

SENATE AGENDA
REGULAR MEETING
ACADEMIC SENATE OF GROSSMONT COLLEGE
November 20, 1995
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 November 6, 1994.

II. INFORMATION ITEMS

- A. Timothy Cliffe has been recommended by the Academic Rank Committee for the rank of Assistant Professor.
- B. Curriculum Committee - Laura Sim (see attachments A, 1, 2)

III. OTHER MATTERS

- A. President's Report
 - Academic Senate Fall Session
 - Faculty Leadership Seminars, March 8 & 9, 1996 at the Hyatt Islandia, San Diego. Applications will be available in December for this all expense paid opportunity.
- B. Committee Reports
 - U.F. -Interests

**The next regular meeting of the
Academic Senate
is scheduled for Monday December 4, 1995.**

Please have agenda items submitted by November 29, 1995 for inclusion at that meeting.

MEMORANDUM

DATE: November 14, 1995
TO: The Academic Senate
FROM: The Curriculum Committee
RE: Information and 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.

Some visitors to the Curriculum Committee this semester have expressed concern about the new format under which the committee operates, perhaps because it differs significantly from the previous design. The committee urges faculty and administration to bear in mind the new process, as was the old, is far from perfect, but hopefully evolving toward one that will meet the needs of everyone involved. As the committee continues to hone its new procedures to better facilitate the review process, it welcomes input. The following modifications to the

original process (attachment 1) have already taken place:

- * The five minute presentation time shall be followed by a brief period for clarifying questions.
- * Presenters will be invited to stay during the discussion, but will not participate in the committee discussion at that point. The questions, if any, formulated by the committee during the discussion shall be forwarded to the presenters for response to take place during the second reading if one is required.

Other possible modifications are still under discussion at this time.

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 (attachment 2.) 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.

CALIFORNIA COMMUNITY COLLEGES MANAGEMENT INFORMATION SYSTEM

DATA ELEMENT DICTIONARY

Session Data Elements

DED #	DATA ELEMENT NAME	FORMAT
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XF01	SESSION-INSTRUCTION-METHOD -- CONTINUED	X(02)
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54	40	= Directed Study Consists of a student or group of students working with an instructor on a special topic or project, with hours of instructor contact, student responsibilities, number of units, and evaluation methods specified in a contract.
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52	50	= Mediated Instruction Instruction by various audio-visual means; usually conducted in a learning resources center.
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	60	= Newspaper or Correspondence Course Course consists of separate printed lessons; some on-campus sessions may be included.
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	70	= Radio Course Lessons are broadcast on AM or FM radio; some on-campus sessions may be included.
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<i>Cuyamaca</i> 51	80	= Televised Instruction (ITV) Course is taught by televised lessons not under the immediate supervision of an instructor. Some on-campus sessions are usually required.
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60	90	= Field Experience Class consisting primarily of field trip, excursion, or field observation.
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30	98	= Other Independent Study
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99	XX	= Other Method of Instruction or Unspecified
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CALIFORNIA COMMUNITY COLLEGES MANAGEMENT INFORMATION SYSTEM

DATA ELEMENT DICTIONARY

Session Data Elements

DED #	DATA ELEMENT NAME	FORMAT
XF01	SESSION-INSTRUCTION-METHOD	X(02)

This element indicates the method of instruction used in this session.

	<u>CODING</u>	<u>METHOD</u>
10	02	= Lecture and/or discussion
20 30	04	= Laboratory/Studio/Activity Class conducted in laboratory, studio, or activity setting with students or teams of students engaged in separate scientific, technical, artistic, athletic, vocational, or other types of projects.
	10	= Learning Laboratory Students engaged in various learning activities under the direct supervision of a credentialed instructor in a laboratory setting. Students may work with mechanical or electronic teaching devices in a class, in groups, or individually.
	11	= Tutoring Learning assistance provided by peers in a supervised setting.
40	20	= Work Experience Employment of student in part-time or full-time jobs selected or approved as having educational value.
53	30	= Computer Assisted Instruction (CAI) A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or materials through a computer terminal.

ORIGINAL

COMMITTEE REVIEW PROCESS

FIRST READING FOR INFORMATION

1. Presentation Options
 - a. Five minute presentation by the department.
 - b. Five minute presentation by the division representative on the Curriculum Committee for the department they are representing.
 - c. Written rationale submitted by the department.
2. After the presentation is given, all non-committee members leave the meeting.
3. Committee discussion takes place.
4. Division representative takes notes on questions and/or concerns from the Committee regarding the proposal(s). The division representative will forward the questions and/or concerns to the department for their response.
5. The proposal(s) will move to the second reading for action if deemed appropriate by the committee.

SECOND READING FOR ACTION

1. The department or division representative responds to questions and/or concerns formulated at the first reading of the proposal(s).
2. Action taken on the proposal(s) if deemed appropriate.

VOTING PROCESS

1. The Chair will only vote in a tie.
2. Committee members who are presenters may vote.
3. Voting will be confined to committee members in open session.
4. The vote will be announced before the meeting is adjourned.

NOTIFICATION OF COMMITTEE ACTION TO DEPARTMENT

A memo from the Vice President of Academic Affairs will be sent within five days after the committee meeting notifying the dean, department chair and the presenter of the committee's action. Reasons and/or recommendations will be listed if the proposal was not approved.

RESPONSIBILITIES OF CURRICULUM COMMITTEE MEMBERS

1. The Curriculum Committee Division Representatives serve as a formal liaison between the Curriculum Committee and the departments in the division he/she represents. Responsibilities include:
 - a. Serving as a consultant to departments in their division during curriculum development by answering questions, providing information, preparing the faculty for their visit to the curriculum meeting, etc. This is on an "as-needed" basis depending on who in the division needs assistance.
 - b. Informing and updating the division members about curriculum issues such as how to prepare outlines (perhaps reviewing the curriculum handbook), prerequisite validation issues, alignment issues, curriculum deadlines, etc. during division meetings held during staff development week.
 - c. Formally relaying any questions and/or concerns to a specific department following the Curriculum Committee's first reading of a proposal. This will allow the faculty in the department to respond to the questions and/or concerns when they return for the committee's second reading.
 - d. Presenting the department's proposal if the department so chooses.
2. Those serving on the Curriculum Committee who do not represent a specific division have the following responsibilities:
 - a. Checking proposals for correct spelling and punctuation.
 - b. Determining if the texts listed on the outlines are recent publications.
 - c. Verifying that there are a minimum of four course objectives on the outlines and they are written in measurable, behavioral terms with at least two of the objectives reflecting critical thinking skills.
 - d. Contacting the Division Representative and Marsha Raybourn, Instructional Operations Supervisor, with issues that appear to be substantive so the department can be notified to make necessary corrections prior to coming to the committee with their proposal.
3. All committee members must call Marsha Raybourn (x153) if they are unable to attend a meeting or if they will arrive late or leave early.