

*Academic Senate
Grossmont College*

**Monday, November 18, 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 November 4, 2002
- C. BP 6740 & BP 5010– **Attachment #1**

II. ACTION ITEMS

- A. Incomplete Grade – Catalog Description – **Attachment #2**
Presented by Beth Smith

III. INFORMATION ITEMS

- A. Honors Experience
Presented by Israel Cardona
- B. Articulation Officer – Then & Now – **Attachment #3**
Presented by Bonnie Schmiede & Beverly Wight
- C. Budget Reduction Contingency Plans
Presented by Dr. Omero Suarez

IV. COMMITTEE REPORTS

- A. Academic Rank Committee
Presented by Evan Wirig

BP 6740 Citizens' Bond Oversight Committee

Reference: *Education Code Sections 15278, 15280, 15282;*
California Constitution Article XIII A Section 1(b), Article
XVI Section 18 (b)

Adoption Date:

If a bond measure has been authorized pursuant to the conditions of Proposition 39 as defined in the California Constitution, the Chancellor shall establish a Citizens' Bond Oversight Committee in accordance with the applicable law and necessary regulations.

BP 5010

Admissions

Reference: **Education Code Sections 7600;
Labor Code Section 3077
Board Policies 2410, 2510**

Adoption Date:

The Board shall provide equal access to its services, classes and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economical status in admission practices or participation in any college activities.

To qualify for admission, a student must be one of the following:

1. A high school graduate or equivalent;
2. A nongraduate of high school who is eighteen years of age or over and can benefit from the college's educational program;
3. A transfer student from another institution; or
4. A high school student who has completed the tenth grade and is admitted under special conditions and in compliance with the Education Code.

*Editorial
Changes for
clarity*

Additional assessment and completion of special forms may be required for enrollment in certain District programs.

Students shall be classified at the time of registration as a resident or non-resident student. Resident classification shall be accordance with California Code of Regulations and shall be published in each college's catalog.

BP 5010 Admissions

Reference:

Education Code Section 76000;

Labor Code Section 3077

Board Policies 2410, 2510

The Board shall provide equal access to its services, classes, and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economic status in admission practices or participation in any college activities.

To qualify for admission, ~~the following conditions are met:~~ a student must be categorized as one of the following:

1. A high school graduate or equivalent.
2. A Nongraduates of high school who ~~are~~ is eighteen years of age or over and can benefit from the college's educational program.
3. A transfer students from another institutions.
4. ~~Under special conditions and in compliance with the Education Code,~~ A high school students who ~~have~~ has completed the tenth grade and is admitted under special conditions and in compliance with the Education Code.

Additional assessment and completion of special forms may be required for enrollment in certain District programs.

Students shall be classified at the time of registration as a resident or non-resident student. Resident classification shall be in accordance with California Code of Regulations and shall be published in each college's catalog.

Continuing students shall register in accordance with a priority system based on total units completed and Matriculation status. New and readmitted students will be assigned a registration time based on the chronological order in which applications are received.

Opportunity for priority registration will be provided for students in the EOPS and DSPS programs, and other programs specified in procedures to be developed by the Chancellor.

See Administrative Procedures [#].

Things to be included in procedures

Attachment #2

Senate 11/18/02

I Incomplete- Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term, may result in an "I" symbol being entered in the student's record. An incomplete grade may be given only after the student has contacted the instructor; *awarding of an "I" is at the discretion of the instructor.*

The "I" may be made up no later than one semester following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted nor for grade points. A student may petition for extension of the time limit for removal of the incomplete. The petition must include evidence of approval from the instructor.

Both the instructor and the student must complete and sign the Incomplete Grade Contract form. Procedural details are printed on the back of that form and on page _____ of the catalog.

Incomplete Grades (statement for the catalog indicating campus procedure)

An Incomplete ("I") grade may be awarded at the discretion of the instructor when all the following conditions exist:

- The student has contacted the instructor of his/her course and both have agreed to the provisions established in the Incomplete Grade Contract.
- The student has had an unforeseen emergency that prevents him/her from completing the remaining course work. Evidence to verify the emergency may be required.
- The student has completed a minimum of 50% of the required coursework, as specified in the course syllabus, with regular attendance, and there is still the possibility of earning a passing grade.

