



REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the
Academic Standards and Policies Committee

- Eureka: 7351 Tompkins Hill Road, FM 107
- Del Norte: 883 W. Washington Blvd. - Room DN6
 - McKinleyville: 1328 Junker Road

Friday, March 9, 2018

3:00 PM

AGENDA

1. Call to Order
2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Standards and Policies Committee.
3. Discussion Items
 - 3.1 AP 4020 Discuss need for changes (Attachment)
 - 3.2 BP 4020 Revisit (Attachment)
 - 3.3 AP 4021 Minor Edits(Attachment to follow)
 - 3.4 AP 4231 Grade Changes: Revise (Attachments)
4. Announcements/Open Forum
5. Adjournment

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Next Meeting
March 23, 2018

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REDWOODS COMMUNITY COLLEGE DISTRICT
Administrative Procedure

AP 4020

PROGRAM, CURRICULUM AND COURSE DEVELOPMENT

Philosophy and Purpose

College of the Redwoods is committed to the vitality and integrity of its educational offerings. Following a transparent process and using appropriate data is central to this endeavor. This procedure outlines the processes that will be used to initiate a new instructional program and develop curriculum, both credit and noncredit.

Definitions

An instructional program is defined as a discipline and/or as an organized sequence or grouping of credit or non-credit courses leading to a defined objective such as a major (area of emphasis), degree, or certificate of achievement.

Program Viability Committee (PVC) is a standing College committee tasked with reviewing data and making recommendations relevant to the initiation, revitalization, suspension, or discontinuance of an instructional program.

Instructional Program Initiation

In order to create and maintain a viable curriculum compatible with the Education Master Plan, the President/Superintendent or designee shall be responsible for recommending to the Board for approval all new credit and noncredit programs in accordance with the Education Code. New instructional programs are mutually agreed upon by the Board of Trustees or its representative and the Academic Senate.

Program initiation requires significant commitment of resources and should only occur after serious deliberation.

Instructional Program Initiation Process

Step One: New Instructional Program Request/Proposal

During a primary term, a new instructional program request can be initiated by the administration, faculty, or the Academic Senate by submitting the New Program Proposal form (see Appendix A) to the appropriate Dean/Director. Proposals will be forwarded to the Chief Instruction Officer (CIO), who will consult with the Academic Senate Co-Presidents on

Comment [SFN1]: I revised this section, along with Appendix A, to reference the New Instructional Proposal form. Feedback?

whether to move the proposal forward to the President/Superintendent.

Step Two: Program Viability Committee (PVC) Responsibilities

If a New Program Proposal is approved by the President/Superintendent, he or she will, with consultation with Expanded Cabinet, forward the request to the PVC.

When analyzing the viability of a new instructional program proposal, the PVC will work in close consultation with faculty in a relevant discipline and with a curriculum specialist and/or counselor. (For more information on the PVC membership, see AP 4021.)

The PVC's responsibilities include, but are not limited to, the following:

- Gathering information and resources relevant to the program evaluation from:
 - The Office of Institutional Research and other resources to validate information being used in determining recommendations.
 - Relevant discipline experts from the faculty and from the local and professional community.
- Providing a venue for the college community to give input regarding the program under review.
- Preparing a written summary of each meeting.
- Producing a PVC Recommendation.

Step Three: New Instructional Program Viability and Sustainability Analysis

Program Analysis will focus on the information provided in the New Program Proposal, augmented with additional data and information as needed.

Step Four: New Instructional Program Viability and Sustainability Report

Subsequent to review of all the relevant information, the PVC shall prepare a report that consists of a summary, followed by data analysis and a final recommendation. The report will include a tally of the final vote and reasons for any disagreement among PVC members. Except under extenuating circumstances, the final report shall normally be submitted to the CIO and the President/Superintendent within ninety (90) days of the PVC receiving New Program Proposal.

Comment [SFN2]: Added time reference as we discussed.

