

Academic Senate Grossmont College

Monday, March 30, 2009
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

- A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*
- B. Approval of Agenda
- C. Approval of Minutes from March 16, 2009

II. PRESIDENT'S REPORT

- A. Announcements 5 minutes
- B. Textbook Task Force (Attachment #1) 10 minutes

III. COMMITTEE REPORTS

- A. Curriculum Committee – General Studies and University Studies Degrees (Attachment #2) 25 minutes

IV. ACTION ITEMS

- A. International Baccalaureate Proposal (Attachment #3) 10 minutes
- B. BP/APs 4020 (Program and Curriculum Development), 4021 (Program Discontinuance), and 4230 (Grading and Academic Record Symbols) (Attachment #4) 20 minutes
- C. Resolution on MOU between Academic Senates and United Faculty (Attachment #5) 5 minutes

V. INFORMATION ITEMS*

- A. None

*The Academic Senate may move information items to action upon a 2/3 vote.

Academic Senate Grossmont College

Minutes of the Meeting – March 16, 2009

MEETING ATTENDANCE:

X	Chris Hill (President)	X	Janet Gelb (CSIS)	x	Sue Gonda (History-Sen Officer)
	P.J. Ortmeier (AOJ)	X	Diane Mayne-Stafford (CSIS)	X	Devon Atchison (History-Sen Officer)
	Lance Parr (AOJ)	X	Ronald Norman (CSIS)		Angela Feres (History)
X	Tina Young (AOJ)	X	Donne Leigh (Counseling)		Priscilla Rogers (Inter Bus)
X	Jennifer Carmean (ASL)	X	Mary Rider (Counseling)	X	Patty Morrison (Library)
	Jamie Gould (ASL)	X	Bonnie Schmiede (Counseling)	X	Jenny VandenEynden (Math)
X	Jim Wilsterman (Art)		Tom Gamboa (Cross Cult Stud)	X	Susan Working (Math)
	Steve Garcia (Art)		Joe Orate (Culinary Arts)	X	Ray Funk (Math)
	Jennifer Bennett (Art)		James Foran (Culinary Arts)	X	Arturo Millan (Math)
X	Israel Cardona (Behav Sci)	X	David Mullen (Dance) - Spring		Shirley Pereira (Math)
	Gregg Robinson (Behav Sci)	X	Jane Nolan (DSPS)	X	Evan Wirig (Media Comm)
X	Rebekah Wanic (Behav Sci)	X	Carl Fielden (DSPS)	X	William Sneed (Media Comm)
X	Richard Unis (Behav Sci)		Gary Jacobson (Earth Sci)		Derek Cannon (Music)
X	Virginia Dudley (Biol Sci)		Jerry Mason (Earth Sci)		Paul Kurokawa (Music)
X	Allison Shearer (Biol Sci)	X	Oralee Holder (English)		Steve Baker (Music)
	Michele Perchez (Biol Sci)	X	Adelle Schmitt (English)		Joy Zozuk (Nursing)
X	Brian Keliher (Bus Admin)		Joan Ahrens (English)	X	Christine Vicino (Occ Therapy)
	Nate Scharff (Bus Admin)	X	Stephanie Mood (English)	X	David Milroy (Part-time Rep)
	Linda Snider (BOT)	X	Chuck Passentino (ESL)	X	Lee Johnson (Part-time Rep)
X	Barb Gillespie (BOT)	X	Barbara Loveless (ESL)		Zoe Close (Phil/Hum/Rel Studies)
X	Rick Kirby (CVT)	X	Nancy Herzfeld-Pipkin (ESL)		Bill Hoaglin (Phil/Hum/Rel Studies)
X	Don Ridgway (CVT)	X	Sylvia Montejano (EOPS)	X	Ross Cohen (Physics)
X	Jeff Lehman (Chemistry-Sen Off)	X	Pearl Lopez (EOPS)	X	Stephanie Plante (Physics, Astr. Ph Sc)
	Martin Larter (Chemistry)	X	Laura Burger (Exer Sci/Well-Sen Officer)	X	Joe Braunworth (Polit Economy)
X	Cary Willard (Chemistry)	X	Jim Symington (Exer Sci/Well)	X	Scott McGann (Polit Economy)
X	Sheridan DeWolf (Child Dev)		Randy Abshier (Exer Sci/Well)	X	Lorenda Seibold-Phalan (Resp Ther)
	Mary Courtney (Child Dev)		Dan Clauss (Exer Sci/Well)		Barry Winn (Resp Ther)
X	Joel Castellaw (Comm)		Karen Caires (Exer Sci/Well)	X	Craig Everett (Theatre Arts)
X	Jill Carleton (Comm)	X	Antonio Crespo (Foreign Lang)		
X	Victoria Howitt (Comm)				

X = present at meeting

GUESTS:

- Beth Smith-Math Faculty, South Representative, ASCCC
- George Gastil-History Faculty
- John Colson-VP, Student Services
- Anthony Guaracha-SDICCCA Intern
- Jerry Buckley-Cardiovascular Technology Instructor

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

Mary Rider, Coordinator Transfer Center, informed the Academic Senate that students applying for transfer to SDSU have been denied transfers due to eligibility. She informed the Academic Senate that some of the denied transfers are mistakes due to internal system error at SDSU and recommended students contact the Transfer Center for more information.

