

Academic Senate Grossmont College

Monday, April 20, 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 30, 2009

II. PRESIDENT'S REPORT

A. Announcements 5 minutes

B. Status of Drop for Non-payment – John Colson 10 minutes

III. COMMITTEE REPORTS

Curriculum Committee Update - University Studies Degree – Sue Gonda 10 minutes

IV. ACTION ITEMS

A. International Baccalaureate Proposal (Attachment #1) 10 minutes

B. BP/APs 4020 (Program and Curriculum Development), 4021 (Program Discontinuance), and 4230 (Grading and Academic Record Symbols) (Attachment #2) 20 minutes

C. Resolution on MOU between Academic Senates and United Faculty (Attachment #3) 10 minutes

V. INFORMATION ITEMS*

10 minutes

A. Approval of Academic Rank (handout)

B. Resolution on Inclusion of Student Learning Outcomes (SLOs) as Addenda on Course Outlines (Attachment #4)

C. State Senate Resolution to Establish Four Part-Time Area Representative Executive Committee Seats (Attachment #5)

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

Academic Senate Grossmont College

Minutes of the Meeting – March 30, 2009

MEETING ATTENDANCE:

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

X = present at meeting

GUESTS:

- Jerry Buckley- Dean, Mathematics, Natural Sciences, Exercise Science and Wellness
- Beth Smith-Math Faculty, South Representative, ASCCC
- George Gastil-History Faculty
- Bill Garrett – President of GCCCD Governing Board
- Mike Gilchrist-Manager, Grossmont College Bookstore
- Dan Lewis-Grossmont College Student Trustee
- Marsha Raybourn-Supervisor, Instructional Operations
- Janet Althaus-Supervisor, Grossmont College Bookstore
- Janet Castanos-Dean, Humanities, Social/Behavioral Sciences
- Andrew Biondo-Cardiovascular Technology
- Tina Pitt-Vice President, Academic Affairs
- Elle VanDermark – SDICCA Intern
- Erin Lial - Intern
- Lindey Carrigton - Intern

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

None

B. Approval of Agenda

A motion was made to approve the day's agenda.

M/S/U Fielden/Atchison

C. Approval of Minutes from March 16, 2009

A motion was made to approve the minutes from the March 16, 2009 meeting.

M/S/U Nolan/Mullen

II. PRESIDENT'S REPORT

A. Announcements

Chris announced an e-mail reminder had been sent regarding the Senate elections. Elections are ongoing and faculty could vote online until Wednesday, April 1 at 10pm. Chris noted that if you look at the directions on VoteNet you can "click" on the icon for candidate statements. You can also access the statements on the Academic Senate Website. Chris also informed the members know that VoteNet is a supporter of Sustainable Harvest International and they had made a donation of 33 seedling trees on behalf of GCCCD to impoverished farming communities in South America.

Chris announced the upcoming State Academic Senate Plenary Session is April 16-18, 2009. The resolutions for the state session will be coming out and Chris will be contacting Senate members for feedback regarding the resolutions. Chris commented she will be relying on the members for the feedback as there will be no Academic Senate meeting prior to the session.

Chris reminded everyone that the District Services Survey would be arriving via e-mail today and requested everyone take time to fill it out, as it is a very important tool for the District to evaluate how they are doing.

B. Textbook Task Force report

Chris introduced Scott Barr, Grossmont's Academic Senate Representative to the Textbook Task Force. Scott gave a brief overview of the task force as a district-level group, with representatives from both Grossmont and Cuyamaca Colleges and involving student representatives, representatives from the Academic Senates, the Board of Trustees, both college bookstores, and various other areas. The Task Force began last spring and was charged with finding solutions to the high cost of textbooks for students. After much research, the Task Force created a guideline for students for reducing textbooks that went out to students via e-mail.

Scott then presented a draft of "Academic Senate Adopted Guidelines". There was discussion on some of the items including - in some classes an e-text book would not be useful, the possibility of keeping costs down on additional class supplies (i.e.; calculators), as well as the need to include on the syllabus a notice to check with instructors for times when the textbooks will be used. Chris then asked the Academic Senate if they would like to consider adopting the guidelines, all were in agreement to take it under advisement and bring it back as an "Action" item at future meeting. Dan Lewis, GC Student Representative for Board of Trustees, commented that the cost of text books is one of the greatest concerns for students.

III. COMMITTEE REPORTS

A. Curriculum Committee – General Studies and University Studies Degrees

Chris introduced Sue Gonda, Faculty Co-Chair of the Curriculum Committee. Sue began by explaining that with new requirements from the state Chancellor's office last year the General Studies and University Transfer degrees being offered at Grossmont, as well as many other community colleges, were no longer valid. The new requirements were that the General Studies or University Transfer Degree must have an area of emphasis and the word "transfer" must be removed from the title. Because the degrees now needed an area of emphasis, Sue brought the discussion to the senate last spring for input from all disciplines. Because of the work-to-contract action (and the catch-up mode that it generated), the status of the degrees did not return to the senate for further discussion before the Curriculum Committee recently took action.