Step Five: Decision

The President/Superintendent has full responsibility and authority to implement the decision as designee of the Board of Trustees. If the President/Superintendent decides to implement the recommendation for initiation of the new program, the President/Superintendent will task the appropriate administrators to work with faculty and staff to develop the new instructional program. If the decision is to initiate a new program, a corresponding commitment should be made to include adequate resources, including faculty support, and the program will subsequently be reviewed by the Program Review Committee in accordance its

Comprehensive and Annual Review schedule. If the President/Superintendent decides not to implement the recommendation for initiation of the new program, then he or she shall communicate the reasons in writing to the Expanded Cabinet and to the Academic Senate.

Comment [SFN3]: Here is where I referenced Program Review. OK, or should we cut?

Curriculum and Course Development

Curriculum development and course development are closely related and are the primary responsibility of the Curriculum Committee and the Academic Senate. As a standing committee of the Academic Senate, the Curriculum Committee follows the procedures set forth in the current California Community Colleges Chancellor's Office Program and Course Approval Handbook. Documentation of these processes is available on the Curriculum Committee website.

Upon Curriculum Committee and Academic Senate approval, the Academic Senate recommendations are forwarded to the CIO and then to the Board of Trustees (BOT) at least once during each fall and spring term for approval.

The BOT recommendation(s) shall be submitted to all required regulatory bodies for approval. New programs and courses shall be offered only after such approval has been obtained. Under the direction of the CIO, the district shall keep program and course lists updated and publicly available. Chancellor's Office approved course information is published in the college's catalog and in schedules.

The Curriculum Committee and the Program Review Committee conduct ongoing reviews of courses and programs to maintain compliance with internal and external policies, assure compatibility with the Educational Master Plan, and sustain academic excellence by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community.

Courses (course outlines of record) are reviewed on a five-year rotational cycle and updated as needed. Faculty shall follow the course outline of record as the framework for the course, delivering the course content and meeting stated outcomes and objectives as determined by approved assessment criteria. Within this framework, each instructor shall use the outline in a manner best designed to meet the needs of students and to best suit the instructional methods of the faculty member.

The Curriculum Committee shall publish its calendar of meetings for the year and disseminate it to all departments and offices involved in the curricular process. In addition, the CIO, in mutual agreement with the Academic Senate, shall set and publish catalog cutoff dates.

Comment [SFN4]: Most of these 3 paragraphs is new. Feedback?

Definition of a Credit Hour

(1) An amount of student work represented in the intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time.

(2) The award of credit hours will be based on an amount of work implied by the paragraph above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

(3) For asynchronous online courses, where no classroom instruction takes place per se, the assignment of credit hour will be based on the equivalent amount of work as represented by the definition above. If approved by the Curriculum Committee, an existing face-to-face course may be taught in an online format for the same credit hours provided the amount of work expected remains the same.

Comment [SFN5]: Addition as per your recommendation.

The CIO and the Curriculum Committee are charged with the responsibility to ensure that the curriculum adheres to this requirement. The CIO and the Curriculum Committee must make a reasonable determination that proposed assignment of credit hours for new courses conforms to commonly accepted practice in higher education.

Reference: Title 5 Sections 51021, 55000 et seq., and 55100 et seq.; Accreditation Standard II.A; California Community Colleges Chancellor's Office Student Attendance Accounting Manual – Chapter 3; 34 CFR 600.2

Adopted by the Board of Trustees
May 1986 Amended: 04/04/2011
Revisions approved by Academic Senate November 7, 2014
Revised 11/3/2015

Appendix A

NEW INSTRUCTIONAL PROGRAM PROPOSAL

A new instructional program request can be initiated by the administration, faculty, or the Academic Senate. Those initiating the New Instructional Program Proposal are responsible for researching, gathering, and analyzing these data using all relevant resources. If approved by the President/Superintendent, the proposal will be submitted to the Program Viability Committee (PVC) for further analysis, and, if necessary, research.

