Riverside City College Academic Senate

Agenda

Monday, 17 March 2025 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
3:05	II.	**Approval of the Agenda**
3:05	III.	**Approval of the Minutes** 3 March 2025
3:10	IV.	**Public Comments**
3:20	V.	**Liaison Reports**

       A. RCCD Faculty Association
       B. College President or designee
       C. ASRCC Representative

3:35 VI. Committee or Council Updates and Reports

       A. RDAS faculty co-chair Patrick Scullin or designee will provide a council update (information)
       B. RCC Curriculum Programs Coordinator Casandra Greene and VPAA Lynn Wright will present an overview about operational changes due to AB1111 and AB928 (information)
       C. EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and administrative co-chair Kristi Woods or designees will provide an introduction to the 2025-30 Strategic Plan (information)

4:00 VII. Ongoing Business

       A. President Scott-Coe or designee will share the call for nominees to represent academic disciplines for ASCCC Common Course Numbering (CCN) Phase III Summer Convenings (information)
       B. President Scott-Coe will provide an update about AP6210A procedure for equivalencies (information)

4:20 VIII. New Business

       A. RCC Assessment Committee faculty co-chairs Denise Kruizenga-Muro and Rosa Frazier will introduce the revision of ILO #1 (GE SLO #1) (first read)
       B. VP Taylor and the Senate Nominating Committee will sunshine nominees for completing the current term of Secretary-Treasurer from Spring 2025-Spring 2026 (information)
       C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
              a. Faculty representatives for Division of Nursing on Senate Committees (2024-26): DE (April Carrillo), Faculty Development (Diana Seguro-Lovo)
              b. Faculty Co-Chair for SAS

4:30 IX. Officer Reports

       A. Vice President
       B. President

4:45	X.	**Open Hearing**
4:55	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

Next RCCAS Meeting: Monday 7 April 2025
Agenda items due Tuesday 1 April 2025 at noon

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Riverside City College Academic Senate
March 3, 2025 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm, quorum met

Roll Call

Academic Senate Officers (Term ending 2026)
President: Jo Scott-Coe
Vice President: Star Taylor
Secretary-Treasurer: Vacant

Department Senators (Term ending 2025)
Applied Technology: Patrick Scullin (not present)
Behavioral Science: Eddie Perez
Business, Law & CIS: Skip Berry
Communication Studies: Lucretia Rose
English: Christine Sandoval
History/Philosophy/Humanities/Ethnic Studies: Daniel Borses
Library & Learning Resources: Sally Ellis
Life Sciences: Gregory Russell
Mathematics: Evan Enright
Music: Steve Mahpar
World Languages: Araceli Calderón- (not present)

Department Senators (Term ending 2026)
Art: Will Kim
Chemistry: Leo Truttmann –(not present)
Cosmetology: Rebecca Kessler
Counseling: Sal Soto
Dance and Theatre: Jason Buuck-(not present)
Economics/Geography/Political Science: Kendralyn Webber
Kinesiology: Jim Elton
Nursing Education: Lee Nelson
Physical Science: James Cheney
School of Education & Teacher Preparation: Emily Philippsen

Associate Faculty Senator
Lindsay Weiler – (not present)

Ex-Officio Senators
TLLC: LaShonda Carter (not present)
ASC: Jacquie Lesch (not present)
EPOC: Wendy McKeen (not present)
GEMQLC: Wendy McKeen (not present)
RDASLC: Patrick Scullin (not present)
SAS LC: Vacant

<u>Curriculum</u>: Kelly Douglass
<u>Parliamentarian</u>: Sal Soto

RCCD Faculty Association
Emily Philippsen

Administrative Representatives
<u>College President</u>: Claire Oliveros (not present)
<u>VP Academic Affairs</u>: Lynn Wright
<u>VP Business Services</u>: Kristine DiMemmo (not present)
<u>VP (interim) Planning and Development</u>: Kristi Woods (not present)
<u>VP Student Services</u>: Tomas Cruz-Soto, Interim (not present)

ASRCC Representative
Temporary representative/designee Joshua Padilla

Recorder of Minutes
Sydney Minter

Guests
- Megan Bottoms- Student Life & Leadership
- Janet Lehr- DE Committee
- Heather Smith- DE Committee
- Jennifer Cardona- Viewpoints Reporter
- Christian Carrillo- Viewpoints Photographer
- Micherri Wiggs- Interim Dean, LHSS

3:0   II. Approval of the Agenda
- M/S/C: (Elton/Borses)

3:0   III. Approval of the Minutes –
- M/S/C: (Soto/Enright)
- 1 abstention Gregory Russell

3:0   IV. Public Comments
Professor Megan Bottoms introduced student Joshua Padilla and provided information about student opportunities in RCC government .

