. Colli, and Dr. Fitzsimons
- D. College Saving Task Force – **No action to be taken on this information item.**  
Presented by Jerry Buckley

**IV. COMMITTEE REPORTS**

- A. Faculty Staff Development Committee Report  
Presented by Barbara Chernofsky

**GROSSMONT COLLEGE**  
**Proposed ACADEMIC CALENDAR 2003-2004**

**Attachment #1**  
**Senate 10/7/02**

**FALL 2003 (87 DAYS)**

Continuous through August 22 .....	Application Period
Continuous through August 22 .....	Program Advisement
July 14-August 23 .....	Registration
August 18-22 .....	Professional Development-Organizational Meetings
August 22 .....	APPLICATION DEADLINE
August 25-29 .....	Late Application Period
<b>August 25 .....</b>	<b>Regular Day &amp; Evening Classes Begin</b>
August 25-Sept 5 .....	Program Adjustment Period
September 1 .....	Holiday (Labor Day)
September 8 .....	Census Day
September 8-October 21 .....	Second 8-Week Application Period
September 26 .....	Last Day to Apply for CR/NC-Semester Length Classes
October 17 .....	Last Day to Apply for Fall 2003 Degree/Certificate
October 17 .....	End of First 8-Week Session
October 20 .....	Second 8-Week Session Begins
October 21 .....	Application Deadline for Second 8-Week Session
November 10 .....	Holiday (Veterans' Day)
November 14 .....	Last Day to Drop Semester Length Classes
November 27, 28, 29 .....	Thanksgiving Vacation
December 12 .....	End of Second 8-Week Session
<b>December 15, 16, 17, 18, 19, 20, 22 .....</b>	<b>Final Examinations</b>
December 22 .....	Close of Fall Semester
December 23 .....	Instructor Grade Deadline
December 23-January 19 .....	Winter Recess-Faculty
December 23-January 25 .....	Winter Recess-Students
December 24, 25, 26, 29*, 30, 31 and January 1 .....	District Employees Holidays

**SPRING 2004 (88 DAYS)**

Continuous through January 23 .....	Application Period
Continuous through January 23 .....	Program Advisement
November 17-January 24 .....	Registration
January 19 .....	Holiday (Martin Luther King Day)
January 20-23 .....	Professional Development-Organizational Meetings
January 23 .....	APPLICATION DEADLINE
January 26-30 .....	Late Application Period
<b>January 26 .....</b>	<b>Regular Day &amp; Evening Classes Begin</b>
January 26-February 6 .....	Program Adjustment Period
February 9 .....	Census Day
February 9-March 23 .....	Second 8-Week Application Period
February 13, 14 .....	Holiday (Lincoln Day)
February 16 .....	Holiday (Washington Day)
February 27 .....	Last Day to Apply for CR/NC-Semester Length Classes
March 19 .....	Last Day to Apply for Spring 2004 Degree/Certificate
March 19 .....	End of First 8-week Session
March 22 .....	Second 8-Week Session Begins
March 23 .....	Application Deadline for Second 8-Week Session
April 5 .....	Classified Staff Appreciation Day
April 5, 6, 7, 8, 9, 10 .....	Spring Recess
April 9 .....	District Employees Holiday
April 23 .....	Last Day to Drop Semester Length Classes
May 21 .....	End of Second 8-Week Session
<b>May 24, 25, 26, 27, 28, 29, June 1 .....</b>	<b>Final Examinations</b>
May 31 .....	Holiday (Memorial Day)
June 1 .....	Close of Spring Semester
June 2 .....	Instructor Grade Deadline
June 3 .....	Commencement

\*The date for Admission Day is no longer mandated for September 9. Local Districts must provide an equivalent holiday for classified employees if not observed on September 9. This day will be December \_\_\_\_\_, 2003. (Chapter 36, Statutes of 1977, Section 313) Board Approved \_\_\_\_\_

Grossmont College Academic Senate Resolution in Support of Proposition R

Whereas an evaluation of Grossmont College facilities, conditions, enrollment trends, projected growth, space utilization, technology needs and energy usage has identified major needs throughout the Grossmont campus; and

Whereas Grossmont College was built for an enrollment of 4,800 and now enrolls 18,000 students; and

Whereas the projected over-utilization of space at Grossmont College continues to exceed the presently existing assignable square feet; and

Where as, it is uncertain that the State will provide the funding necessary for needed modernization, scheduled maintenance, or adequate new facilities; and

Whereas the passing of a local public bond to pay for the necessary modernization, scheduled maintenance, and some new facilities will relieve the associated burden on the College's general fund, thus allowing more of the general fund to be used for instructional and student services programs;

Let it be resolved that the Grossmont College Academic Senate supports Proposition R as it will fund the identified facility needs of Grossmont College.