Comment [SFN6]: This bit is new. Feedback?

1. Impact on the general education curriculum or the curriculum of other programs
2. Similarity to other programs at the College or in the surrounding area, and their efficacy (including best practices of other colleges)
3. Requirements from transfer institutions
4. Ability of college to provide resources necessary to maintain the program <ul style="list-style-type: none"> • Availability of full-time and associate faculty • Faculty compensation FT/PT • Support Staff compensation • Facilities costs • Equipment costs • Supplies cost
5. Alignment with Chancellors Office priorities, college mission, program advisory committees, accreditation standards, and state and federal law
6. Effects on local and regional business and industries, i.e., declining market/industry demand
7. Employment outlook – regional, national, and international
8. Impacts on equity and diversity of students, staff, and the local community
9. Potential impact on the community

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Do you folks see any portion of this policy that needs to be revised along with the AP? For the most part, this BP seems so general in its language that I'm not seeing any glaring inconsistency with the updated AP. I rely on the committee's collective vision to point out problems that I am not noticing.



REDWOODS COMMUNITY COLLEGE DISTRICT
Board Policy

BP 4020

PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

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. To this end, the Board of Trustees directs the President/Superintendent and the Academic Senate to establish procedures for the development and review of all curricular offerings, including their initiation, development, modification, revitalization or discontinuation. These procedures shall include:

- Involvement of the faculty, administration, and Academic Senate regarding program and curriculum initiation and development. The primary responsibility for curriculum resides with the faculty and the advice and judgment of the Academic Senate. Educational program initiation, development, modification, revitalization or discontinuation is mutually agreed upon by the Board or its representative and the Academic Senate.
- Initial justification and regular review of programs and courses.
- Opportunities for training of persons involved in their relevant areas of curriculum development.
- Consideration of labor market and other relevant information for career and technical programs.
- A mechanism to periodically report curriculum changes and results of program review to the Board of Trustees for the purpose of institutional decision-making.

Comment [SFN1]: Does such a procedure exist? Faculty Development? Sabbaticals?

All new credit and noncredit courses, programs, certificates, and degrees must satisfy the conditions authorized by Title 5 regulations, shall be approved by the Board of Trustees, and shall be submitted to the California Community College Chancellor's Office for approval as required. In addition, all course and program deletions shall be approved by the Board of Trustees.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The President/Superintendent will establish procedures which:

- Prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

- Assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable.
- Establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid.

The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Reference: Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 55100, 55130, 55150

Adopted by Board of Trustees: 05/03/2011

Amended: 9/9/91

Revised: 12/8/2015

REDWOODS COMMUNITY COLLEGE DISTRICT
Board of Trustees Policy

BP 4020

PROGRAM AND CURRICULUM DEVELOPMENT

~~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. To this end, the Board of Trustees directs the President/Superintendent and the Academic Senate to establish procedures for program and curriculum development.~~

These procedures shall include:

- ~~• Appropriate involvement of the faculty, administration, and Academic Senate regarding program and curriculum development. The primary responsibility for the development, modification and inactivation of curriculum resides with the faculty and the advice and judgment of the Academic Senate. Educational program development, modification, revitalization and discontinuation is mutually agreed upon by the Board or its representative and the Academic Senate.~~
- ~~• Regular review and justification of programs and courses.~~
- ~~• Opportunities for training of persons involved in their relevant areas of curriculum development.~~
- ~~• Consideration of labor market and other relevant information for career and technical programs.~~
- ~~• A mechanism to periodically report curriculum changes and results of program review to the Board of Trustees for the purpose of institutional decision making.~~

~~Recommendations on curriculum and academic programs that are in compliance with the policies and procedures adopted by the Chancellor's Office and approved through established College of the Redwoods Administrative Procedures (AP) will be regularly forwarded to the Board of Trustees for review and action.~~