The student is responsible for acknowledging the following:

- The student is responsible for completing the coursework as outlined in the *Incomplete Grade Contract*; upon satisfactory completion, the instructor will replace the "I" with a grade.
- The "I" is not used in calculating GPA or units.
- The "I" cannot be cleared by re-enrolling in the course.
- The grade earned on the portion of work completed for the course (as specified in the course syllabus) must be used to calculate the final grade for the course.
- A signed *Incomplete Grade Contract*, in which the student agrees to complete remaining coursework, must be filed by the instructor. In the case of an extreme emergency where the student is unable to meet with the instructor, the instructor may initiate and file the *Incomplete Grade Contract*, sending a copy to the student for signature. The contract is invalid without both instructor and student signatures. Without the student's signature, the "I" will revert to the default grade at the end of the following semester.
- Class time and/or assignments outlined in the *Incomplete Grade Contract* must be completed by the end of the 16-week semester following the date on the contract. If not, the "I" will revert to the default grade assigned on the *Incomplete Grade Contract*.
- An extension of time for removal of the "I" must be petitioned by the student. The petition must include evidence of approval from the instructor.
- In the event that the original instructor of record on the *Incomplete Grade Contract* is unavailable, the student must see the appropriate department chair or dean for alternate arrangements.

ARTICULATION OFFICER RESPONSIBILITIES – WHAT WAS AND WHAT IS

What Was/1991	What Is/2002
Monitor and Update CAN/approximately 30 courses	Monitor and Update CAN/100+ courses
Update UC Transfer Course Agreement every 3 – 4 years	Update UC Transfer Course Agreement Annually
Submit annually CSU GE courses	Advocate for and submit annually CSU GE courses with appropriate signatures
Submit annually IGETC courses	Advocate for and submit annually IGETC GE courses with appropriate signatures
Professional Meetings/ four per year	Professional Meetings/ minimum 10+ per year
Revise course-to-course articulation agreements/200 agreements	Revise course-to-course articulation agreements/ 500 + per year. Develop major preparation agreements
Submit new articulation proposals to universities/25 proposals	Submit new articulation proposals to universities/ 50+ a year
Disseminate articulation information to instruction and counseling faculty, staff	Disseminate articulation information to instructional and counseling faculty, staff. Train faculty on articulation process
Member/consultant to Curriculum and General Ed. Committee	Member/consultant/ chair to Curriculum and General Ed. Committee. Consultant to other instructional committees. Monitor curriculum process
Monitor CSU baccalaureate level courses	Monitor/ maintain CSU baccalaureate level courses/ database annually on ASSIST
Review catalog information when it pertains to articulation	Review and assist in the presentation/production of all curriculum information in catalog, schedules, handouts, students guides, etc.
Inform four year campuses of new courses/programs	Disseminate annual curriculum addendum of all curriculum changes, additions and deletions to four year campuses
Resource to faculty on articulation issues/10 faculty a year	Resource to faculty on articulation and curriculum issues/ 25+ faculty a year. Review course outlines. Train new faculty on articulation
Maintain collegial relationships with regional four-year institutions	Maintain collegial relationships with statewide public, private, proprietary, and online four-year colleges and universities as well as certain out-of-state, and special purpose institutions
	Submit, revise, maintain, market, and

	evaluate ASSIST on the World Wide Web. Attend meetings, train faculty, staff and students on the use of ASSIST
	Develop and implement Transfer Admission Guarantees with universities
	Member/consultant to curriculum and articulation taskforces statewide (IMPAC, Common Course Numbering, CAN, UC/CSU MOU, SCIAC, ASSIST, 2+2+2)
	Facilitate meetings faculty-to-faculty from other institutions. Moderate problems and disagreements (CSU, UC, IMPAC, CAN)
	Advocate for new curriculum/ articulation proposed by faculty/state/universities

Minutes 12/3/01

Cathy informed senators that the Joint Senates meeting will take place on January 24, 2002. Enhancing Districtwide Collaboration, Current Issues for Online Learning, and Community College Issues Statewide will be the three main items discussed at the meeting. Dr. Suarez and Dr. Martinez will be present for open discussion.

E. One member needed for the Academic Rank Committee

Cathy announced that a representative from the Communication and Fine Arts Division or the Mathematics, Natural Science, and Exercise Science and Wellness Division is needed for the Academic Rank Committee. Gary Phillips explained the committee's charge and main activities. Evan Wirig volunteered.