**STUDENT SERVICES PROGRAM REVIEW COMMITTEE (SSPRC)**

<b>Charge</b>	This committee regularly reviews all programs within the Student Services branch of the College and submits a report of each review to the College President.
<b>Meeting Schedule</b>	First and third Thursday, 9:30 – 11:00 a.m. in the LRC Faculty/Staff Study Room
<b>Chair</b>	Associate Dean, Learning Resources
<b>Composition</b>	<ul style="list-style-type: none"><li>• Vice President, Student Services</li><li>• Administrators (2 - at least 1 from Instruction)</li><li>• Faculty Representatives (4 - at least 1 from Student Services and 2 from Instruction)</li><li>• Classified Representatives (3 - 1 from Confidential/Supervisory, 2 from Classified, and at least 2 of the 3 from Student Services)</li><li>• ASGC Representatives (2)</li></ul>
<b>Adopted</b>	From the early 70's
<b>Revised</b>	
<b>Notes</b>	

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Grossmont College  
8800 Grossmont College Drive  
El Cajon, 92020

*- This handout  
to meet you.  
- Copies to  
Senators via  
email - Martha  
OK*

## Faculty Guidelines for Teaching Honors Courses

(Proposal)

### Objectives of the Honors Educational Experiences

1. Offer highly motivated students the opportunity to engage in scholarly work of greater depth, scope, and originality than the regular academic programs and courses.
2. Offer students who have demonstrated high academic achievement and ability, the opportunity to engage in scholarly work with other students of the same level of academic preparation.
3. Provide students the academic structure to acquire greater in-depth understanding of concepts, theories, and processes of inquiry and research, pertinent to their area of study.
4. Recognize students of outstanding academic achievement.
5. Provide students and faculty greater opportunities to engage in creative, divergent and critical thinking.
6. Provide a forum for intense collegial exchange of ideas and viewpoints.
7. Recruit -to Grossmont College- more students of higher academic achievement.
8. Enhance transfer opportunities for Grossmont College students.
9. Provide students who have demonstrated high academic achievement additional advisement in the areas of academics, transfer, financial aid and scholarships.

*Good -  
② - copy w/ the agenda  
to refer to this during  
our meeting.  
- computer copy  
- meeting w/ full + 70%  
Please bring an extra  
copy.*

### **Student Requirements for Participation**

1. Entering freshman must have a 3.2 high school GPA or higher.
2. College students should have a 3.2 GPA or higher after completion of 12 college transferable units.
3. All students must be eligible for ENG 120. Successful completion of the pre-requisite courses or passing the assessment tests demonstrates eligibility.
4. All students must be eligible for Math 103. Successful completion of the pre-requisite courses or passing the assessment tests demonstrates eligibility.
5. All students who intend to complete the Honors Program must submit a completed Honors Program Application Form to the office of the Honors Coordinator. (Students who meet the requirements but do not want to complete the program are welcome to register in honors classes).

*Honors Program*

### **Student Requirements for Honors Program Active Continuing Status**

1. Maintain a minimum 3.2 GPA in all Grossmont College course work.
2. Complete a minimum of one Honors Course each academic year.
3. Complete an annual interview with a student academic counselor.

### **Honors Program Completion Requirements**

1. Submission of all application materials.
2. Maintenance of a GPA of 3.2 or higher.
3. Completion of 18 semester units in honors classes.
4. Completion of a form of college/community service. - ??
5. Completion of an associated degree or fulfillment of admissions/transfer requirements for a four-year institution.



## Types of Honors Courses

1. Honors sections of existing courses: Regular courses with additional or appropriately substituted learning activities to make them honors level. (Each department decides the offering of honors sections of existing courses.)
2. Linked Honors Courses: Two or more courses linked, forming a learning community. Linked courses have the same students and the instructors coordinate the course syllabus and learning activities. (The offering of linked courses needs to be coordinated through Project Success. Contact Sue Jensen at 619-644-7493.)
3. Honors Seminar: A course devoted to intensive investigation of a single topic or problem. To a greater degree than in regular courses, students are responsible for contributing to seminar dialogues, completing a reading list, and producing written work and/or special projects of superior quality. Topics and instructors change every semester. (This type of course needs both department and curriculum committee approval.)
4. Honors contract in regular courses: Any section of an existing course can be converted into an honors section for a particular student, if an honors student and the instructor develop an honors contract for the class. The student, the instructor, the Department Chair, the appropriate Dean and the Honors Coordinator must approve and sign the honors contract.