3:0 V. Liaison Reports

A. RCC Faculty Association
   - The (DE) Distance Education cease and desist for the DE camp is still in negotiation, and there is no update at this time.
   - The Faculty Association is hosting elections, and the spots that are opening up for the spring semester will be for both a FT and PT faculty representative.
   - The FA is also ramping up for contract negotiations, FA Executive board had robust discussion during the winter to go over articles line by line in the contract. They started a running list of items to focus on and there will be a survey coming out in the next couple of weeks for faculty to provide their input on things they think should be discussed. Traditionally, the FA has wanted to protect salary and benefits; that has been their main focus. Within the process of negotiations between the FA and the district, conversations about course caps need to remain faculty led as much as possible.

B. President's Report (VP Wright on behalf of President Oliveros who is at EPOC)
   - Welcome back to the Spring 2025 semester. Enrollment is looking good, and we are at 104.1% as of today, 3/3/25.
   - There has been an increase of fraudulent enrollment with people stealing other peoples' identities to get financial aid. This problem is being monitored very carefully. The team has been doing a great job screening; however, this is a manual process with a volume that came late in the game. The district is purchasing a multi-pronged service to provide a better screening tool.
   - Accreditation is being worked on, and in January we hosted a cross functional writing group that worked in teams comprised of a faculty member, classified professional, and a manager. Teams worked on standards 1,3, and 4 and will be working on standard 2.
   - An email invitation for a second workshop on March 21 was sent out to all department chairs and others in relation to Standard 2. This workshop will also be cross functional, and we will be bringing in managers and classified professionals, but we will be leaning heavily on faculty because standard 2 is related to academics.
   - Work will continue Friday, April 4th and Friday, May 2nd. Watch for emails.

C. ASRCC
   - The ASCCC plans to process a budget for the Student Health and Science Center. ASRCC would like to create a club that works with student organizations on campus to get more participation from students, so students can be directed to the proper resources.

VI. Committee or Council Updates

A. DE faculty co-chair Heather Smith or designee will introduce language describing Hyflex for Senate input (information and discussion)

- The definition of hyflex was requested by the Academic Senate at the end of last semester, so this is a revisit of this topic.
- Key elements were shared about hyflex from DE discussions thus far:
  - A base definition of what hyflex is one in which the course format combines face-to face and online learning class sessions/learning activities that are offered in person synchronously and asynchronously to online students.
  - Participation is required and expected, but how students choose how to participate is up to them, allowing for access, automobility, autonomy, flexibility, and engagement.
  - There are two parts to the implementation of hyflex. There is the back-end side which is the technical side, and there is also an instructional side for design and prepping faculty. Attendance in the classroom can fluctuate. However, virtually, the high flexibility is for the students not the instructor. There needs to be consistent language that has to be fleshed out between the three colleges in the district.
  - Questions: What language is student facing vs. faculty facing? When does RCC DE engage in conversation with DE committees at MVC and Norco?
- The RCC DE committee will discuss the definition with counterparts across district and return to senate later this spring. The definition will definitely have agreement across the district rather than by college.

B. Curriculum co-chair Kelly Douglass will provide an update and preview of timely curriculum items (information)

- Phase I of the common course numbering (CCN) is complete. C1000/C1000H in COMM, ENGL, POLS, PSYC and STAT will be offered starting in summer of 2025. Students can begin enrolling next month.
- There is some concern about students not knowing about the changes to course names, and the recommendation is to do a widespread campaign to promote the changes. COMM C100 has been accepted for CALGETC for area 1C. This is a single course area that had previously never been approved. The ENG, POLS, PSYC, and Math (STAT) classes all have prior articulations.
- CCN future deadlines have been shared and updated. Phase II has parts A/B. The college will receive part A templates on March 25th. Faculty launch September 2025, and it will go student facing Fall of 2026. The college will receive templates for part B on May 25. Faculty will launch September 2026, and it will be student facing Fall of 27.

- Phase III of the common course numbering list is now 29 courses with the original number starting at about 50 courses. The reps at the chancellor's office have a list as well as a "crosswalk" from Cassandra Green that list the courses to our match ups. There are a few that are not offered, but we have most of the 29. New dates will be sent out when available.
- Phase II, part B, and Phase III have to be launched by September of 2026. The templates will be received in May of 2025 and February of 2026. The recommendation is to work on phase II part B courses through Fall of 2025, and launch at the start of 2026 before phase III arrives.
- Nicole Banerjee is the new Articulation Officer after the retirement of Ellen Drinkwater.
- The Curricunet interface has changed with most of the buttons in the same location, but the color has changed to white and blue similar to the districts design. The Tech Review Chair, Steven Schmidt, has made several videos to update to this version, and you will see them when you log-in. The approvals button is no longer right at the top. It is now under the heading "Curriculum," and "Approvals" it is the first drop-down menu.