Sue then presented the General Studies Degrees which the Curriculum Committee passed on March 10, 2009. They are: AA General – Humanities and Fine Arts, AA General - Social Sciences and Behavioral Sciences, AA General-Wellness and Self Development, and AS General - Science and Quantitative Reasoning. These require a minimum of six units from each area of emphasis; the remaining six units may be taken from either area. Sue then presented the University Studies Degree. The University Studies Degree requires the courses taken to be Baccalaureate-transferable. It requires I) following the California State University General Education Breadth, or II) Intersegmental General Education Transfer Curriculum for CSU or UC, and III) completing Area of Emphasis in Business and Economics; Communication and Language Arts; Humanities and Fine Arts; Science, Mathematics and Computer Science; or Social and Behavioral Sciences. The Curriculum Committee passed the University Studies Degree on March 17, 2009.

Sue then opened the discussion regarding some of the issues surrounding the new degree programs. One of the issues discussed was the concern that, with the degrees being interdisciplinary, it is unclear who (or which department) will handle the SLOs and program review. This is an issue Sue intends to discuss with statewide academic senators at the upcoming plenary session. A second issue was the concern that the University Studies Degree was passed as an exception to our Grossmont College general education package, without the Fitness and Wellness component. She explained that this exception was due to the fact that the transfer requirements were many and that counselors advised that the standard at community colleges was to create the University Studies degree without any additional units, or the fear was that students would not get the degree. A discussion occurred amongst the senators that centered on the need to serve our transfer students as well as the need to honor our current values and general education package. There was also consensus that the time was right for a reevaluation of the General Education package to include a discussion of the inclusion of diversity, information competency, SLOs, and institutional values.

Given the various concerns, a motion was made to recommend that the Curriculum Committee reconsider a compromise in the fitness and wellness requirement by looking at the options available in the Veterans Affairs section of the catalog for the University Studies degree. Sue Gonda did provide clarification that the original Curriculum Committee discussion did not have available for consideration all of the options in the Veterans Affairs section, specifically the third option of Health Education 120.

M/S/P Susan Working / Chuck Passentino

27 yes

13 no

IV. ACTION ITEMS

A. 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.

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

There was not enough time to discuss this action item.

C. Resolution on MOU between Academic Senates and United Faculty

There was not enough time to discuss this action item.

V. INFORMATION ITEMS

A. None

Next meeting is scheduled for April 20, 2009.

Meeting Adjourned at 12:25pm

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

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.

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.

Resolution on Inclusion of Student Learning Outcomes (SLOs) as Addenda on Course Outlines

Whereas, in November 2005, the Academic Senate of Grossmont College resolved to include Student Learning Outcomes (SLOs) in all course syllabi and revisit ACCJC's suggestion that SLOs be included in the Course Outlines of Record;

Whereas, almost all courses at Grossmont College must have SLOs, and including the SLOs in the Course Outline of Record would make these SLOs easily available to all faculty for inclusion into their syllabi;

Whereas, "substantive changes" to the Course Outline of Record are time consuming via the annual Curriculum process, but an "Addendum" to the Course Outline of Record could be amended at any time without Committee approval in the event that course SLOs are changed; and

Whereas, in their March 2009 newsletter, ACCJC advised colleges that they expected SLOs to be included in the Course Outlines of Record;

Resolved, the Academic Senate of Grossmont College recommends that Student Learning Outcomes be placed as soon as possible as an "Addendum" with the Course Outlines of Record for each course, and the Curriculum Committee will evaluate them for consistency in the future as courses are submitted to the Committee for regular updates and modifications.

**State Senate Resolution to
Establish Four Part-Time, Area Representative Executive Committee Seats**

WHEREAS, the State Academic Senate represents ALL FACULTY currently teaching in our California Community colleges, serving as the voice of ALL FACULTY in academic and professional matters;

WHEREAS, the State Academic Senate strengthens and supports all local California community colleges academic senates, many of which currently have associate faculty designated seats and/or representatives, and supports diversity and equal opportunity for all faculty;

WHEREAS, part-time faculty comprises a majority of academic faculty in the California community college system and simple democracy would dictate that the majority retain some degree of permanent representation; and

WHEREAS, part-time faculty retains some very specific viewpoints and knowledge within the California community college system, viewpoints and knowledge that should be included in the governance structure for the healthy functioning of said system;

RESOLVED, the Academic Senate (ASCCC) Executive Committee establish four (4) permanent, designated seats on Executive Committee to be filled specifically and exclusively by part-time faculty from each of the four representation areas A,B,C,and D with the following qualifications:

- a) Has earned "Re-employment Preference" or the equivalent in any California Community college, thereby demonstrating at least a minimum of teaching experience with good evaluations to represent their colleagues;
- b) Is currently teaching at least one course in a California Community college, and will continue teaching a minimum of one course while on the State Academic Senate;
- c) Has at least 2 years experience as an elected representative on a California Community College local Academic Senate; and

RESOLVED, a timely and democratic system will also be established so that this part-time seat will be duly filled when found vacant or vacated in the present and future.

Passed by unanimous consent by the Grossmont Academic Senate Part-time Issues Committee
Monday March 23, 2009