



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, April 26, 2019

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. Faculty Prioritization Rubric (Attachment)
 - 3.2. BP 4030 Academic Freedom (Attachments)
 - 3.3. AP for Course Substitution and associated form (Attachments)
4. Announcements/Open Forum
5. Adjournment

Public Notice—Nondiscrimination:

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Next Meeting
May 10, 2019

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Faculty Staffing Priorities Committee

Rubric for Evaluation of Requests for Faculty Growth Positions

Instructions: Assign a whole number value for each criterion following the guidance in the rubric below.

	Low Priority = 0-2 points	Medium Priority = 3-5 point	High Priority = 6-8 points
<p>CRITERION 1 Percentage of courses taught/services provided in the department/ program by full-time faculty</p> <p>A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc.</p>	<p>Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members.</p> <p>Non-Instructional: More than 60% of work hours are provided by full- time faculty.</p>	<p>Instructional programs: 30-60% of the sections in the department/ program are taught by full-time faculty members.</p> <p>Non-Instructional: 30-60% of work hours are provided by full-time faculty.</p>	<p>Instructional programs: Less than 30% of the sections in the department/program are taught by full-time faculty members, or a minimum number of full-time faculty is required for accreditation or licensing of a program.</p> <p>Non-Instructional Units: Less than 30% of work hours are provided by full- time faculty.</p>
<p>Please explain any special circumstances that are not reflected in the data above, such as</p>			

<p>CRITERION 2 Documentation of unmet institutional need.</p> <p>Documentation of unmet student demand will be determined by different data in different areas. In instructional programs efficiency and/or fill-rate data are relevant. For librarians and counseling ratios of students served to full-time faculty are relevant. For LD Specialists numbers of unserved students requesting services are relevant.</p>	<p>Instructional programs: Section fill rates in the department/program are <70% and or FTES/FTEF is <22. The department/ program does not have any unmet institutional needs.</p> <p>Librarian: The number of FTEF is > 60% of the Title 5 Section 58724 recommendation (3.0 faculty librarians, including full-time and part-time, per 1,001 to 3,000 FTES).</p> <p>Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is stable, and there are no other data that suggests unmet student need.</p> <p>LD Specialist: <10% of students requesting services do not receive services in a timely fashion.</p>	<p>Instructional programs: Section fill rates in the department/program are >70% and/or FTES/FTEF >22.</p> <p>Librarian: The number of FTEF is 30% to 60% of the Title 5 Section 58724 recommendation.</p> <p>Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department has decreased, and there are no other data that suggests unmet student need.</p> <p>LD Specialist: 10% to 40% of students requesting services do not receive services in a timely fashion.</p>	<p>Instructional programs: Section fill rates in the department/program are >80% and/or FTES/FTEF >24.</p> <p>Librarian: The number of FTEF is <30% of the Title 5 Section 58724 recommendation.</p> <p>Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department has decreased, and/or there are other qualitative or quantitative data that suggest unmet student need.</p> <p>LD Specialist: >40% of students requesting services do not receive services in a timely fashion.</p>
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<p>CRITERION 3 Difficulty in recruiting qualified part-time faculty to address the staffing needs of the department/program.</p> <p>Some disciplines or geographic locations may find it especially challenging to solve their staffing needs through associate faculty.</p>	<p>Instructional programs: All required course offerings can be scheduled. No course offerings are negatively affected by associate faculty availability.</p> <p>Non-instructional programs: All services can be provided. No services are negatively affected by associate faculty availability.</p>	<p>Instructional programs: Some required course offerings cannot be scheduled in a manner that meets student needs. Some course offerings or section offerings are negatively affected by associate faculty availability. Please list courses that are affected.</p> <p>Non-instructional programs: Some services are negatively affected by associate faculty availability or the ability to retain current associate faculty. Please list services that are affected.</p>	<p>Instructional programs: Critical courses required for degrees are unable to be offered due to lack of associate faculty availability. Program viability is at risk due to associate faculty availability. The program is negatively affected by the resources being invested in the training of each new hire. Full-time faculty may routinely teach overloads. Please describe the ways in which your program is at risk.</p> <p>Non-instructional programs: Critical services are not available due to an inadequate number of qualified associate faculty who remain in their position. The program is negatively affected by the resources being invested in each new hire. Please describe the ways in which your program and services are affected.</p>
<p>CRITERION 4 Area of Specialty</p> <p>A need for specialty instructional areas or specialty service areas exists and cannot be met by current faculty expertise.</p>	<p>Current faculty in the department have the necessary expertise to support student success in all areas.</p>	<p>Faculty development could provide the expertise to meet perceived demand.</p>	<p>Failure to provide expertise in the needed area would significantly impact the program's ability to successfully fulfill community needs, program initiatives, and/or student success.</p>

CRITERION 5 – 0 to 8 points

Other Considerations

Please describe any qualitative factors not captured by the data above that the Faculty Prioritization Committee should consider in their ranking.