Reference: Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 55100, 55130, 55150

Adopted by Board of Trustees: 05/03/2011

Former Policy #104: "Curriculum Development," Adopted by the Board of Trustees: 8/15/77
Amended: 9/9/91

Former Policy #122: "Educational Program Review," Adopted by the Board of Trustees: 7/16/84
Amended: 11/4/91

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George Potamianos, Dean of Arts, Humanities, & Communication

Suggestions for AP 4231:

1. It might be helpful **to define more precisely** the 4 categories outlined in Ed Code (Section 72224). We DEFINITELY SHOULD run any definitions of these 4 categories by our district lawyer before we pass the policy:
2.
 - a. Mistake—[OUR DEFINITION: “an unintentional, omission or error by the instructor or the college”. We might want to add (as per College of the Canyons (Student Services Policy 533) “Mistake—defined for the purposes of this policy as an error in calculation, or an error in marking the roll book relevant to grades, or attendance. Additionally, mistakes occur when physically assigning grades or when grades are scanned into the computer system.” Or, as per Antelope Valley College (AP 4231): “Mistake—Some unintentional act, omission, or error arising from ignorance, surprise, imposition, or misplaced confidence.”)
 - b. Incompetence—[OUR DEFINITION: “a lack of ability, legal qualification, or fitness to discharge a required duty.” We might want to add (as per Mt. San Jacinto College “there is evidence that the instructor does not have to knowledge, skills, and/or abilities to conduct and fairly grade the course. Incompetence is usually pervasive, and not restricted to one student or one incident.” OR (as per College of the Canyons “A student may claim incompetency when he or she feels the instructor has an impaired ability(due to accident or illness) to adequately judge the student’s performance.”
 - c. Bad Faith—[OUR DEFINITION: “Assigning a grade that is not based on the grading system found in the course syllabus or changing the grading criteria without prior notification to the students.” We may want to add (as per Antelope Valley College: “The opposite of ‘good faith,’ generally implying or involving actual or constructive fraud, or a design to mislead or deceive another, or a neglect or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties, but by some interested or sinister motive.”) I think there ought to be something in there about “intent to deceive” on the part of the instructor (this comes from US v Wunderlich, a 1951 US court case 342US98). The difference between “bad faith” and “fraud” is the instructor’s material gain. It may also be wise to mention that evidence of “bad faith” may also be a violation of Title IX.
 - d. Fraud—[OUR DEFINITION: “a deception deliberately practiced in order to secure unfair or unlawful gain.” From Canyons: “when a grade is based upon some sort of dishonest activity, for example, selling grades or asking students to perform non-relevant activity in exchange for grades.” OR, from Antelope Valley “An intentional perversion of truth for the purpose of inducing another in reliance upon it to part with some valuable thing

George Potamianos, Dean of Arts, Humanities, & Communication

belonging to him/her or to surrender a legal right; a false representation of a matter of fact, whether by words or by conduct, by false and misleading allegations, or by concealment of that which should have been disclosed, which deceives and is intended to deceive another so that he shall act upon it to his legal injury..." I think the issue here is that the instructor engages in fraud when the deception involves some kind of "gain", material or otherwise, for the instructor whereas "bad faith" does not necessarily require that kind of "gain"