F. Accreditation Standards – Attachment #1

The Accrediting Commission for Community and Junior Colleges (ACCJC) has proposed revisions to the Accreditation Standards for the community colleges. At the Fall 2001, Plenary Session, the Academic Senate for California Community Colleges adopted several resolutions opposing the changes to the current accreditation standards. Although the ACCJC has requested that written comments on the proposed new accreditation standards be submitted by December 1, 2001, The Grossmont College Academic Senate considered it urgent that they communicate the Grossmont senate's sense of the proposed changes and resolutions.

A motion was called to suspend the rules and discuss the ACCJC.

M/S/U Wertlieb/Amov

After discussion the following resolution was developed:

Let it be resolved that the Grossmont College Academic Senate supports the resolutions passed by the Academic Senate for California Community Colleges at the November 2001 Plenary Session opposing the changes proposed by the Accreditation Commission.

The resolution passed and will be forwarded to the Academic Senate for California Community Colleges.

M/S/U Wertlieb/Kirby

G. Distance Education Sign Off – Cary Willard

Cary informed senators that Disabled Student Services is mandated by the state to sign off on distance education courses as part of the curriculum approval process. She added that the state mandates that courses offered via the web must be accessible to students with disabilities.

H. Honors Program

The Student Success Committee has submitted a proposal to reinstate the Honors Program at Grossmont College. Jim Fenningham, Sue Jensen, Ted Martinez, Dean Colli and Cathy Harvey discussed the proposal and agreed that a faculty coordinator is essential.

Jim informed senators that the proposal is suggesting a .2 LED for the Honors Program Coordinator position and invited them to consider it.

Israel has made 3 presentations:
Sep 16
Oct 7
& Oct 21

The Honors Experience

The purpose of developing an Honors/Scholars educational experience at Grossmont College is to provide highly motivated students who have demonstrated outstanding academic achievement the opportunity to:

- (1) Pursue their individual scholarly interests
- (2) Participate in an intellectual community of students with a shared purpose of advancing scholarship
- (3) Enhance their ability to transfer to their preferred college/university and/or their participation in an honors/scholar program at their transfer institution.

The focus of honors education is the advancement of scholarship. Honors education is an opportunity for well-prepared students to cultivate their passion and dedication for intellectual endeavors while engaging in independent research and creative work.

Honors courses at Grossmont College attempt to address the academic needs of a particular group of students: those with a high level of academic preparation and scholarly interests. Addressing the special needs of particular students has always been within the scope of a community college mission. Our college offers many programs targeting special segments of the student population: Underprepared students, athletes, students with physical or learning disabilities, international students, students with limited English proficiency, financially challenged students, students receiving particular occupational training and others. It is within this spirit that honors education must be offered.

Grossmont College participation in the Honors Transfer Council of California (HTCC) will enhance our students ability to transfer to specific colleges and universities as well as opening up opportunities for participation in the Honors Program of their transfer institution.

University Transfer Agreements

<u>School</u>	<u>Priority Admission</u>	<u>Scholarships</u>	<u>Honors to Honors</u>	<u>Campus Visit</u>	<u>Library Card</u>	<u>Guaranteed Housing</u>	<u>Cultural Events</u>	<u>Priority Registration</u>
<u>UC, Los Angeles</u>	Yes	Yes	Yes	Yes	Yes		Yes	
<u>UC, Irvine</u>	Yes		Yes	Yes	Yes	Yes	Yes	
<u>UC, Riverside</u>	Yes		Yes	Yes		Yes		Yes
<u>UC, Santa Cruz</u>	Yes							
<u>UC San Diego</u>	(pending)							
<u>CSU Fullerton</u>			Yes					Yes
<u>CSU Long Beach</u>			Yes	Yes	Yes		Yes	Yes
<u>Chapman University</u>	Yes	Yes	Yes				Yes	
<u>LaSierra University</u>	Yes	Yes	Yes	Yes	Yes	Priority		Yes
<u>Occidental College</u>	Yes					Yes	Yes	
<u>Pacific University</u>		Yes		Yes		Yes		
<u>Pitzer College</u>	Yes							
<u>Pomona College</u>	Yes					Yes	Yes	
<u>Whitman College</u>		Yes		Yes		Yes		
<u>San Diego State University</u>			Yes		Yes			Yes