For example, risk of losing outside accreditation, oversight of facilities or equipment, diversity of expertise in a discipline, Program Viability Committee recommendations, community need

colleges instituted or expanded the role of the faculty advisor.

In 2003, an increasingly diverse student population, variable funding, and other legislative imperatives were still the norm, yet it was not until the Academic Senate adopted the Consultation Task Force Report on Counseling (2003) that attention was paid to how very little the system had been investing in student support services since the passage of the Matriculation Act in 1986 and AB 1725 in 1988. The report highlights survey results indicating an actual counselor-to-student ratio of 1:1918 in contrast to the recommended ratio of 1:900 which the task force calculated using the Title 5 §58732 formula. The report concludes with the assertion that “California public community college education again confronts a dire lack of fiscal resources. The core of the community colleges, to provide access and equitable opportunity, is threatened by the dissipation of the state budget.” It also confirms, “California community college students need much better access to counseling faculty at community colleges throughout the state.” And finally, “The data show when there is access to adequate, comprehensive counseling services, student success is significantly enhanced. The data also show that access to counseling in our community colleges is inadequate by any measure.”

Then in 2006, with the unveiling of the Basic Skills Initiative (BSI), the colleges continued attracting the most diverse students, the system was gearing up for higher graduation standards in mathematics and English, and the legislature’s interest in student success was increasing. The 2007 *Basic Skills as a Foundation for Student Success in California Community Colleges* outlined the program components necessary for basic skills students to be successful. To no one’s surprise, the research validated the need for mandatory orientation, assessment, and placement, along with substantial and accessible counseling support that is integrated with academic courses and programs. A review of the literature revealed “a strong counseling component is characteristic of successful remedial programs...” and “key to this success is a program that integrates counseling with teaching and has a highly structured, easily accessible, and proactive format.” Specifically, the literature pointed out that in a successful model, “counselors move from the role of crisis intervention to that of a more preventative, proactive function.” Research further suggested that counselors trained specifically to work with developmental students must be responsible for the counseling of those students. While BSI funding provided the first opportunity since the Matriculation Act of 1986 to financially support select counseling efforts, it involves one time monies restricted for use with basic skills students and therefore is not a feasible source of funds for hiring faculty. Additionally, the BSI funding, as a categorically funded program, is under constant threat of consolidation and defunding.

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Book	Board Policies
Section	Chapter 4 - Academic Affairs
Title	Academic Freedom
Code	BP 4030
Status	Active
Adopted	December 5, 2006
Last Revised	June 2, 2015
Last Reviewed	June 2, 2015

The Board of Trustees and the Academic Senate of the Redwoods Community College District, in an effort to promote and protect the academic freedom of faculty and students, endorse the following policy.

It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms.

Academic freedom represents the continual search for truth, and it includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference. Academic freedom recognizes that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law. Free discussion and free access to information, therefore, are the heart of the continuing search for truth.

Academic freedom is the freedom to discuss all relevant matters in and outside of the classroom, to explore all avenues of scholarship, research, and creative expression. When faculty members speak or write as citizens, thereby exercising their constitutional right of free speech, it should be as persons who are free from institutional censorship or discipline. With academic freedom comes academic responsibility, which implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

References:

Title 5, Section 51023;
 ASCCC Resolution Approved Fall 2010;
 ACCJC Accreditation Eligibility Requirement 20; ACCJC Accreditation Standard I.C.7;
 Statement of Principles on Academic Freedom and Tenure, including the 1958 and 1970 interpretative comments of the American Association of University Professors

Adopted by Board of Trustees: December 5, 2006

Revised: June 2, 2015

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OFFICE USE ONLY
A&R Rec'd Date _____
Initials _____
(Check for all signatures)

Petition for Course Substitution

Course substitution for: ☐ Associate Degree
☐ Certificate of Recognition
☐ Certificate of Achievement

Title of Degree or Certificate _____

Applicable Catalog Year _____ Student ID # _____

Print Student Name _____

Student contact information i.e. phone # _____ e-mail _____

Please provide an explanation to justify this substitution, and attach appropriate documentation from the instructor:

Required course:

Substituted course:

Student Signature _____

Date _____

Instructor Signature _____

Date _____

Print Instructor Name _____

Dean Signature _____

Date _____

Print Dean Name _____

Hello Karen, Pete & Gary,

I am writing to request that an AP be developed for the course substitution process. This need arose at senate while discussing the new AP for Veterans, and it has also come up twice at deans council.

A main issue, after talking at length with the evaluation specialist and the deans, is that the current form asks for a course equivalency. Getting a course equivalency is with the goal that the equated course will then meet a GE/degree/cert requirement, but it misses the point that meeting the program requirement is the main goal of the process.