VII. Ongoing Business

A. President Scott-Coe or designee will facilitate a discussion of the RCCD Establishment and Modification of Course Caps principles and procedures (second read + possible action)

- The work on the procedure for course caps originated before the pandemic. It was suspended during the pandemic and then reactivated.
- The taskforce cover sheet indicates the cross-district representation of the faculty, faculty association, and administrators who collaborated on this draft, which was shared with local senates by the workgroup back in December.
- The goal is a framework to assure that we follow the contract. The principles of the course caps include the integrity of teaching and learning, course efficiency, workload equity, academic discipline experts, and financial sustainability.
- There is a list of steps that are important for proposed cap changes (originating from faculty vs. originating from administration), and if a mutual agreement is not reached, a cap change cannot move forward.
- The input of faculty subject-matter experts within disciplines is emphasized in this draft. Any principles and procedures need to be consistent across the district and the colleges.
- In moving forward, Faculty Association (FA) will review and negotiate any caps procedure as a MOU. We need to understand the approval flow.
- The draft will be shared at DLC agenda in March.
- We are not voting on this item, but we may see it again. Please share with your departments.

B. President Scott-Coe or designee will lead discussion of the RCCAS Bylaws pending ongoing updates from committees and/or councils and a timeline for input this semester (information + discussion)

- RCCAS opened our bylaws for an update in Fall 2024 and have held them open.
- Some updates in progress will shape revisions: Strategic Planning, CMAC, the leadership councils, and DLC/Enrollment Management may have some adjustments. "Permanent Workgroups" is one section that should be deleted.
- Goal is to collect any updates at RCCAS by April 21 so we can approve changes before end of the semester. We can re-open next year as needed. It's good to give bylaws an annual review.

VIII. New Business

A. The Senate leadership team will facilitate a Senate discussion of RCCD Resolution No. 69-24/25 and ASCCC President's Statement Upholding ASCCC Values (information + discussion)

- The Board of Trustees (BOT) of RCCD passed a resolution on February 18th affirming the right of all students to a public education regardless of their immigration status.
- The ASCCC resolution came to us from ASCCC President Cheryl Aschenbach and Executive Director, Christine Micah. Key points affirm senate values: know your rights, educate, advocate, protect, leverage shared governance, create safe and inclusive spaces, and engage in allyship.

B. President Scott-Coe (or designee) will facilitate a discussion on the draft of AP2101 Independent Study procedure (information + discussion)

- Disciplines that are interested in offering independent study cannot do so without a procedural guideline (an AP).
- Some elements will need to be negotiated by the Faculty Association once a procedure is moving forward.
- There are some community colleges that have an independent study program in their courses, so there is precedent.
- Questions include how to define the work and the compensation, for the faculty member as well as the student. This is to protect faculty in terms of their obligations to the college and so that the student understands expectations.
- This conversation came to District Academic Senate at the end of Fall 24, but it had to be tabled. Senates are gathering input at each college this month about the idea of getting a working procedure into place.

- We need to gather thoughts and questions so that they can be taken back to the district academic senate for shared input.
- If we accept a process, then any decision about offering independent study would be discipline-specific, and CORs have to be created through our curriculum process. This AP would not require disciplines to offer independent study.
- Art, Psychology, and Biology are three disciplines that have inquired about independent study so far. The question is, how does it work? How does a student find and enroll in independent studies? This is why we may need a procedure.

C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
   a. GEMQ replacement for Nursing, to complete term of retiring faculty representative: Professor Adam Korick will be replacing Professor Stephanie Lowry
      - M/S/C (Nelson/Elton)

   b. Faculty Co-Chair for SAS
      - To be determined (TBD)

IX. Officer Reports
A. President

President Scott-Coe welcomed everyone to the Spring semester and thanked new senators for filling vacant seats due to retirements.

The revised faculty handbook will be shared at DLC this spring, hopefully in March. Much appreciation to VPAA Wright for funding that work done by faculty off-contract during January, and for the faculty team who has been leading on the update.

Retiring faculty nominated for Emeriti status last December were approved by the Board of Trustees in January. Any faculty names that did not get submitted for consideration in fall can be submitted to President Scott-Coe for the spring list.

The Distinguished Faculty Lecture from Dr. Eddie Perez will be held on May 29 during college hour. Please save the date and share widely.

Dr. Mary Rankin will be visiting RCCAS on April 7 for a follow-up to her listening visit in December and to provide some updates for faculty about RCC Cares.

