



**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, February 8, 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. Protocol for Phone Meetings (Attachment)
  - 3.2. BP/AP Veteran's Credit – Numbering, and revision per comments from Senate (Attachment)
  - 3.3. AP 4230 Grading and Academic Record Symbols – Update: adding EW as a symbol (Attachments)
  - 3.4. Faculty Prioritization Rubric (Attachment)
4. Announcements/Open Forum
5. Adjournment

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***Next Meeting***  
February 22, 2019

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## Ensuring Geographically-Inclusive Meetings: Protocol for District Leadership, Facilitators and Participants

### District Leadership

1. The district should adopt a uniform platform for supporting teleconferencing, closed-ear headsets with mic capability, and invest in sufficient browser, bandwidth, and processing capacity
2. Tech support should be available in real time for meetings
3. Meetings should be recorded and catalogued for easy access for those who cannot participate

### Facilitators

1. Prepare for full participation
  - a. CCC Confer information, agendas, and all relevant documents should be posted within Outlook meeting invitations and disseminated a minimum of 72 hours in advance
  - b. Any changes to the above materials (including changes to meeting start times) should be e-mailed to all participants
  - c. Insufficient teleconferencing infrastructure or technology is not a valid excuse for failing to provide conferencing support
  - d. Establish the best way for distance participants to “raise a hand” or get in the queue for making a comment or asking a question, and make that process explicit at the beginning of the meeting
  - e. At the start of the meeting, announce who is physically present in the room and via distance participation
2. Use the most inclusive technology appropriate for the meeting
  - a. Webconfer, Zoom, or some similar video conferencing system is the first method of choice for meetings if shared documents, slides, or web based presentations are used
  - b. If technology fails, halt the meeting and reschedule it so that the value of full participation is respected
3. Ensure distance participants can hear and see—and keep checking
  - a. All host participants need to be equidistant from the microphone or polycom
  - b. Do a vocal test at the beginning of the meeting
  - c. If distance participants cannot hear, repeat all questions and comments from local participants before responding to them
  - d. Encourage participants to sit where they can be seen by distance participants
4. Ensure that distance participants are always included in discussions and that their input is equally valued
  - a. Do not begin the meeting before the call-in time
  - b. Inquire at appropriate moments if there are questions or comments from the phone participants, and do so in a way that distance participants are not always last to comment
  - c. Call on participants by name, not by location
  - d. At any point when there is a queue to speak, verbally note who has raised a hand in the room, and then inquire if anyone attending via distance wishes to be included on the list

### Participants

1. Remind facilitators to follow the protocol for inclusivity if it is not happening
2. Speak slowly and clearly so that everyone can hear you; use a microphone if available
3. If you are in the Board Room, activate your microphone when you speak and mute it when you aren't speaking
4. Avoid side conversations and paper shuffling, especially when near a microphone
5. If you are a distance participant, mute your line when not speaking and anticipate questions by selectively unmuting when appropriate
6. If you are a distance participant, when appropriate, let the facilitator know if you join or leave the meeting, if you are having trouble hearing participants, or if you cannot access documents.

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Book	Board Policies
Section	Chapter 4 – Academic Affairs
Title	Awarding Credit to Veterans
Code	BP XXXX
Status	DRAFT
Adopted	
Last Revised	
Last Reviewed	

The President/Superintendent shall establish procedures that assure appropriate credit is given for prior military education, training, and service. The procedures shall address document evaluation, credit for general education areas, and course articulation. This includes the use of a student’s DD-214 Certificate of Release/Discharge from active duty military service, Joint Services Transcript (JST), American Council on Education (ACE) transcript, Community College of the Air Force (CCAF) transcript, and Defense Activity for Non-traditional Education Support (DANTES) / College Level Exam Program (CLEP) exam results. Document Evaluation.



Book	Board Policies
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Title	Awarding Credit to Veterans
Code	AP XXXX
Status	DRAFT
Adopted	
Last Revised	
Last Reviewed	

Many student veterans have existing experience and education pertinent to their educational goals and to the requirements of the College. Awarding of college credit for military experience and education removes academic and financial barriers and supports success in completion and transfer by reducing time-to-degree. Up to 30 units may be awarded for prior military education, training, and service.

#### **Document Evaluation**

Veterans at College of the Redwoods may provide documents that are a compilation of course designations and descriptions of military education, training, and service completed by service members during their contract term(s) of service with the United States Military. These documents may include:

- DD-214 Certificate of Release/Discharge from active duty military service.
- Joint Services Transcript (JST).
- American Council on Education (ACE) transcript.
- Community College of the Air Force (CCAF) transcript.
- Defense Activity for Non-traditional Education Support (DANTES) / College Level Exam Program (CLEP) exam results.

Official copies of all documentation should be submitted to the Department of Admissions and Records. These documents will be evaluated by the Evaluation Specialist with assistance from the Veterans Program Coordinator.