B. Approval of Agenda

A motion was made to approve the day's agenda.
M/S/U Nolan/Wirig

C. Approval of Minutes from March 2, 2009

A motion was made to approve the minutes from the March 2, 2009 meeting.
M/S/U Atchison/Fielden

II. PRESIDENT'S REPORT

A. Announcements

Chris announced the Governing Board would be holding their goal setting meeting March 31, 2009 at 1:00pm on the Cuyamaca College Campus, room I-209.

Chris announced everyone should have received an e-mail notice requesting faculty members for service on the Institutional Review Committee. This short-term committee will begin meeting on Friday March 20, 2009 from 8:30am-10:30am and meet every Friday until May 8th. Chris requested that department chairs and coordinators forward the email request to their faculty members.

B. Introduction of New Chancellor

Chris announced that the new chancellor will be holding two open conversations at Griffin Gate on March 23, 2009 from 5:30-7:00pm and March 25, 2009 from 11:30-1:00pm and invited Dr. Sunny Cooke to introduce Dr. Cindy Miles. Dr. Miles spoke briefly to the senate about her background and her enthusiasm in being the new Chancellor for Grossmont-Cuyamaca Community College District.

C. Close Senate Officer Nominations

Chris announced that the Senate Officer Nominations would be closing. The current nominations are: Sue Gonda-Vice President, Laura Burger -Senate Officer At Large, Devon Atchison-Senate Officer at large, George Gastil-Part-Time Senate Officer at Large, also nominated for Senate Officer-at-Large were Adelle Schmitt and Jeff Lehman. Candidates needed to prepare a candidate statement for the election, not to exceed 250 words in length.

D. Discussion on Distance Learning

Chris began the discussion with an overview of the current Distance Learning (DL) program, the background, and with a look at benefits as well as issues and concerns.

Chris then asked how the Senate in general felt about effectively and strategically increasing the number of online course offerings. There was much discussion and many questions regarding distance learning and online course offerings. The questions included: the type of research that has been done regarding student success and participation, the level and types of classes currently being taken as well as the students are taking them, how students remain engaged in the learning process, retention of students in online classes, and how the student-to-student and professor-to-student relationship is maintained in the online environment. Concerns also included availability of faculty for an increased number of online courses.

The discussion then turned to the possibility of offering online degrees for our students. Tina Pitt, Vice President Academic Affairs, shared preliminary research that indicated that there are currently three components missing from the general education choices offered through Grossmont and Cuyamaca for a student attempting to complete General Education package online.

In general the Senate agreed that more information was needed in order to continue the discussion. Chris requested Elena send her contact information to the members and in turn

asked the members to send her questions and concerns. A set of questions will be prepared to present to the senate that will attempt to capture the concerns and then those questions will be researched to gather the additional information.

III. COMMITTEE REPORTS

- A. None

IV. ACTION ITEMS

A. Academic Integrity Statement

Chris presented the draft of the Academic Integrity statement to be included in the college catalog. Jim Wilsterman suggested that the word "images" be added to the section regarding plagiarism. Victoria Howitt also suggested deleting the repetitive phrase "and integrity" from second line. Beth Smith suggested that the more comprehensive Academic Fraud statement, which will contain the revised Academic Integrity statement, needed to appear in other documents on the campus in order to be more readily available to students.

Motion made to correct suggested items and publish statement.
M/S/U Burger/Montejano

B. International Baccalaureate Proposal

There was not enough time to discuss this action item and Chris announced that it would be considered first on the action item list for the next meeting.

V. INFORMATION ITEMS

A. BP/APs 4020 (Program and Curriculum Development), 4021 (Program Discontinuance), and 4230 (Grading and Academic Record Symbols) (Handouts)

B. Resolution on MOU between Academic Senates and United Faculty (attachment #3)

There was not enough time to discuss the Information Items and Chris announced that these would be covered in the next meeting.

Next meeting is scheduled for March 30, 2009.

Meeting Adjourned at 12:20pm

CH:rw

The Academic Senate minutes are recorded and published in summary form. Readers of these minutes must understand that recorded comments in these minutes do not represent the official position of the Academic Senate. The Academic Senate expresses its official positions only through votes noted under "Action."

Attachment #1

HOW CAN FACULTY KEEP TEXTBOOK COSTS DOWN?
ACADEMIC SENATE ADOPTED GUIDELINES - **DRAFT**
SPRING 2009

Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality.