Faculty are encouraged to review the Rising Scholars flyer in the agenda packet for information about supporting justice-impacted students.

Senate presidents will meet with VC Aaron Brown tomorrow regarding bookstore pricing concerns, including questions about how automatic "first day" billing may be being marketed to individual faculty or students.

Workgroup tasked by DAS through college chairs committees at each college to review and update our equivalency process shared its draft at DAS last week. I will provide an overview as an information item at our next meeting.

Senates remain vigilant about programs, grants, etc. that are not connected with curriculum from the onset, leading to problems later. The senates are working with curriculum to involve district in communication and proposal flows with faculty experts to tackle challenges up front.

Election season starts this month—division as well as department seats will be open, depending upon your cycle. There are also vacancies due to our surge of retirements. More to come at next meeting but talk with your departments to get ready.

President Scott-Coe attended an IETTC presentation on Friday. VC Bishop will be bringing IETTC town halls to all three colleges to engage faculty.

Senate Presidents have been invited to attend an Amazon facility about a "future STEM Pathway." President Scott-Coe will be reaching out to STEM faculty to find out what they know about any such pathway.

Congratulations and gratitude were extended to Micherri Wiggs on her new role as Interim Dean of LHSS.

B. Vice President
Senators are encouraged to support student groups by wearing club shirts and attending events.

RCCAS VP Taylor, VPAA Wright, Professor Marc Wolpoff, and Professor Bobbie Gray attended the ASCCC AI Academy in San Diego, February 20th – 22nd. The conference takeaway was that faculty should engage with AI education to prevent misuse in the classroom, define AI policies in syllabi, and explore training resources such as those from the University of Maryland.

VP Taylor advises departments revisit their job descriptions for replacements for retirees to reflect equity language that will attract a more diverse pool that is committed to the population we serve here at RCC; she referenced the CUE job description packet, and this will be discusses at DLC this month.

Several professional development and conference opportunities were highlighted, including APAHE, AAC&U, CCC LGBTQ+ Virtual Summit, and Black Student Success Week. These will be forwarded to faculty by email.

The upcoming election process for a replacement to complete Secretary-Treasurer Wiggs term will follow the same process we used in Fall for the VP seat.

Our process follows RCCAS Bylaws Article II Section 1 and the RCCAS Constitution, Article V Section 2 and Article VIII Section 9.

The VP in collaboration with the nominating committee will send out an email tomorrow.

Nominations will close March 16 at 11:59 PM with nominee names sunshined at RCCAS on March 17.

RCCAS will vote on April 7, and the new officer will be seated after spring break, to finish the term from April 2025-Spring 2026.

(M/S/C: Perez/Soto extend the meeting to 5:07pm)

X. Open Hearing

A. President Oliveros has still not established her Advisory Council on diversity, equity, inclusion, accessibility, anti-racism, and belonging for social justice from her announcement in May of 2024.
B. Do we have to have distance education language in our syllabus because we have hyflex in the classroom? Clarification: distance education information never goes into the course outline of record. It always goes into the DE addendum which is applied separately from the course outline of record.
C. A senator shared that there is a page on the .gov site that is reporting anybody who is doing any DEI teaching, and it could be something weaponized against our colleagues of color.

XI. Learn, Share, Do

- Senators what are some things we are going to be taking back to our departments?
  - Include some language of AI in our syllabi
  - Have conversations about independent study in dept. meetings
  - Encourage students to run for our ASRCC senate seats
  - Students do not know about common course numbering, so it needs to be publicized
  - We need to understand that course caps impact academic matters and the FA monitors anything that could result in an addendum to our contract
  - Decrease the cost of books for our students
  - Accreditation is approaching and we have our watch dates for workshops: March 21st, April 4th, and May 2nd.

XII. Adjourn at 5:03
M/S/C: (Nelson/Perez)

AB1111 and AB928

Understanding legislation from an operational standpoint

AB1111 – Common Course Numbering

In compliance with Education Code Sections 66725-66725.5 (Assembly Bill No. 1111), California Community Colleges are required to implement a Common Course Numbering (CCN) system by July 1, 2027. This system standardizes course numbers for comparable courses across all California Community Colleges, facilitating a streamlined transfer process to four-year institutions. The goal is to empower students to make informed decisions regarding course selection and degree completion.