*to pay for the instructor?*

*what about the changes in topic? - Curriculum Committee approval*

## Offering Honors Courses

1. Scheduling of honors courses must go through the regular department scheduling procedures in addition to informing and coordinating with the Honors Coordinator.
2. Faculty interested in teaching honors must inform both the Department Chair and the Honors Coordinator about her/his interest. The faculty member must identify course number, section and time of interest. Faculty interested in teaching honors courses are encouraged to take the initiative and promote a dialogue within their departments about honors education. Ideally, each department will:
  - ◆ have a faculty dialogue about their interest, feasibility and commitment to teach honors courses.
  - ◆ decide the number of honors sections to offer and the courses appropriate for honors offerings.
  - ◆ decide the process of choosing which faculty member can teach honors courses.
  - ◆ determine what constitutes honors within their discipline: types of assignments, readings, projects, requirements, levels of analysis, etc.

3. To teach an honors section of an existing course, the faculty member needs department approval.
4. Honors sections of existing courses must follow the official course description, course objectives and prerequisites on file in addition to the requirements for participation in the Honors Program. Faculty cannot change official course description, objectives and prerequisites. Faculty is encouraged to be creative in terms of the learning experiences and strategies to meet course objectives: readings, class format, special projects, exams, written assignments, research projects, etc.
5. Each honors section will be identified in the class schedule and will have an annotation describing recommended preparation. The following are examples of schedule annotation:

*This is an honors section. Students must be eligible for ENG 120 and Math 103. College students are invited to enroll if they have completed 12 units and have a 3.2 G.P.A. or higher. Entering freshman are invited to enroll if their high school G.P.A. is at least 3.2. For more information, contact the Honors Coordinator at 619-644-####.*

6. Department Chairs/coordinators are responsible for:
  - ◆ Informing the Honors Coordinator about final scheduling of honors sections in their departments.
  - ◆ Submitting an annotation regarding student recommended preparation for each honors section to both the Honors Coordinator and their division Dean.
  - ◆ Approve honors contracts.
7. The Honors Coordinator is responsible for:
  - ◆ Placing an ad including all honors offerings in the official class schedule.
  - ◆ Approve the annotation describing the recommended preparation for each honors section.
  - ◆ Prepare and implement a marketing/student recruitment plan for honors courses.
  - ◆ Encourage/solicit faculty to develop honors courses.
  - ◆ Approve honors contracts.
8. Honors sections must follow the minimum and maximum class size requirements for regular courses. Chairs and faculty are encouraged to be creative regarding room allocations and the maintenance of small class size (within the minimum requirements).

*unfair??*

## The Honors Course Learning Experience

1. The honors student must participate in the regular learning experiences of an existing course. However, there must be substitute or side-by-side assignments of a more challenging nature. When designing the honors section learning experience, the instructor should think in terms of greater depth and breadth. The emphasis of honors education is creative, scholarly work.
2. Examples of additions/substitutions for the learning strategies of an honors section include, but are not limited to, the following:
  - ◆ more challenging reading material
  - ◆ emphasis on current research reports instead of textbook summaries
  - ◆ intensive creative writing experience
  - ◆ reading logs
  - ◆ new writing assignments that emphasize analysis, synthesis, and evaluation
  - ◆ reaction papers to ethical dilemmas
  - ◆ internship in the field of study, performing an expanded leadership position
  - ◆ developing a research proposal
  - ◆ conducting original disciplinary research
  - ◆ developing an annotated bibliography
  - ◆ presenting original work/research to the class, a student-faculty group, or at a conference

## Evaluation of Honors Courses

1. Faculty teaching honors courses are evaluated according to the labor agreement between the Governing Board and United Faculty. Honors sections are considered part of the faculty regular load and/or extra-pay assignment.
2. The honors committee will request feedback from participating faculty and students regarding their honors experience, with the purpose of finding ways of improving the program. Information gathered through instruments designed by the honors committee will not be part of any contractual faculty evaluation.
3. Faculty teaching honors courses must submit a copy of their honors section syllabus to the Honors Coordinator, in addition to the regular filing of their syllabus with the appropriate dean.

09/16/02- Academic Senate

SOC 9/25/02

## Memo

*President's Report*  
*Demail*  
*sumo*  
*stuff*

To: Chancellor; Presidents; Staff  
From: Bob Glaser, The La Jolla Group  
Re: Final Results – Voter Registration / Vote by Mail  
Date: 9/19/02

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We had a fantastic campaign. Only minor glitches to report. A wonderful reception was given from faculty and staff. First, by the numbers

	Grossmont	Cuyamaca	Total
Registration:	2,714	1,287	4,001
Vote by Mail:	2,158	1,107	3,265
Total Classes	1,342	371	1,713
Presented	941	317	1,258
Refused	73	42	115
Cancelled	46	41	87
Other	95	5	100

These are excellent results from our campaign. We had over 100 students making presentations, and very few problems. These new voters will receive their ballots in approximately two weeks!

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