Faculty guidelines:

1. **Adopt or revise departmental purchasing guidelines.** Consider adopting or revising your departmental purchasing guidelines to incorporate the principles outlined below.
2. **Disseminate information about how students can keep textbook costs down.** The ASGC flyer "How Can Students Keep Textbook Costs Down?" can be distributed in class or included in class syllabus or webpage.
3. **Submit textbook orders early.** This lowers the cost by giving the bookstore time to purchase more used books from students and increases used book availability. It allows students to shop alternate sources for the best price.
4. **Consider department-wide textbook adoptions.** Department-wide textbook adoptions allow the bookstore to purchase more used books. In addition, the same book can be used by students who retake a class.
5. **Consider price before adopting a book.** Is there a lower cost book alternative? Consider the price of instructor based ancillary materials and if they are necessary. Using ancillary materials eliminates the used book buyback and used book option.
6. **Order unbundled books when possible.** Extra CD-ROMs and workbooks may seem like a good deal, but in fact, it drives up the price by requiring a new purchase each time eliminating the used book and buy back cost savings for students. The bookstore can only buy back textbooks with all the bundled items intact and unused.
7. **Create your own textbook study guides and support materials.** Requiring students to purchase bundled workbooks, study guides and CD-ROMS with textbooks drives costs up and prevents students from reselling their books. Creating your own study guides and support materials eliminates this additional cost. Explore resources such as grants and release time to create the materials.
8. **Stay with the same edition for as long as possible.** Adopting a new edition eliminates the used book availability and bookstore buybacks for a semester.
9. **Allow your students to use older editions.** If you must order the new edition, consider letting your students use older editions when available. Post the older edition information in the syllabus.
10. **Consider open learning content instead of a traditional textbook.** Consider the offerings at California Community Colleges Open Content [CCCOER](#), Rice University's [Connexions](#), California State University's [MERLO](#), and other repositories of extremely low cost and free content.

- 11. Require a library copy from publisher representative.** Work with the library regarding maintaining reserve and reference copies of textbooks. Consider adopting books only if publisher will provide two or more desk copies.
- 12. Designate as required only those textbooks that will be used.** Designate others as optional. Consider that some student resources will not fund optional textbooks and materials, i.e., EOPS/CalWORKs. If more than one textbook is required, clearly outline in syllabus when each will be used.
- 13. Check with the publisher or bookstore for a paperless e-text version.** E-text versions are often and initially cheaper. However, consider that E-text books eliminate the buy back and used book option for students.
- 14. Provide textbook ISBN number.** Display textbook ISBN number on syllabus and/or course webpage. This allows the student to shop around for the best price.
- 15. Consider providing information to students about campus sources for textbook assistance.** Provide contact information for financial aid, EOPS/CARE, CalWORKs and New Horizons on your syllabus and/or course webpage.

HOW CAN STUDENTS KEEP TEXTBOOK COSTS DOWN?

Listed below are several alternative sources and means for keeping textbook costs down:

- Buy used books when available in the correct edition.
- If more than one book is required or recommended, check with the instructor before class begins to ask when in the semester the book will be needed.
- If you are eligible, consider financial assistance for the cost of books from financial aid such as EOPS/CARE, CalWORKs, or New Horizons.
- Check with the library and ask if your textbook is available for limited loan. If the library does not currently have the book, ask the instructor to request a desk copy for the library.
- Compare prices from several book sources on and off campus. Ask instructor for the textbook ISBN number to facilitate this. Ask the bookseller for discounts.
- Check with on-line stores that specialize in selling textbooks such as whywaitforbooks.com.
- See if textbook is available to download free through an open source on the internet. Many such repositories exist. Examples include: wikibooks.org; wikieducator.org; [connexions \(cnx.org\)](http://connexions.cnx.org); cccoer.wordpress.com; oercommons.org; merlot.org.
- Check for on-line book exchanges between students from sources such as Ebay.com; bookswap.com; campusbookswap.com; swapbooks.com; swaptree.com; bookins.com; and betterworld.com.
- Check if the publisher offers an e-text version that is paperless and usually cheaper.

Committee Report Item – March 30, 2009

Attachment #2

AA GENERAL - HUMANITIES AND FINE ARTS

Minimum 18 units required

Minimum six units from Humanities and six units from Fine Arts

The remaining 6 units can be taken from either category

All courses in the major must be completed with a "C" grade or higher.

Courses in this emphasis are designed to cultivate intellect, imagination, sensibility and sensitivity. Students will study great works of the human imagination and will examine their own esthetic and creative experience. Awareness and appreciation of humanistic disciplines will be explored and encouraged. Students will be exposed to the study of human culture from a variety of perspectives.

Humanities

ASL 120, 121, 130, 140, 160, 220, 221, 250
ARBC 120, 121, 220, 221, 250, 251
CHIN 120, 121
COMM 124, 137, 144, 145
CCS 122, 123, 144, 147, 149, 152, 236, 137, 238
FREN 120, 121, 220, 221, 250, 251
GERM 120, 121, 220, 221, 250, 251
HIST 100, 101, 103, 105, 106, 112, 113, 126, 135, 136, 137, 147, 148, 156, 157
HUM 110, 120, 125, 130, 135, 160, 170
ITAL 120, 121, 220, 221, 250, 251
JAPN 120, 121, 148, 220, 221, 250, 251
PHIL 110, 112, 114, 116, 118, 140, 141, 145, 150, 155
RELG 120, 130, 140, 150
RUSS 120, 121, 220, 221, 250, 251
SPAN 120, 120AB, 121, 122, 123, 141, 145, 220, 221, 250, 251

Fine Arts

ART 100, 120, 124, 121, 125, 126, 127, 129, 130, 131, 132, 140, 141, 142, 143, 145, 146, 147, 150, 151, 154, 164, 171, 189,
CCS 126, 134
DANC 110
ENGL 126
MCOM 111, 189
MUS 110, 111, 114, 115, 116, 117, 189
PHOT 150, 151, 154
THTR 110, 120, 121, 130, 131, 143, 144, 189

AA GENERAL – SOCIAL AND BEHAVIORAL SCIENCES

Minimum 18 units required

Minimum six units from Social Sciences and six units from Behavioral Sciences

The remaining six units can be taken from either category

All courses in the major must be completed with a “C” grade or higher.

