



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 12, 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. AP 4105 Distance Education (Attachment)
 - 3.2. Faculty Prioritization Rubric (focus on Criterion 1) (Attachment)
 - 3.3. BP 4030 Academic Freedom (Attachments)
 - 3.4. AP for Course Substitution and associated form (Attachments)
4. Announcements/Open Forum
5. Adjournment

Public Notice—Nondiscrimination:

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259, Office Hours: 8:00 a.m. to 5:00 p.m. M-F. Hours vary based on meeting times.

Next Meeting
April 26, 2019

This page intentionally left blank

AP 4105 Distance Education Draft Revision Endorsed by DEPC 4/27/18

“Distance education is defined...as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously” (ACCJC, 2013).

Course Quality Standards

The same standards of course quality shall be applied to all courses including distance education courses. ~~Refer to the Curriculum Handbook.~~

Separate Course Approval

In addition to the course outline of record each ~~or existing~~ distance education curriculum proposal must be reviewed and approved separately. Separate approval is mandatory if any portion of a scheduled face to face course is replaced by distance education. ~~of the instruction in a course or a course section is designed to be provided through distance education.~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development and the Curriculum Handbook.

Instructor Contact

Each section of the course that is delivered through distance education shall include regular effective contact and substantive interaction between instructor and students. ~~Instructor contact guidelines can be found on the Curriculum Committee website.~~

Student Authentication Process

Consistent with federal regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student’s identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity.

Online Course Proctoring

Instructors of online classes are encouraged to have important exams proctored, when appropriate. ~~For enrolled students, proctoring is available at any College location. Established and published proctoring procedures are made available and include any of the College of the Redwoods campus sites, virtual proctoring software (e.g., Proctorio), and off-site proctors approved by the instructor and administrative supervisor.~~

~~Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable. These or other alternatives must be approved by the instructor and supervising administrator. It is the student's responsibility to make arrangements with the proctor using the College "Student/Proctor Agreement Form" and to pay all costs for proctoring.~~

Privacy

The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

ADA Compliance

~~All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d).~~

~~Also, see Administrative Procedure 3412 Access to Programs and Facilities.~~

Student Accessibility

All distance education courses shall be accessible whereby, "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use." (Maintaining Access to Information Technology: A Guide for California Community Colleges, March 2017.) All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d).

Student Accommodations

Distance education students will be provided reasonable accommodations as determined by the College's Disabled Students and Services Program. Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities (also referred to in federal law as "qualified handicapped persons"). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.)

Interactive Video Course (Telepresence) Loss of Connectivity

All interactive video course students will have equal opportunity to live instruction. In the event that a site separate from the instructor loses access to the class, the instructor will immediately

reestablish contact or, failing after the specified time period stated in the course syllabus, cancel class for all students for the remainder of the session.

Instructor Preparation and Professional Development

Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA).

Evaluation of Instructors

Instructors teaching online classes shall be systematically evaluated using criteria applied to all classes, in addition to criteria specific to online instruction.

Student Grievances

The CIO or designee will ensure that distance education students are informed about and have access to a student grievance process. Additionally, the District will maintain a file of all student grievances related to distance education and their resolutions. This file will not be used for the purpose of evaluating faculty.

REFERENCES:

“Guide to Evaluating Distance Education and Correspondence Education” ACCJC publication, July 2013; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; Title 34 Code of Federal Regulations - Section 602.17.Certification Standards for Online Teaching

This page intentionally left blank

AP 4105 Distance Education **Draft Revision Endorsed by DEPC 4/27/18**

~~“Distance education is defined...as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously” (ACCJC, 2013).~~ Per Title 5 March 2019, “Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology.” All distance education is subject to the general requirements of Title 5 Chapter 6, Article 1 (see Appendix 1).

Course Quality Standards

The same standards of course quality shall be applied to all courses including distance education courses. ~~Refer to the Curriculum Handbook.~~

Separate Course Approval

Every distance education course must have an approved Course Outline of Record and an approved Distance Education Proposal form. Each Distance Education Proposal form must be reviewed and approved separately if the distance education course is standing alone or any of the in-person contact hours are replaced by distance education modalities. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 and the Program and Curriculum Development and the Curriculum Course Approval Handbook.