3. It may also be useful to quote directly Ed Code 76224(a): "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."
4. Under "Step 1: Discuss Issue with the Instructor," it might be wise to indicate that an email (or telephone) "discussion" suffices to satisfy "Step 1." In many cases, it may be problematic (or difficult) to hold a face-to-face meeting between the student and the instructor. This may be especially relevant if the grade change request is for an online course.
5. It is only under "Step 2: Student Files a Grade Challenge Form." where the issue of the time parameters first emerge in the policy. Should the "no later than the second week of the academic semester following the award of the grade..." parameter appear earlier in the policy? Is this the timeline we want in the policy? Do we have good reasons for establishing this as the time parameter?
6. Starting with "Step 3," there is a discrepancy between the description of the "steps" in the policy and what appears on the "Grade Challenge Form"
 - a. In "Step 3": On the "Grade Challenge Form," there is a section at the bottom that says "Instructor's response:" followed by three options, one of which includes "No Grade Change: Course grade challenge terminated". The problem here is that it is unclear who determines that the challenge is "terminated" and what kind of information is that decision based upon? For example, if a student filed a grade challenge one year after the course ended, can the instructor "terminate" the grade challenge on the grounds that the challenge occurred outside of the two-week deadline outlined in "Step 2"? Or, is this the dean's determination? Can the Instructor (or the dean) decide to "terminate" the grade challenge at this step because the evidence does not support one of the four categorical criteria outlined in ed code?
 - b. In "Step 4": On the "Grade Challenge Form," there is a section at the bottom of "Step 4" there is a section that says: "Instructor response:" followed by three options, one of which includes "No Grade Change:

George Potamianos, Dean of Arts, Humanities, & Communication

Course grade challenge terminated.” As with “Step 3” (above), it is unclear who can “terminate” the challenge at this stage and what criteria determines the “termination” of the challenge. Curiously, there is an asterisked note attached to the “termination” item in the list that says “If the student chooses not to attend this meeting the course grade challenge is terminated.” So, is that the ONLY criteria that will terminate the challenge at this step? Or is this just one of the possible criteria that can result in the termination of the challenge (see above)? Who gets to make the call as to whether a grade challenge is “terminated” at this step?

- c. In the third paragraph under “Step 5” there is a reference to Ed Code 76232. Should this be 72224? 72224 is where the four categories are specifically mentioned, not 76232. However, it is possible that the district wants to state that the “Course Grade Challenge Committee” will stand for the “board” that is mentioned in 76232, then maybe this reference is ok. It’s just a bit unclear here.
 - d. In the policy as well as on the “Grade Challenge Form”, it states that “The decision of the Course Grade Challenge Committee is final.” Perhaps putting these statements in **bold** will help communicate this more clearly? There’s also a caveat after this statement in the policy that says “If the student feels they have been denied due process through these proceedings, please refer to BP 5530...” Why is this statement there? Doesn’t Steps 1-5 constitute “due process”? BP 5530 isn’t clearly related to denial of due process, so I can imagine that this makes little sense to people reading it and it may cause a lot of confusion later. Perhaps it would help if the policy pointed to the specific subsection of 5530 that covered denial of due process?
7. The “late withdrawal” section needs to be examined with respect to Ed Code. I don’t know which ed code section covers this and the examples provided are fairly ambiguous (“medical issues”??). Does Ed Code provide a more precise definition? Should “Late Withdrawal” be part of this particular policy? Where is the “petition” that is referenced in this section?



REDWOODS COMMUNITY COLLEGE DISTRICT
Administrative Procedure

AP 4231

GRADE CHANGES

1.0 Course Grade Challenge

The instructor of the course shall determine the grade to be awarded to each student. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith or incompetence. Any student who believes he or she has a grade grievance shall make a reasonable effort to resolve the matter on an informal basis. If the student's concern cannot be resolved informally, this procedure outlines the course grade challenge process. The course grade challenge process is not a legal proceeding. An observer may attend meetings as support but may not act as legal counsel. When challenging a grade assigned by an instructor, the burden of proof is on the student to provide evidence of mistake, fraud, bad faith, or incompetence.

Mistake: an unintentional act, omission or error by the instructor or the college.

Fraud: a deception deliberately practiced in order to secure unfair or unlawful gain.

Bad Faith: Assigning a grade that is not based on the grading system found in the course syllabus or changing the grading criteria without prior notification to the students.