These courses prepare students for a better understanding of the interrelationships of people and institutions and the complex world of cultures in which we live, a world that involves the dynamic patterns of social, political, economic and human factors by examining them in a scientific manner within their proper historical context. Students focus on people as members of society; develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall 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.

Social Sciences

AOJ 110

CCS 114, 118, 119, 124, 127, 128, 130, 131, 132, 133, 135, 143, 145, 150, 151, 153, 154, 155, 162, 170, 172, 174, 176, 178, 180, 181

ECON 110, 120, 121

ED 110, 111, 120

FS 115, 120

HED 120, 201

HESC 110

HIST 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181

MCOM 110

PDC 120

POSC 120, 121, 124, 130, 135, 140, 150, 160, 170

SOC 114

Behavioral Sciences

ANTH 120, 125, 140

CD 115, 125, 153

COMM 128

CCS 115, 125, 153

PSY 120, 125, 130, 132, 134, 138, 140, 150, 170, 180, 220

SOC 120, 125, 130, 138, 140, 160

AA GENERAL – WELLNESS AND SELF DEVELOPMENT

Minimum 18 units required

Minimum six units from Wellness and six units from Self Development

The remaining 6 units can be taken from either category.

A maximum of three units of credit allowed for ES/DANC activity courses

All courses in the major must be completed with a “C” grade or higher.

This emphasis is designed to equip students with information and tools for lifelong wellness and self development as integrated beings. Students will be acquainted with the vast landscape of wellness and self development, taking into account the psychological, biological, developmental, physical factors, and they will be able to make effective decisions about optimizing their own wellness, lifestyle, and performance.

Wellness

BIO 118

ES 250, 255

HED 101, 105, 120, 155, 158, 201, 255

DANC Activity 080, 081, 082, 084, 088, 094, 099

ES Activity 001, 002, 003, 004, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 041, 043, 044, 060, 071, 072, 074, 076, 078, 116, 117, 120, 121, 125, 130, 135, 136, 150, 155, 156, 170, 171, 172, 175, 180, 185, 200, 201

Self Development

BIO 112

BUS 195

CCS 115, 153

CD 125, 153

CHEM 110

COMM 128

CSIS 101

ENGL 219

FS 110, 120, 129

HESC 110

LIR 101, 110

PDC 120

PSY 130, 132, 134, 140, 150, 180, 220

SOC 125, 160

AS GENERAL - SCIENCE AND QUANTITATIVE REASONING

Minimum 18 units required

Minimum six units from Science and six units from Quantitative Reasoning

The remaining 6 units can be taken from any category

All courses in the major must be completed with a "C" grade or higher.

This emphasis is intended to involve inquiry into the physical universe and its life forms with consideration of facts and principles which form the foundations of living and non-living systems. Students will explore scientific methodologies as investigative tools, the acquisition and use of evidence, and the past and present influences of science on world civilizations. Understanding and analysis of basic mathematical and quantitative reasoning concepts will be explored.

Science

ANTH 130, 131

ASTR 110, 112

BIO 105, 110, 112, 114, 118, 120, 140, 141, 142, 144, 145, 150, 152, 210, 211, 212, 220, 221

CHEM 110, 113, 115, 116, 120, 141, 142, 231, 232

GEOG 120, 121, 140, 150

GEOL 104, 110, 111, 121, 150, 210, 220, 230

OCEA 112, 113, 150

PSC 110, 111

PHYC 110, 130, 131, 140, 240, 241

SCI 110

Quantitative Reasoning

ANTH 215

BIO 215

CSIS 115A-D, 119, 155, 165, 293, 294, 296, 297

GEOG 104

MATH 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

PHIL 125, 130

PSY 215

SOC 215

UNIVERSITY STUDIES

The Associate Degree in University Studies with Area of Emphasis is intended to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each four-year transfer institution, courses used to complete this degree should be selected with the assistance of a Counselor refer to www.ASSIST.org and the Grossmont College Articulation Web Site: www.grossmont.edu/articulation for current articulation of courses required for transfer majors.

Students who intend to transfer must complete a minimum of 37-45 units of general education, depending on the transfer pattern. This may result in more than 60 units for the associate degree. The completion of the University Studies Degree does not guarantee acceptance into either a baccalaureate major or a four-year institution.