Course impacted for the 2025-2026 Academic Year

| Previous Course Number	Previous Course Name	New Course Number	New Course Name
ENG-1A	English Composition	ENGL-C1000	Academic Reading and Writing
ENG-1AH	English Composition, Honors	ENGL-C1000H	Academic Reading and Writing - Honors
COM-1	Public Speaking	COMM-C1000	Introduction to Public Speaking
COM-1H	Public Speaking, Honors	COMM-C1000H	Introduction to Public Speaking - Honors
MAT-12	Statistics	STAT-C1000	Introduction to Statistics
MAT-12H	Statistics, Honors	STAT-C1000H	Introduction to Statistics - Honors
POL-1	American Politics	POLS-C1000	American Government and Politics
POL-1H	American Politics, Honors	POLS-C1000H	American Government and Politics - Honors
PSY-1	General Psychology	PSYC-C1000	General Psychology
PSY-1H	General Psychology, Honors	PSYC-C1000H	General Psychology - Honors

Why these courses?

Course were selected based on student enrollment across all California Community Colleges.

- **Phase I – 6 courses plus honors (RCCD had 5 of these courses)**
  - 2025-2026 Academic Year
  - 5 disciplines impacted (approx. 50 courses)
  - ENGL, COMM, POLS, PSYC, STAT
- **Phase II-A: 7 courses plus honors**
  - 2026-2027 Academic Year
  - 3 additional disciplines impacted (approx. 67 courses) – AHS, ECO, HIS
- **Phase II-B – 11 courses plus honors/labs – BIO, CHE, MAT, AST, ANT, SOC**
  - 2027-2028 Academic Year
  - 6 additional disciplines impacted (approx. 75 courses)
- **Phase III – 50 courses plus honors/labs – ACC, BUS, PHI, ADJ, MUS, KIN, ECE, SPA**
  - 2027-2028 Academic Year
  - 8 additional disciplines impacted (approx. 440 courses)

Operational Impact

- For ENG, COM, PSY and POL the entire disciplines were changed to ENGL, COMM, PSYC, and POLS.
  - All courses within these disciplines were updated with the new discipline code but kept their current number, except for the CCN courses.
  - New course versions had to be created for each course in the impacted disciplines.
  - All sections starting 25SUM had to be rebuilt within each discipline.
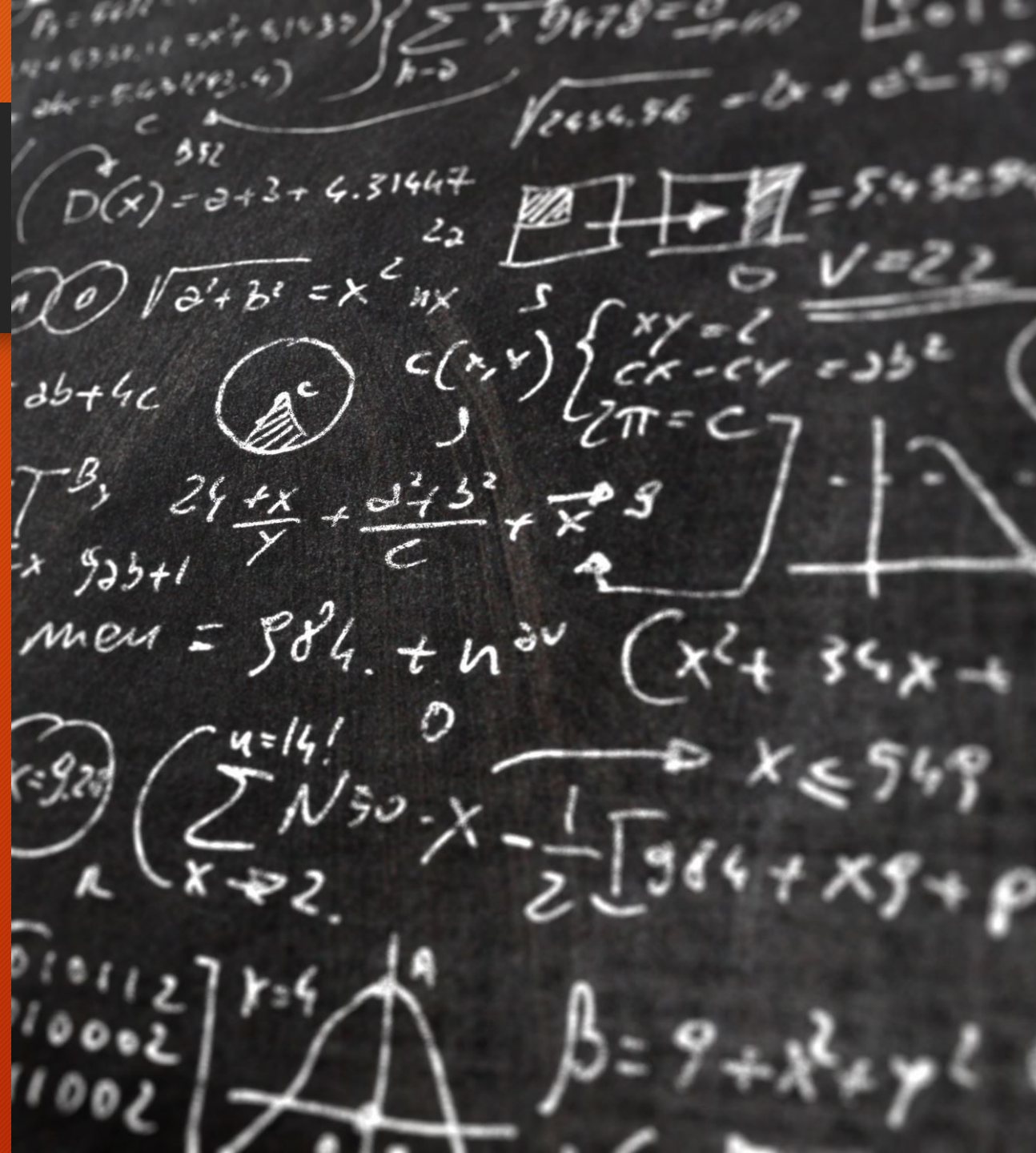
Next Steps for AB1111 – Common Course Numbers