Sometimes CR can equate a course from another college to a course at CR to show that a program requirement has been met, but sometimes it can't. Sometimes a student has taken a course elsewhere that meets the desired outcomes of a program at CR and there is no course to equate. Sometimes students can bring in work done at CR to meet a requirement for which there is no course to equate.

To address the issue, Tatiana has drafted the attached forms. I think they could be a valuable starting point for the ASPC. In addition to a revised form, the AP can make clearer who is the appropriate approver in different situations, and who is responsible for what (e.g., identifying program learning outcomes, researching content from transfer college).

Here is additional info from Tatiana:

Also, I have included Modesto Junior College has an Intra-Departmental and an Inter-Departmental/Inter-Divisional endorsements. We may want to include that on our form as well. I just ran out of room when I was making my form. I have included a link to that form.

<https://mjc.edu/studentservices/enrollment/coursesubstitution2015.pdf>

Thanks,
Angelina

Hello Karen,

I have a small suggestion in regards to the course substitution policy. This came up this week with a student. Part of the reason why we do not take military coursework is because it isn't accredited by a regionally accrediting body. We have in our catalog that we only take coursework from a Regionally Accredited College, but we do not state that in any AP or BP. I would like to suggest our Course Substitution policy state something along the lines of, "other than Military coursework, AP Exams, and IB Exams only coursework taken at a regionally accredited college can be used for a substitution".

Please take this information as you seem fit.

Thank you,

Tatiana

Name:	Student ID:	Date:
Student Email:	@mycr.redwoods.edu	Ph:

Course Substitution/Waiver Information

This section should be completed by the student. It is recommended that you fill this out with a counselor/advisor.

Degree/Certificate Information Substituted Course will be used for

Applicable Catalog Year: _____

General Education Pattern: ☐ CR

☐ CSU

☐ IGETC

☐ IGETC/CSU

☐ A.A.

☐ A.S.

☐ ADT

☐ Certificate

In: _____

(Degree/Certificate Title)

Course Information

Course Being Used for Substitution	Units (in semester)	Term	Grade	College (if applicable)

Student must provide an explanation to justify this substitution/waiver, and attach appropriate documentation

Student Signature: _____

Date: _____

Substitution Request

This section is to be completed by student and approved by faculty and dean.

Program Substitution: This substitution will be used for Core Course requirements.

Required Course or Area of Emphasis: _____

Faculty Signature: _____

Dean Signature: _____

GE Substitution: This substitution will be used for General Education requirements.

Required General Education Area: _____

Faculty Signature: _____

Dean Signature: _____

Official Use Only

Faculty Signature: _____

Dean Signature: _____

Is this a Course Equivalency? ☐ Yes ☐ No

Would this be a substitution we can use in the future? ☐ Yes ☐ No

Faculty Rational

Students considering petitioning for a Course Substitution with coursework from another institution must have official transcripts from a **regionally accredited institution** on file or attached with their petition.

It is the responsibility of the student to provide all forms of documentation (e.g. transcripts, syllabus, and/or course description) that will be used for the justification of course substitution.

IMPORTANT! Documentation must be attached for the consideration of a substitution.

Steps

1. Complete form and attach required documentation.
 - a. If you are unsure of what G.E. pattern or degree you have declared, you should meet with Counseling and Advising for guidance on filling out this form.
 - b. A grade of C or higher will only be considered for a course substitution
 - c. An explanation and some type of documentation are required to be considered complete.
2. Students must submit form to the appropriate dean for approval.
3. After dean approval, petition and all supporting documentation will be forwarded to the evaluator in Admissions and Records for processing.
4. Once processed, Admissions and Records will notify student only if petition is approved and processed.
5. Substitution will be viewable on a student's Program Evaluation.

COURSE SUBSTITUTIONS

What is a *course substitution*?

Course substitution is the process of garnering formal approval from an academic division to use one or more courses to satisfy specific course requirements at MJC. Course substitutions can be sought when circumstances prevent you from completing one or more requirements published in the catalog to which you have catalog rights.

Course substitutions can be used to satisfy requirements for various awards and patterns:

- Associate degree “major” requirements
- Certificate requirements
- Skills Recognitions requirements
- MJC-GE Pattern Area requirements
- Guidance and Activities Requirements

A course substitution may be appropriate when...

- You can provide evidence showing you have gained the course content through other course completions.
- A course you need for a specific award has not been offered or has been inactivated.
- Extenuating circumstances prevented you from taking a particular course at a particular time.
- Extenuating circumstances require that you complete your degree within a certain timeframe.

You may request a course substitution when the following conditions are met:

- You are requesting the substitution during the same semester in which you plan to apply for an award from MJC (degree, certificate, or skills recognition).
- The total number of units substituted for the award does not exceed 30% of the units required in the degree major, MJC-GE pattern, certificate of achievement, or skills recognition.