REQUIREMENTS

To meet the University Studies Degree requirements, a student must complete the following:

I. California State University (CSU) General Education Breadth

1. Complete CSU General Education Breadth (see Transfer Information and Degree Requirements).
2. Earn a grade of "C" or higher in 30 of the required 39 semester units of general education to include all courses in Area A and the Mathematical/Quantitative Reasoning courses in Area B.
3. Complete a minimum of 18 units in an Area of Emphasis (listed below) with a "C" or higher.
4. Complete a minimum of 60 degree applicable CSU transferable semester units. (All courses included in each area of emphasis are CSU transferable.) Additional CSU transferable units may be chosen as electives.
5. Earn a cumulative GPA of 2.0 in all college coursework completed.
6. Meet Grossmont College residence requirements for graduation (see Admission Information).

OR

II. Intersegmental General Education Transfer

Curriculum (IGETC) for CSU or UC

1. Complete IGETC Certification (see Transfer Information and Degree Requirements).
2. Earn a grade of "C" or higher in all IGETC courses.
3. Complete a minimum of 18 units in an Area of Emphasis (listed below) with a "C" or higher.
4. Complete a minimum of 60 degree applicable UC transferable semester. Courses that are non-UC transferable are indicated by (*). Additional UC transferable units may be chosen as electives.
5. Earn a cumulative GPA of 2.0 in all college coursework completed.
6. Meet Grossmont College residence requirements for graduation (see Admission Information).

AND

III. Area of Emphasis

- A. Business and Economics
- B. Communication and Language Arts
- C. Humanities and Fine Arts
- D. Science, Mathematics and Computer Science
- E. Social and Behavioral Sciences

While 18 units are required in a specific area to meet the requirements of the degree, it is strongly recommended that as many lower division preparation for the major courses as possible be completed at the community college prior to transfer. All courses in the area of emphasis must have a grade of "C" or higher. Cross-listed courses receive credit for one course. Some baccalaureate majors and four-year institutions require a higher GPA than is necessary for the Associate Degree. Completion of the University Studies Degree does not guarantee admission to a four-year institution.

A. Business and Economics

Courses in this Area of Emphasis emphasize the study of business transaction theory and practice, the operations and strategies of business decisions, legal concepts, and the place of business in the American and global economy as a whole. Students apply mathematical and quantitative reasoning skills to the discipline's methodologies, and evaluate and interpret basic economic principles and theories related to performance and specific economic sectors. Students completing this area may be interested in the following baccalaureate majors: accounting, business, economics, finance, information and decision systems, international business, hospitality/tourism, management, and marketing. Students must complete a minimum of six units in Business, six units in Economics, and six units of electives from the following:

Business

BUS 110, 120, 121, 125, 128*, 158*, 160*,

Economics

ECON 110, 120, 121, 261*

Electives

CSIS 110, 123*, 126*

LIR 110*

MATH 160, 175, 178, 180, 280, 281

B. Communication and Language Arts

Courses in this Area of Emphasis focus on the study of how language works to express human ideas and feelings. Students explore and analyze written and verbal communication methods, as well as develop and advance their oral and written communication skills. Students completing this area may be interested in the following baccalaureate majors: American Sign Language, communication, English, foreign language, literature, journalism, linguistics and media/film/television. Students must complete a minimum of six units in Communication and six units in Language Arts. The remaining six units may be taken from either category:

Communication

CCS 144

COMM 120*, 122, 123, 124, 128*, 135, 136, 137, 144, 145

MCOM 110, 111, 112*, 116*, 117*, 118*, 120, 189

Language Arts

ARBC 120, 121, 148 (new), 220, 221, 250, 251

ASL 120, 121, 140, 220, 221

CCS 122, 123

CHIN 120, 121

ENGL 112*, 118, 122, 124, 126, 130, 131, 132, 133, 140, 141, 142, 143, 215, 219, 221, 222, 225, 226, 227, 228, 231, 232

FREN 120, 121, 220, 221, 250, 251

GERM 120, 121, 220, 221, 250, 251

ITAL 120, 121, 220, 221, 250, 251

JAPN 120, 121, 220, 221, 250, 251

RUSS 120, 121, 220, 221, 250, 251

SPAN 120 or (120A & 120B), 121, 122, 123, 220, 221, 250, 251

C. Humanities and Fine Arts

Courses in this Area of Emphasis relate to the study of cultural, humanistic activities, and artistic expression of human beings. Students evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them through artistic and cultural creation. Students develop an aesthetic awareness and incorporate these concepts when constructing value judgments. Students completing this area may be interested in the following baccalaureate majors: art, dance, humanities, music, musical theatre, photography, philosophy, religious studies, and theatre arts. Students must complete a minimum of six units in Humanities and six units in Fine Arts. The remaining six units may be taken from either category:

Humanities

ARBC 120, 121, 220, 221, 250, 251

ASL 120, 121, 140, 220, 221

CHIN 120, 121

CCS 122, 123, 135*, 145, 147, 149, 152, 236, 237, 238

ENGL 112*, 118, 122, 201, 215, 217, 218, 219, 221, 222, 225, 226, 227, 228, 231, 232, 236, 237, 238, 241, 242

FREN 120, 121, 152, 220, 221, 250, 251

GERM 120, 121, 220, 221, 250, 251

HIST 100, 101, 103*, 105, 106, 126, 135, 136, 137, 147

HUM 110, 120, 125, 130, 135, 160, 170

ITAL 120, 121, 220, 221, 250, 251

JAPN 120, 121, 220, 149, 221, 250, 251

PHIL 110, 112, 114, 116, 118, 125, 130, 140, 145, 150, 155

RELG 120, 130, 140, 150

RUSS 120, 121, 220, 221, 250, 251

SPAN 120, (120A & 120B), 121, 122, 123, 141, 145*, 220, 221, 250, 251

Fine Arts

ART 100, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131*, 132*, 133*, 134*, 140, 141, 142, 143, 145, 146*, 147*, 154, 189