- Communicating out the change in course numbers to students
  - Admissions
  - Counselors
  - Ed Advisors
  - Faculty
- Updating materials to reflect the changes
- Updating the website for changes to discipline codes
- Updating programs on the website

Other impacts to your division? How can we help?

AB928 - CalGETC

Commencing by the fall term of 2025-26, colleges are required to utilize a new singular general education pathway, titled CalGETC, that ensures students will meet academic eligibility and sufficient academic preparation for transfer admission to both the California State University (CSU) and the University of California.

Operational Impact

Changing programs from three-degree pathways to two for non-ADT Associate Degrees

Through Spring 2025	Starting Summer 2025
RCCD Gen Ed (24 units) – AS909	RCCD Gen Ed (24 units) – AS909
CSUGE (39 units) – AS909B	
IGETC for CSU (37 units) AS909C	CalGETC (34 units) – AS909C

Changing programs from two-degree pathways to one for Associate Degrees for Transfer (ADT)

Through Spring 2025	Starting Summer 2025
CSUGE – AS642	
IGETC for CSU – AS643	CalGETC – AS643

Next Steps for AB928 – CalGETC

- Communicating the changes to students including catalog rights
  - Counselors
  - Ed Advisors
  - Faculty
- Updating materials to reflect the changes
- Updating programs on the website

Other impacts to your division? How can we help?

Questions?

ASCCC Common Course Numbering Phase III
Summer Convenings and Survey Opportunities

<mark>**Disciplines/departments: Please forward faculty nominations within each discipline or course below to President Scott-Coe via email by Tuesday, April 1, at noon**</mark> **for ratification at RCCAS on Monday, April 7.**

Background: The ASCCC will host four **virtual**, multi-day CCN faculty events in June 2025 to develop CCN Course Templates for 47 courses across 18 disciplines. Phase III convening, discipline, and course information can be found on the ASCCC CCN webpage in the Phase III CCN Implementation section.

ASCCC invites Academic Senate Presidents at all California Community Colleges to nominate up to two (2) faculty members per discipline - or by course as indicated.

The requested nominations are for participation in CCNFWs during the multi-day convenings for disciplines new to CCN, and to fill any potential openings in existing CCNFWs. Please be aware that while we value all nominations, not all nominated faculty may be selected for the final composition of the workgroups.

<mark>**Convening Date and Time A**</mark>

June 2, 3, 4, 5
(1pm - 4pm)

Disciplines

Administration of Justice
* Child Development
* Early Childhood Education
History
Philosophy

    Nomination Notes

    * Child Development and Early Childhood Education courses will be addressed by a single CCNFW.

June 9, 10, 11
(1pm - 4pm)

Disciplines

* Biology (Anatomy & Physiology)
* Biology (Microbiology)
Communication Studies
** English as a Second Language
Political Science

Nomination Notes

* Two CCNFWs will be formed for Biology with one group addressing Anatomy & Physiology and one group addressing Microbiology. Nominations should be by course for this discipline - two for A & P and two for Microbiology.

** Faculty nominated for this discipline should teach academic reading and writing for multilingual learners.

<mark>Convening Date and Time C</mark>

June 16, 17, 18
(1pm - 4pm)

Disciplines

Art History
Chicana/o Studies
Kinesiology
Music

June 23, 24, 25, 26
(1pm - 4pm)

Disciplines

Accounting
* Business
Mathematics
** Psychology
*** Sociology

Nomination Notes

* Faculty nominated for this discipline should include, but not be limited to, those who teach a Business Statistics course as possible.