The following restrictions apply:

- A course substitution will only apply to one award, and only to the award indicated on the signed, completed *Course Substitution Form*.
- Course substitutions cannot be used more than once.
- Course substitutions may not be used to satisfy CSU-GE or IGETC pattern requirements.
- You may not substitute more than 30% of the units within the major requirements, certificate, skills recognition, or pattern area.
- When a course proposed for substitution resides in a different department than the original course, (e.g., a MATH course for an AG course), signatures must be obtained from both divisions.

TO APPLY FOR A COURSE SUBSTITUTION

1. Confirm that you are unable to earn your targeted academic award or satisfy a specific pattern by meeting with a counselor or evaluator.
2. Go to the division office of the course you are not able to complete (see course listings in the MJC Catalog for division office locations) to pick up a Course Substitution Form.
3. It is strongly recommended that you work with a faculty member to complete the “student information” of the course substitution form.
4. Follow that division’s process for getting approval which may entail:
 - Requesting approval of a faculty member in the department
 - Meeting with a dean to garner approval
 - Submitting your request to a group of faculty for approval
 - Pursuing additional approvals from other areas of the college.
5. Once all necessary signatures are provided, return the signed form to the Evaluations Office no later than 2 weeks after the end of the term.



COURSE SUBSTITUTION FORM

STUDENT INFORMATION: Students, please work with a faculty advisory or division dean to accurately and appropriately complete this portion of the form.

My name is:

FIRST NAME

MI

LAST NAME

"W" NUMBER / STUDENT ID

I have catalog rights to: ☐ 2014-15 ☐ 2013-14 ☐ 2012-13 ☐ 2011-12 ☐ 2010-11 ☐ 2009-10 ☐ 2008-09 ☐ 2007-08 ☐ I don't know ☐ Other _____

I plan to apply for my award: (degree, certificate, or skills recognition) this term, which is: ☐ SUMMER ☐ FALL ☐ SPRING of: _____
YEAR

I wish to substitute this
course:

COURSE ID

TITLE

TERM/YEAR COMPLETED

for this course:

COURSE ID

TITLE

which is required for:

☐ AS-T☐ AS☐ AA-T☐ AA☐ Certificate of Achievement☐ Skills Recognition

in: NAME OF AWARD

☐ MJC-GE, Area: (_____) ☐ Guidance ☐ Activities

for this reason: ☐ A: The course is no longer offered/has been inactivated
☐ B: I will be unable to earn my academic award this term because the course is not being offered this term
☐ C: Other: (please explain) _____

PROPOSAL VALIDATION: This section must be completed by department faculty and division dean(s).

1) Appropriateness and Scope of Substitution

- ☐ I/We have reviewed the curricular requirements for this program published in the appropriate catalog, (and program learning outcomes, if available for the targeted catalog), and verify that the proposed course substitution will also allow the student to master the desired program objectives (or achieve the program learning outcomes.)
- ☐ I/We confirm that this substitution will be used to satisfy requirements of a program offered within our department and only involves courses offered by our area, for example, an AG course(s) needs substitution, another AG course is proposed as a substitute, for a program offered in the Agriculture department. **If checked: Complete Section 2 and 3, If unchecked, complete Section 2, 3, and 4.**

2) If the CAUSE for substitution is REASON "A", above (the course has been inactivated or is no longer being offered)

- ☐ The department/division has been made aware of this course availability issue and will update any curriculum and/or evaluate course offerings in the next curriculum review cycle.

3) INTRA-DEPARTMENTAL ENDORSEMENTS

I ☐ authorize ☐ do not authorize this proposed substitution.

FACULTY SIGNATURE (REQUIRED)

DATE

DEPARTMENT

RATIONALE (REQUIRED)

I ☐ authorize ☐ do not authorize this proposed substitution.

DEAN SIGNATURE (REQUIRED)

DATE

DIVISION (ABBREV)

RATIONALE (REQUIRED)

4) INTER-DEPARTMENTAL/INTER-DIVISIONAL ENDORSEMENTS

- ☐ This substitution occurs **across academic departments within a single division**. Signatures from faculty in both departments have signed above and below and our division dean has signed above.
- ☐ This substitution occurs **across academic departments and academic divisions**. Signatures from faculty in both departments and division deans have signed where indicated.

I ☐ authorize ☐ do not authorize this proposed substitution.

FACULTY SIGNATURE (REQUIRED when INTERDEPT/INTERDIV)

DATE

DEPARTMENT

RATIONALE (REQUIRED)

I ☐ authorize ☐ do not authorize this proposed substitution.

DEAN SIGNATURE (REQUIRED when INTERDIV)

DATE

DIVISION (ABBREV)

RATIONALE (REQUIRED)