CCS 126, 134

DANC 068A-D, 71A-D, 72A-D, 080A-D, 081A-D, 082A-D, 084A-D, 088A-D, 094A-D, 099A-D, 110, 115, 205, 206

MCOM 189

MUS 101, 102, 105, 106, 110, 111, 112, 113, 114, 115, 116, 117, 123-129, 132-157, 162-167, 170-175, 180, 181, 189, 190, 191, 201-206, 210-213, 224, 226, 232, 233, 234A-B, 235A-B, 236-257, 262, 263, 264-267, 270-275, 285-287, 290, 291

PHOT 150, 151, 152*, 154, 156

THTR 100, 102A, 103A, 104A, 110, 111A, 112A, 113A, 115, 119AB, 120, 121, 122A, 123A, 124A, 130, 131, 134AB, 136, 137, 143, 144*, 145-148, 155, 156, 157, 189, 200A-D, 207, 208, 230, 231, 234AB, 235AB, 254AB

D. Science and Mathematics

Courses in this Area of Emphasis focus on the study of mathematical and quantitative reasoning skills and apply the facts and principles that form the foundations of living and non-living systems. Students recognize and utilize the methodologies of science as investigative tools, as well as the limitations of science. Students use basic mathematical skills to solve numerical problems encountered in daily life, and more advanced skills for applications in the physical and life sciences. Students completing this area may be interested in the following baccalaureate majors: astronomy, biological sciences, chemistry, computer science, engineering, geography, geology, mathematics, oceanography, physical science, and physics. Students must complete a minimum of six units in Science or Computer Science and six units in Mathematics. The remaining twelve units may be taken from either of the categories:

Science

ANTH 130, 131

ASTR 110, 112

BIO 105, 110, 112, 114, 118, 120, 140, 141, 142, 144, 145, 152, 210, 211, 212, 220, 221, 230* (new), 240* (new)

CHEM 102* (new), 110, 113, 115, 116, 120, 141, 142, 231, 232

GEOG 104, 106, 120, 121, 140, 150, 170

GEOL 104, 110, 111, 121, 150, 210, 230*

OCEA 112, 113, 150

PHYC 110, 130, 131, 140, 240, 241

PSC 100* (new), 110, 111

SCI 110

Computer Science

CSIS 165, 293, 294, 296, 297

Mathematics

ANTH 215

BIO 215

MATH 125, 126, 150, 160, 175, 178, 180, 245, 280, 281, 284, 285

PSY 215

SOC 215

E. Social and Behavioral Sciences

Courses in this Area of Emphasis emphasize the study and understanding of human behavior. Students evaluate and interpret human societies; the institutions, organizations, and the groups that form them; and the ways in which individuals and groups relate to one another. Students evaluate various approaches and methodologies of the disciplines. Students completing this area may be interested in the following baccalaureate majors: anthropology, child development, criminal justice, education, ethnic studies, history, nutrition, political science, psychology, public health, social work, and sociology. Students must complete a minimum of six units in Social Science and six units in Behavioral Science. The remaining six units may be taken from either category:

Social Science

AOJ 110, 200, 240

ANTH 120, 125, 140

COMM 144

CCS 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 135*, 143, 144, 145, 147, 150, 151, 152, 154, 155, 162, 180, 181

ECON 110, 120, 121, 261

GEOG 106, 130, 170

HIST 103, 108, 109, 112, 113, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 136, 147, 148, 150, 151, 154, 155, 156*, 157*, 180, 181

POSC 120, 121, 124, 130, 140*, 155*, 160

SOC 114, 120, 125, 130, 138, 140

SPAN 145*

Behavioral Science

CCS 125

CD 115, 125, 131*

COMM 124, 128*

EDUC 200

FS 115*, 120

HED 120, 155, 201, 255*

PSY 120, 125, 130, 134, 138, 140, 150, 170, 220

SOC 138

CERTIFICATE OF ACHIEVEMENT

Students who complete the CSU General Education Breadth requirements or the IGETC for CSU or UC requirements are eligible to receive a Certificate of Achievement in University Studies. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Attachment #3

Proposal to accept International Baccalaureate (IB) courses for General Education and Baccalaureate Credit

Grossmont College grants credit towards its Associate Degrees and fulfillment of transfer requirements for successful completion of Advanced Placement Examinations offered by the College Entrance Examination Board. Many public and private universities in the United States also award baccalaureate credit to students who successfully complete International Baccalaureate (IB) courses in high school. Like most high school districts, the GUHSD provides students with an opportunity to participate in the International Baccalaureate Diploma Programme for Universities & Colleges as well as the Advanced Placement Examination.