Incompetence: a lack of ability, legal qualification, or fitness to discharge a required duty

Step 1: Discuss the Issue with the Instructor. Every attempt should be made to discuss the issue with the instructor. However, if the instructor is not available or the student does not wish to meet with the instructor, the student may proceed to Step 2.

Step 2: Student Files a Grade Challenge Form. No later than the second week of the academic semester following the award of the grade, a student may file a grade challenge form and supporting evidence with the Dean/Director. The Dean/Director will forward a copy of the completed course grade challenge form and supporting evidence to the instructor.

Step 3: Instructor's Rebuttal to Grade Challenge. The course instructor is required to respond within ten (10) faculty contracted work days of their notification of the challenge. During times when faculty are not under contract to teach, the course instructor is not mandated to respond and students may need to wait until the faculty member resumes contracted work days. The instructor is responsible for providing the criteria used in determining the course grade as part of their written response. The

instructor's written response will be sent to the Dean/Director, who will forward the rebuttal to the student. If needed, additional information may be requested by the Dean/Director from the student and/or instructor. In the event that the instructor is on leave or no longer employed by the District, the Dean/Director may appoint another faculty member as a substitute in these proceedings.

Step 4: Meeting with Dean/Director, Student and Instructor. Following the review of these materials, the Dean/Director shall meet with the student and the instructor together to attempt to resolve the dispute. If the student chooses not to attend this meeting the course grade challenge is terminated. The Dean/Director may request additional documentation from either student or instructor to help in the mediation process, which may require a follow-up meeting. If the course grade challenge is not resolved or terminated at this step, the student may then proceed to Step 5.

Step 5: Appeal to a Course Grade Challenge Committee. If the course grade challenge is not resolved or terminated at Step 4, the student may file a written request with the Chief Instructional Officer/Chief Student Services Officer (CIO/CSSO) for a review of the evidence by a Course Grade Challenge Committee. The written request for a review must be submitted within fourteen (14) calendar days of the completion of Step 4. Failure to submit this request within fourteen (14) calendar days terminates the course grade challenge. Upon receipt of this request, the CIO/CSSO shall convene a Course Grade Challenge Committee comprised of two faculty members, two students, and the CIO/CSSO who shall serve as the non-voting chair.

The CIO/Chair shall advise the student and the instructor of the date, time and location of the appeal hearing. The hearing shall be informal and shall take place before the entire Course Grade Challenge Committee. No formal witnesses representing either party may attend. However, each party may have an advocate that does not act as legal counsel. The format and duration of the hearing shall be left to the discretion of the committee. The burden of proof rests with the student. The student and the instructor shall answer questions related to the materials submitted in Steps 2-4.

At the close of the hearing, the decision to affirm or deny the student's Course Grade Challenge shall be determined by a vote of three out of four of the voting members, and shall be based solely upon substantiation of mistake, fraud, bad faith, or incompetence (Ed. Code 76232). The decision of the committee shall be final. The Committee shall submit a written report of its decision to the CIO/CSSO within three (3) working days of the hearing or review of the written record, as the case may be. The Chief Instructional Officer shall notify the instructor and the student of the outcome within three working days after receiving the Committee's written report. The Committee's written report shall be considered Confidential. At the conclusion of this process, all documentation will be secured in the office of the CIO/CSSO.

The decision of the Course Grade Challenge Committee will be final. If the student feels they have been denied due process through these proceedings, please refer to BP 5530 Student Complaints and its procedures.

2.0 Late Withdrawal

Students who have extenuating circumstances beyond their control (i.e., medical issues or military orders) may petition for a withdrawal after the deadline. Students must complete a petition, include detailed information and attach verifying documentation within one year of the term in question.

2.1 Security of Grade Records

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include appropriate security for database access and locking mechanisms for computer stations from which student grade databases can be viewed, and strict limits on who is authorized to change student grades.

Anyone authorized to change grades shall be designated by the CIO/CSSO or his/her designee. No more than five District employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers may not change grades at any time.