Instructor Contact

Each section of the course that is delivered through distance education shall include regular effective contact and substantive interaction between instructor and students. ~~Instructor contact guidelines can be found on the Curriculum Committee website.~~ College of the Redwoods Policy:

Regular effective contact and substantive interaction shall include the following:

- Initiated interaction: Instructors shall regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Instructors shall regularly initiate interaction among students and determine that they are engaging in meaningful discourse about course material. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- Frequency: Distance education courses are considered the equivalent to in-person courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, in-person course. At the very least, the number of instructor contact hours per week that would be available for in-person students will also be available, in asynchronous and/or synchronous mode, for distance education students. Contact shall be distributed in a manner that will ensure that regular contact is

maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

- Establishing expectations and managing unexpected instructor absence: An instructor-and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Minimum Contact: Instructors shall, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums (or equivalent communication modalities) with appropriate instructor participation.
- General email/messages.
- Weekly announcements in the Learning Management System.
- Timely feedback of student work.
- Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the in-person class.

Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.”) and/or video conference, screen-sharing, podcast, or other technologies may also be included. It is also suggested that instructors should have a threaded discussion that is set aside for general questions about the course.

Student Authentication Process

Consistent with federal regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student’s identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity.

Online Course Proctoring

Instructors of online classes are encouraged to have important exams proctored to give serious consideration to which assessments require proctoring. For enrolled students, proctoring is available at any College location. Established proctoring procedures are publicly available and sites may include any of the College of the Redwoods campuses, and off-site proctors approved by the instructor and administrative supervisor, or the instructor may opt to use virtual proctoring software (e.g., Proctorio). If proctoring is used, explicit guidelines should be outlined in the syllabus.

Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable. These or other alternatives must be approved by the instructor and supervising administrator. It is the student's responsibility to make arrangements with the proctor using the College "Student/Proctor Agreement Form" and to pay all costs for proctoring.

Privacy

The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

ADA Compliance

All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d).

Also, see Administrative Procedure 3412 Access to Programs and Facilities.

Student Accessibility

All distance education courses shall be accessible whereby, "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use." (Maintaining Access to Information Technology: A Guide for California Community Colleges, March 2017.) All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d).

Student Accommodations

Distance education students will be provided reasonable accommodations as determined by the College's Disabled Students and Services Program. Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to

qualified individuals with disabilities (also referred to in federal law as “qualified handicapped persons”). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.)

Interactive Video Course (Telepresence) Loss of Connectivity

All interactive video course students shall have equal opportunity to live instruction. Instructors will develop policies that attempt to maintain equity in the event that a remote site loses access, whether due to equipment malfunction, power outage, or other circumstances. Strategies may include rescheduling the class session, developing alternative assignments, providing video/audio recordings, or video conferencing during an office hour, etc. In no case shall students’ grades be affected by their non-participation due to loss of connectivity.

Instructor Preparation and Professional Development

Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA) in order to teach in a distance education modality. The college is responsible for providing professional development opportunities for distance education faculty based on evolving pedagogy, available technology, and learning needs.

Evaluation of Instructors

Instructors teaching online classes shall be systematically routinely evaluated using criteria applied to all classes, in addition to instructors, as well as criteria specific to online instruction.

Student Grievances

The CIO or designee will ensure that distance education students are informed about and have access to a student grievance process. Additionally, the District will maintain a file of all student grievances related to distance education and their resolutions. This file will not be used for the purpose of evaluating faculty.

REFERENCES:

“Guide to Evaluating Distance Education and Correspondence Education” ACCJC publication, July 2013; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; Title 34 Code of Federal Regulations - Section 602.17.Certification Standards for Online Teaching

This page intentionally left blank

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
CRITERION 1 Percentage of courses taught/services provided in the department/program by full-time faculty 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.	Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members. Non-Instructional: More than 60% of work hours are provided by full-time faculty.	Instructional programs: 30-60% of the sections in the department/ program are taught by full-time faculty members. Non-Instructional: 30-60% of work hours are provided by full-time faculty.	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. Non-Instructional Units: Less than 30% of work hours are provided by full- time faculty.
CRITERION 2 Documentation of unmet institutional need. 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.	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. 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). 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. LD Specialist: <10% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill rates in the department/program are >70% and/or FTES/FTEF >22. Librarian: The number of FTEF is 30% to 60% of the Title 5 Section 58724 recommendation. 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. LD Specialist: 10% to 40% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill rates in the department/program are >80% and/or FTES/FTEF >24. Librarian: The number of FTEF is <30% of the Title 5 Section 58724 recommendation. 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. LD Specialist: >40% of students requesting services do not receive services in a timely fashion.

<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 its 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

This page intentionally left blank



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

This page intentionally left blank



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)