The system-wide California State University and University of California award baccalaureate credit for Advanced Placement Examinations and IB Higher Level Examinations. Grossmont College students who have earned AP credit are able to clear general education requirements on the CSU Breadth or IGETC lower-division general education transfer pattern. The University Transfer Center and Counseling Department proposes that the Grossmont College Academic Senate consider also accepting successful completion of IB Higher Level Examinations to meet Associate Degree and transfer requirements.

Attachment #4

BP 4020 Program and Curriculum Development

Reference: *Education Code Sections 70902(b); 78016; Title 5, 51021, 55000 et seq., 55100 et seq; Accreditation Standard II.A.3*
~~*Education Code Section s 70902(b); 78016 Title 5, Section 51022, Board Policies 2410 and 2510*~~

Adoption Date: December 18, 2001 Updated: April 15, 2003
March 21, 2006

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment. Programs, services, and courses provided in new formats shall be held to the same standards as all other programs and curricula. Consistent with Strategic, Academic/Educational, and Facility Master Plans, new educational formats and technologies will be supported and incorporated into programs and services for students. ~~To that end, the Chancellor shall, through mutual agreement with the Academic Senates, establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.~~

~~Furthermore, these procedures shall include:~~

- ~~▪ Appropriate involvement of the faculty and Academic Senate in all processes;~~
- ~~▪ Regular review and justification of programs and course descriptions;~~
- ~~▪ Opportunities for training for persons involved in aspects of curriculum development; and~~
- ~~▪ Consideration of job market and other related information for vocational and occupational biannual program review, submitted for approval to the Governing Board.~~

~~All new programs and program deletions shall be subject to the approval of the Board. Subject to ratification by the Governing Board, the Chancellor may approve new options and/or certificates within existing programs, new stand-alone courses, and new and/or modified non-credit courses.~~

The Governing Board delegates authority to the Chancellor, through mutual agreement with the Academic Senates, to establish the appropriate procedures to ensure curriculum coordination and alignment and to standardize related academic policies as deemed appropriate. At a minimum, the procedures shall facilitate:

- Regular review and justification of programs and courses;
- Consideration of job market and other related information for vocational and occupational biannual program review, submitted for approval to the Governing Board;
- Dialogue that addresses master planning priorities of each college, directions for future program development, and assessment of potential unnecessary duplication;
- Effective communication and planning between the colleges of the District, through their respective Offices of Instruction and other means deemed appropriate; and
- Coordination and alignment of curricula.

~~New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.~~

~~(Administrative procedures shall be based upon old Board policy 545-Curriculum Development/Alignment).~~

DRAFT- NEW PROCEDURE

AP 4020 Program and Curriculum Development

Reference: ***Education Code Sections 70902(b); 78016; Title 5, 51021, 55000 et seq., 55100 et seq; Board Policies 4020; Accreditation Standard II.A.3***

Adoption Date:

In accordance with the policy of the Governing Board and through mutual agreement with the Academic Senates, these procedures support and facilitate students achieving a diverse array of educational goals, including:

- Transfer to baccalaureate level institutions
- Completion of associate degrees and certificates
- Completion of general education courses
- Other outcomes such as basic skills development, entry-level and/or continued employment skills acquisition, and personal development
- Noncredit and continuing education

The following are general procedures for the development of curriculum:

1. Regular review of programs and curriculum occurs during the program review cycle.
2. Ideas for additions, modifications, and/or deletions of courses and programs are developed at the department level and communicated between similar departments at the college campuses.
3. Departments then submit the course and/or program proposals to the respective campus Curriculum Committee. The colleges' Curriculum Committees shall be comprised of members who have been trained in regulatory aspects of curriculum development including training for local approval of stand-alone courses (refer to AP4022 for more details).
4. The Curriculum Committee reviews and recommends approval of the curriculum. The recommended packet and/or summary is forwarded to the Academic Senate.
5. The curriculum packet is forwarded to the governing board for review and approval as part of the annual curriculum cycle. The curriculum packet shall include all recommendations for additions, modifications, and deletions of courses, programs and certificates. The curriculum packet shall also include courses approved for distance education and those courses that meet tech prep agreements.
6. All approved curriculum changes are reflected in the each college's catalog during the following academic year.
7. New programs require review and approval at the state Chancellor's office.
8. New vocational programs require regional program approval prior to submittal to the state Chancellor's office for review and approval.

DRAFT – NEW POLICY

BP 4021 Program Discontinuance

Education Code 78016; Title 5, 51022, 55130

Reference:

Adoption Date:

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. Should a program no longer fulfill these requirements, the Governing Board delegates authority to the Chancellor, through mutual agreement with the Academic Senates, to establish the appropriate procedures to ensure responsible program discontinuance.

DRAFT-NEW PROCEDURE

AP 4021 Program Discontinuance

Education Code 78016; Title 5, 51022, 55130; BP 4021

Reference:

Adoption Date:

In accordance with the policy of the Governing Board and through mutual agreement with the Academic Senates, these procedures outline the process for program discontinuance. Program discontinuance may originate in a variety of different ways:

Recommendation through the curriculum process:

- Academic departments may propose discontinuance of a program directly to the respective college Curriculum Committee based on indicators such as a significant reduction in labor market demand, low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance.