Anyone who discovers unauthorized activity in grade databases shall notify the CIO/CSSO or his/her designee who shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any educational institution to which the student has transferred; 4) the accreditation agency; and 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

References: Education Code Sections 76224 and 76232; Title 5 Section 55025

Approved: 10/03/2011 Former Administrative Procedure #528.01 "Regulations Regarding Academic Complaints,"

Adopted by Board of Trustees: June 6, 1994

Amended: 12/8/15

Grade Challenge Form

Student Name: _____ Date: _____

Student Phone: _____ Student ID#: _____

Term: _____

Course Number: _____ Instructor: _____

Policy: The course grade given to each student shall be determined by the instructor(s) of the course and, in the absence of mistake, fraud, bad faith or incompetence, shall be final. A student who believes he or she has a grade grievance shall make a reasonable effort to resolve the matter on an informal basis.

Student Request for Grade Change due to:

☐ Mistake ☐ Fraud ☐ Bad Faith ☐ Incompetence

Instructions: This form should accompany all original documentation submitted by the student.

Step 1:	<p>Student and instructor meet informally and if the dispute is resolved, no further action is required.</p> <p>If student is not satisfied with instructor explanation, or student does not wish to meet with the instructor, the student must initiate a formal course grade challenge.</p> <p>Date of informal meeting between Instructor and Student: _____</p> <p><input type="checkbox"/> Appeal Denied <input type="checkbox"/> Student declined to meet informally <input type="checkbox"/> No response from instructor</p>
Step 2:	<p>A student who wishes to file a formal course grade challenge must do this no later than the second week of the academic semester following the award of the course grade. The student must submit a written appeal (including syllabus, student statement and supporting evidence) using the course grade challenge form and must make an appointment with the immediate supervisor of the instructor.</p> <p>Date Supervisor was notified by Student: _____</p> <p>Date Instructor was notified by Dean/Director: _____</p>
Step 3:	<p>The course instructor shall respond to the Dean/Director regarding the course grade challenge within ten (10) faculty contract days of being notified of the student's grade challenge. The instructor's written response will be forwarded to the student.</p> <p>Date Instructor Response Due: _____</p> <p>Date Instructor Response forwarded to Student: _____</p> <p>Instructor's response: Grade change: <input type="checkbox"/> Instructor submits grade change</p> <p style="padding-left: 40px;">No Grade Change: <input type="checkbox"/> The student may proceed to Step</p> <p style="padding-left: 40px;">4 No Grade Change: <input type="checkbox"/> Course grade challenge</p> <p style="padding-left: 40px;">terminated</p>

Step 4:

The Dean/Director shall meet with both the student and instructor together to attempt to resolve the dispute regarding the contested grade.

Date of Meeting: _____ Who Attended: _____

Additional Information requested by Dean/Director from student &/or instructor:

Instructor's response: Grade change: ☐ Instructor submits grade change

No Grade Change: ☐ The student may proceed to Step 4

No Grade Change: ☐ Course grade challenge

terminated*

~~* If the student chooses not to attend this meeting the course grade challenge is terminated~~

Step 5:

If the course grade challenge is not resolved or terminated at step 4, the student may file a written request with the Chief Instructional Officer (CIO) for a review of the evidence with the Course Grade Challenge Committee. The written request for a review must be submitted within fourteen (14) calendar days of the completion of Step 4.

Date request submitted to Chief Instructional Officer for Committee review of grade: _____

The Course Grade Challenge Committee Chair will arrange a date, time and location for the hearing.

Date/Time/Location: _____ Student ☐ and Instructor ☐ notified

The hearing shall be informal. During the hearing, student and instructor shall answer questions related to the materials submitted in steps 2 through 4. The burden of proof rests with the student. The decision to sustain the course grade shall be determined by a vote of three out of four of the voting members. The decision to change a grade shall be based solely upon substantiation of mistake, fraud, bad faith, or incompetence. The committee shall submit a written report within three (3) working days of the hearing date. The Chief Instructional Officer shall notify the student and instructor within three (3) working days after receiving the committee's report.