** Faculty nominated for this discipline should include, but not be limited to, those who teach a Psychology Statistics course as possible.

*** Faculty nominated for this discipline should include, but not be limited to, those who teach a Sociology Statistics course as possible.

--END--

AP 6210[A] MINIMUM QUALIFICATIONS AND EQUIVALENCIES

References:
> Education Code Sections 87001, 87003, and 87743.2;
> Title 5 Sections 53400 et seq.;
> ACCJC Accreditation Standard III.A.2-4

I. <u>Equivalency Application</u>

If an individual's degrees and qualifications differ from the minimum qualifications listed for a position, but the individual possesses preparation that is at least the equivalent of the minimum qualification, the individual may apply for equivalency. Human Resources and Employee Relations is responsible for maintaining an equivalency application form.

Any applicant for a position or current faculty employee who wishes to submit an equivalency application, shall include the following required and optional information:

<u>Required</u>
1. A cover letter identifying the equivalency requested and all considerations the applicant sees as relevant to the claim of equivalency
2. Minimum qualification for which the applicant claims equivalency
3. The educational preparation applicable to the major field of study or general education requirement identified in the minimum qualifications
4. An unofficial academic transcript from the institution that granted the degree being used by the applicant as a basis for claiming equivalency (official transcripts will be required upon granting of equivalency)

<u>Optional</u>
5. Copies of the appropriate pages from the catalog of the institution that granted the degree being used by the applicant as a basis for claiming equivalency
6. Publications or other work products that support a claim of equivalency
7. A detailed description of work experience which the applicant believes establishes equivalency to the minimum qualifications. If the applicant is using work products or other items which cannot be submitted, detailed information from an objective source about the nature of this work product or experience should be provided.

Equivalency decisions do not guarantee a part-time or full-time candidate will be hired, nor that a current faculty member will be guaranteed an assignment within the specified discipline.

II.   District Equivalency Committee

The District Equivalency Committee shall be composed of faculty appointed by the
Academic Senate Presidents from each college. Each Academic Senate President
shall retain authority over appointment, removal, and replacement for the respective
committee members originating from their college. The Academic Senate President
at each college will appoint 2 faculty members to serve on the committee for a 3-
year term. The Academic Senate at each college will ratify all appointments,
removals, and replacements originating from their respective college. Ideal
candidates will have experience with hiring, chairing, and/or curriculum work. The
equivalency committee will select its own chair at the beginning of each academic
year, rotating by college annually, and the chair will not vote. The chair will facilitate
deliberations and serve as a contact point with HRER.

The equivalency committee will meet at least once at the beginning of each academic year
to:

- determine its chair
- review the current equivalency procedure and minimum qualifications guidance from
  the state chancellor's office and ASCCC
- determine its method for distributing/rotating representation of members for ad hoc
  equivalency panels
- review and assist with updating the annual list of discipline subject matter experts
  (and closely related disciplines, as needed) designated for ad hoc equivalency
  panels.

The annually updated list of ad hoc equivalency panel designees will be accessible to
department chairs, deans, Human Resources and Employee Relations, the Vice
Chancellor of Education Services and Strategic Planning, the District Academic
Senate, and the District Equivalency Committee.

At the end of each academic year, or upon District Academic Senate request, the
equivalency committee will deliver an activity report to the District Academic Senate
(total equivalencies granted and denied, disciplines requested, total procedural
appeals if any). The committee may also recommend or request a review of the
equivalency procedure.

III.   Subject Matter Discipline Experts

Subject-matter discipline experts will be pre-designated annually by each discipline at each
college. Designees will stand ready to serve for 1 year as needed for equivalency
panels within their disciplines or when needed as representatives from closely
related disciplines. Designees may serve more than once or not at all during that
year, depending upon the equivalency applications submitted.

The names of discipline subject matter experts designated for equivalency panel
representation will be provided to each department chair and updated annually by
the District Equivalency Committee and maintained by the Office of the Vice
Chancellor Education Services and Strategic Planning. Disciplines will also work

with their department chairs to identify closely related disciplines, if needed, for the list.

IV. <u>Ad Hoc Equivalency Panels</u>

When HR receives an equivalency application, the equivalency committee shall appoint two (2) members from its body, and three (3) designated subject matter discipline experts, ideally one from each college, for the ad hoc equivalency panel.

Discipline subject matter experts designated for ad hoc equivalency panels will be contacted by Human Resources and Employee Relations, with assistance as needed from the equivalency committee (or department chairs).