#### **Credit for General Education Areas**

- An official DD-214 verifying that basic military training has been completed can be used to satisfy 3 units towards CSU GE Area E. Units that are awarded will be applied to the student's transcript.
- A DANTES/CLEP exam can be used to satisfy a CSU-GE area, with minimum score and area, as defined in CSU guidelines. Please note: DANTES/CLEP are not accepted by the University of California (UC) system; DANTES/CLEP credit cannot be earned in areas for which Advanced Placement (AP) scores are used.
- Coursework documented in military transcripts can be used to satisfy CR or CSU GE Areas as recommended in the ACE Military Guide.

#### **Course Articulation**

- Each discipline at CR may determine whether a DANTES/CLEP exam can be used to substitute for a specific course within that program/discipline. However, specific course substitutions will be evaluated by each institution individually, and so course substitutions identified at College of the Redwoods might not be honored at future transfer institutions.
- Coursework documented in military transcripts may be substituted for specific CR courses as determined by the discipline faculty. Discipline faculty shall consult with the ACE Military Guide for relevant course outlines and recommended articulations.

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**Excused Withdrawal Grading Symbol**

The Board of Governors recently passed legislation to add an Excused Withdrawal (EW) symbol as a grading option. The purpose of this non-evaluative symbol is to permit students to withdraw for reasons that are beyond their control. Examples of acceptable reasons for an EW include

- Job transfer outside the geographical region;
- Illness in the family where the student is the primary caregiver;
- Chronic or acute illness;
- Verifiable accidents; or
- Natural disasters directly affecting the student.

CR's Academic Standards and Policies Committee (ASPC) will adjust AP 4230 Grading and Academic Record Symbols to include EW. This symbol will help Pelican Bay students involuntarily transferred to another correctional facility before the end of the term.



Book	Board Policies
Section	Chapter 4 - Academic Affairs
Title	Grading and Academic Record Symbols
Number	AP 4230
Status	Active
Adopted	July 5, 2016
Last Revised	April 10, 2017
Last Reviewed	April 10, 2017

Grades; Evaluative Symbols; Grade Points

SYMBOL	DEFINITION	GRADE POINTS PER UNIT
A	Excellent	4.0
A-	Excellent	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
D	Poor	1.0
F	Failure	0.0
P	Pass – C or better. Units awarded not counted in GPA	
NP	No Pass – Less than satisfactory or failing. Units not counted in GPA.	
S	Satisfactory – (Noncredit)	
SP	Satisfactory Progress – (Noncredit)	

Non-Evaluative symbols:

SYMBOL	DEFINITION	GRADE POINTS PER UNIT
I	Incomplete – if not completed, the final grade will be an “F”	0.0

IP	In Progress	0.0
W	Withdrawal	0.0
AU	Audit	0.0
MW	Military Withdrawal	0.0

References:

Title V, Section 55023

Adopted: Board of Trustees July 5, 2016 Amended: April 10, 2017

Last Modified by Cindi Petrusha on January 17, 2018

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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><b>CRITERION 1</b>  <b>Percentage of courses taught/services provided in the department/ program by full-time faculty</b></p> <p>A high reliance on part-time faculty in a department/ program can have negative effects on the success of the department/program and the students it serves.</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><b>CRITERION 2</b>  <b>Documentation of unmet institutional need.</b></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 &lt;70% and or FTES/FTEF is &lt;22. The department/ program does not have any unmet institutional needs.</p> <p>Librarian: The number of FTEF is &gt; 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: &lt;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 &gt;70% and/or FTES/FTEF &gt;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 &gt;80% and/or FTES/FTEF &gt;24.</p> <p>Librarian: The number of FTEF is &lt;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: &gt;40% of students requesting services do not receive services in a timely fashion.</p>

<p><b>CRITERION 3</b>  <b>Difficulty in recruiting qualified part-time faculty to address the staffing needs of the department/ program.</b></p> <p>Some areas find it especially challenging to solve its staffing needs through associate faculty.</p>	<p>Instructional programs: All necessary course offerings can be scheduled or the offerings are not filled to capacity. An adequate number of qualified associate faculty are available.</p> <p>Non-instructional programs: An adequate number of qualified associate faculty are available.</p>	<p>Instructional programs: More sections could be offered if qualified associate faculty were available, but no program is impacted by a shortage of faculty. An adequate number of qualified associate faculty may not be available.</p> <p>Non-instructional programs: An adequate number of qualified associate faculty may not be available or are not retained.</p>	<p>Instructional programs: Classes are routinely cancelled or not offered due to a lack of qualified associate faculty. Program viability is at risk due to lack of qualified associate faculty, and/or significant resources are being invested in the training of each new hire. Full-time faculty routinely teach overloads to offer essential courses.</p> <p>Non-instructional programs: An adequate number of qualified associate faculty are not available or do not remain in the position and significant resources are being invested in the training of each new hire.</p>
<p><b>CRITERION 4</b>  <b>Area of Specialty</b></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>
<p><b>CRITERION 5 – 0 to 8 points</b>  <b>Other Considerations</b></p> <p>Please describe any qualitative factors not captured by the data above that the Faculty Prioritization Committee should consider in their ranking.</p> <p>For example, risk of losing outside accreditation, oversight of facilities or equipment, diversity of expertise in a discipline, Program Viability Committee recommendations, community need</p>			