Grade change: ☐ Correction of Grade Change Form completed by Committee Chair/Chief Instructional Officer

No Grade Change: ☐ The decision of the Course Grade Challenge Committee is Final.

Student notified ☐ date: _____ Instructor notified ☐ date: _____

Signature of CIO: _____

Course Grade Challenge – Letter Template
[Part of Step Two of the Formal Course Grade Challenge]

To the student: If you have decided to pursue a grade challenge, you may use the following template to communicate your challenge in a business letter format. This is not the only acceptable format you can use, but it can help you express your concerns and reason(s) for your challenge in a clear manner. Be sure to address the specific circumstances of your situation and your grade. Limit your letter (or statement) to three pages. This letter is required as part of the documents you will submit to the instructor and the instructor's immediate supervisor for the formal challenge.

If you feel that the matter was not resolved through the discussions with the instructor and Dean/Director (steps 1 through 4), this letter will become part of the documents that you present to the Course Grade Challenge Committee. The Chair of the Course Grade Challenge Committee can assist you in determining what materials or documents you should provide for the committee. If necessary, the chair can help you clarify or articulate your concerns.

Date

Course Grade Challenge Committee
Office of Instruction
College of the Redwoods
Eureka, CA 95501

To Whom It May Concern:

The first paragraph should briefly state the purpose of the letter (i.e. to challenge your grade). You should mention the course name, number, and section.

The middle paragraphs should present the reason(s) why the assigned grade was, in your opinion, unjustified or unfair, as outlined by the syllabus for the course and the course work you completed. You should include evidence for supporting your reasons, including references to specific assignments, exams, or other materials that might pertain to and support your case. You should not include unsubstantiated claims or malicious comments about the class, other classmates or the instructor as personal attacks.

In the last paragraph, you should thank the chairperson and/or the committee for reviewing your materials and assisting you during the process.

Sincerely,

Signature

Typed name
Student ID number

Enclosures: ☒ Course syllabus

☐ Documentation you deem relevant to your challenge (e.g. written assignments with feedback, tests, etc.)

COLLEGE OF THE REDWOODS

Exhibit No. AP 4231.A

COURSE GRADE CHALLENGE FORM

To be completed by the instructor's (s') immediate supervisor, signed by both parties, and submitted to the Course Grade Challenge Committee through the Chief Instructional Officer.

Student ID # _____

Name of Student: _____ Date _____

Course _____ Section _____ Semester/Year _____

Name of Instructor(s): _____

Student's statement of challenge (be brief, but specific, and base your statement only on the following grounds: mistake, fraud, bad faith, or incompetence (Ed. Code 76232.). Attach supporting evidence.

Outcome desired by student (be sure to include grade being requested):

Student's signature _____ Date _____

Step 1 - Instructors comments. Attach supporting evidence.

Instructor decision

Instructor signature _____ Date _____

Step 2 - Instructor's Immediate Supervisor Comments:

Supervisor's decision

Instructor's immediate supervisor signature _____ Date _____

Copies to be distributed as follows: student, instructor(s), instructor's immediate supervisor, Chief Instructional Officer.

COLLEGE OF THE REDWOODS

Exhibit No. AP 4231.B

COURSE GRADE CHALLENGE COMMITTEE REPORT

Date _____

Name of Student _____

Name of Instructor(s) _____

Committee findings related to mistake, fraud, bad faith, or incompetence:

Action and Recommendation(s) of the Committee*:

*NOTE: Approval to sustain the course grade challenge shall be determined by a vote of three out of four of the voting members. Chief Instructional Officer is non-voting member.

SIGNATURES:

Chair _____

Faculty 1 _____

Faculty 2 _____

Student 1 _____

Student 2 _____