Recommendation through the program review process:

- When reviewing programs/disciplines in the usual program review cycle, the respective college Program Review Committee shall assess indicators such as low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance. Based on these findings, the Program Review Committee may propose discontinuance of a program as follows:
 - The Program Review Committee shall write clear recommendations to the department that include specific goals and a follow-up timeline of at least two years. The department chair/coordinator and dean shall be included in discussions about recommendations. The recommendations shall be forwarded to the Curriculum Committee and other appropriate college committees.

- At the conclusion of the time period stated in the recommendations, the Program Review Committee, along with the department chair/coordinator and dean, assess whether the recommended goals were met. If all agree that insufficient progress was made and the program should be discontinued, the department completes the appropriate curriculum forms for deletion of the program.

Recommendation through Career and Technical Education program review process:

- For career and technical education programs/disciplines in a two-year program review cycle, the respective college review process will look for indicators such as significant reduction in labor market demand, low enrollment, a significant downward trend in enrollment, and lack of currency and/or relevance. Based on these findings, the appropriate college committee may propose discontinuance of a program as follows:
 - Clear recommendations to the department will include specific goals and a follow-up timeline of one year. The department chair/coordinator and dean shall be included in discussions about recommendations. The recommendations shall also be forwarded to the Curriculum Committee and other appropriate college committees.
 - If there has been no significant improvement after the time period stated in the recommendations, a mid-cycle program review may be recommended.
 - If there has been no significant improvement shown after the mid-cycle program review, the Program Review Committee may recommend program discontinuance. The department then completes the appropriate curriculum forms for deletion of the program.

Recommendation by Governing Board based on legal standards:

- A program may be discontinued by the Governing Board based upon evidence that the criteria for program approval is no longer met, as set forth in Title 5, section 55130.

In all cases of program discontinuance, care must be taken to monitor the impact on other areas including articulation, transfer agreements, as well as student notification, transition and assistance in program completion. Opportunities for retraining and reassignment of persons affected by program discontinuance will be provided as per Governing Board/United Faculty agreement.

Colleges shall forward recommendations for program discontinuance in the Governing Board Packet as part of the annual curriculum cycle.

DRAFT

BP 4230 Grading and Academic Record Symbols

Title 5, 55023

Reference:

Adoption Date: December 18, 2001 Updated: March 18, 2008

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

DRAFT-NEW PROCEDURE

AP 4230 Grading and Academic Record Symbols

Title 5, 55023; Board Policy 4230

Reference:

Adoption Date:

In accordance with the policy of the Governing Board and through mutual agreement with the Academic Senates, these procedures outline the grading and record symbols used for the evaluation and recording of coursework. Grades are earned in each course and recorded on a semester basis on the student's permanent record. These grading and record symbols will also appear in the college catalog(s).

Evaluative Symbols:

Instructors have the option to assign the following grade symbols (shown with the assigned grade point value) using a plus-minus system as follows:

A+ = 4.0	B+ = 3.3	C+ = 2.3	D = 1.0
A = 4.0	B = 3.0	C = 2.0	F = 0.0
A- = 3.7	B- = 2.7		

Non-evaluative Symbols:

The following symbols are a non-evaluative record of coursework. P, NP, W, MW, I, IP, and RD are not used in the computation of grade point average but the W, NP, and I are used for purposes of progress alert and disqualification status:

W = Withdrawal (issued to students who withdraw before the final drop deadline)

MW = Military Withdrawal (awarded to active or reserve military personnel upon receipt of military orders compelling a withdrawal from courses)

- P** = Pass (units are not calculated in grade point averages)
- NP** = No Pass (units are not calculated in grade point averages)
- I** = Incomplete (Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term - not used in calculating units attempted nor for grade points)
- IP** = In Progress (used only in courses which are offered on an “open entry/open exit” basis - not used in calculating grade point averages)
- RD** = Report Delayed (assigned by the Admissions and Records Office only when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student - not used in calculating grade point averages).

Academic Senate Resolution to develop a Memorandum of Understanding (MOU) between the Academic Senates and United Faculty

Whereas, The faculty of the Grossmont-Cuyamaca Community College District enjoy faculty-driven organizations that protect the full range of faculty professional duties and work conditions, from the curriculum to sick leave, including the authority, responsibilities, compensation and benefits for full- and part-time faculty across the two colleges;

Whereas, The organizations – the Academic Senates and the United Faculty – have separately defined and jointly defined responsibilities in law, code and regulation as well as other responsibilities that require consultation among the organizations in order to achieve the most effective outcomes for all faculty; and

Whereas, Open communication, documentation and transparency serve the organizations and all faculty well;

Resolved, That the Academic Senates and United Faculty develop a Memorandum of Understanding (MOU) for appropriate separation of duties and responsibilities and to identify issues where the organizations' authority overlap; and

Resolved, That the MOU is developed with input from all stakeholders and that any topic suggested by one senate or the union can be considered for inclusion in the MOU; and

Resolved, That the Academic Senates and United Faculty establish means of effective, ongoing communication regarding issues relevant to the professional lives of faculty.