The District Equivalency Committee may encounter special cases for equivalency requests, such as with brand new disciplines that do not yet exist within the district, or for disciplines that do not exist at all three colleges. In these or other unique situations, the District Equivalency Committee may consult with the Vice Chancellor of Educational Services, the President of District Academic Senate, and discipline subject matter experts or closely-related subject matter experts as designated to assist the District Equivalency Committee in making a determination.

V. <u>Process for Initiation of Equivalency</u>

To determine when an equivalency applicant possesses qualifications that are equivalent to the minimum qualifications specified in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, the following process has been established:

1. When Human Resources and Employee Relations is informed by a hiring committee or by receipt of an application that a determination of equivalency is needed, the chair of the Equivalency Committee and discipline expert designees will be contacted as soon as possible to form the ad hoc panel. Human Resources and Employee Relations will provide members of the equivalency panel with the necessary information to determine equivalency no less than three working days prior to the meeting.
2. In the case of applications for part-time faculty positions (associate faculty), the Department Chair will initiate the petition for equivalency by indicating the need for equivalency on the Associate Faculty Intent to Hire form.
3. The ad hoc equivalency panel shall select one of the equivalency committee representatives to serve as chair. All members of the panel will review submitted materials, deliberate, and vote. A simple majority vote decides.
4. The ad hoc panel will review the supplied documentation and determine if the applicant has qualifications that are at least equivalent to the minimum qualifications of the discipline as specified in the Disciplines List. The panel will consult the criteria listed on the Equivalency Application along with minimum qualifications guidance from the State Chancellor's office and ASCCC.
5. The chair of the ad hoc equivalency panel will document the panel's determination in writing and will submit a panel-approved summary on the official form to Human

Resources and Employee Relations within 5 working days upon reaching a decision. Individual voting by ad hoc panel members will not be recorded.

6. Human Resources and Employee Relations will forward the written notice of the equivalency panel decision to the applicant, chair, and dean within three (3) days of the panel's determination.
7. The results of the ad hoc equivalency panel decision shall be documented by Human Resources and Employee Relations and records kept of all decisions.

<u>Appeal of a Denial of Equivalency</u>
Current employees have five (5) days from date of notice of denial of equivalency to request an appeal by email to Human Resources and Employee Relations. Human Resources and Employee Relations will notify the District Equivalency Committee of the appeal request.

The equivalency committee will decide an appeal based on the following procedural questions:
      a. Was the decision made in accord with the procedure?
      b. Did the equivalency panel follow the Standards and Criteria Applicable for Determining Equivalency stated in this procedure?
      c. Did the equivalency panel review all of evidence submitted as indicated in the applicant's cover letter/form?
Following deliberation, a majority vote of the committee will be final, and the decision will be forwarded to Human Resources and Employee Relations, who will in turn forward written notice to the applicant, chair, and dean within three (3) days of determination.

VI. <u>Standards and Criteria Applicable for Determining Equivalency</u>

The following standards, general principles, and criteria apply when determining equivalency:
1. Equivalency determinations are intended to be holistic evaluations of a candidate's breadth of qualifications to determine if such qualifications are equivalent to at least the minimum qualifications set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges approved by the board of governors. It is understood that committee and panel members who make equivalency decisions shall exercise their independent discretion to make a good faith determination if the qualifications presented are equivalent to the minimum standards of the respective discipline.
2. Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is for a full-time or part-time faculty member.
3. Equivalency is determined for an entire discipline, not on a course-by-course basis.
4. The granting of equivalency is on a case-by-case basis and does not set precedent for future determinations.

5. Past equivalency decisions in the discipline will be made available as needed to the equivalency committee to aid in their deliberations and can be considered when determining equivalency, though they do not establish precedent.
6. Equivalencies supersede limited credentials. Individuals who possess a Lifetime Credential in a discipline they wish to teach are judged to have met the minimum qualifications to teach in that discipline. Current or former RCCD faculty members who taught in a discipline under an Eminence or Limited Services credential at RCCD during the 1989-90 academic year are judged to have met the minimum qualifications of that discipline.
7. Part-time faculty hired at RCCD under a previous determination of meeting the minimum qualifications, or the equivalent, within the District remain eligible for employment.
8. Degrees and credits establishing equivalency must be from accredited institutions.
9. An occupational license or certificate is required in certain instances (see Title 5 Section 53417).
10. Should an equivalency be granted to a faculty job applicant, that decision shall not give the applicant any more or any less consideration than other applicants. A granting of equivalency establishes an applicant's eligibility for hiring consideration as equal to other applicants possessing the minimum qualifications. In addition, granting an equivalency neither guarantees an interview, nor a job, nor a particular discipline assignment (including for current faculty).
11. It is the applicant's responsibility to provide all documentation in support of equivalency and to be available for questions. Applicants wishing to establish equivalency through work experience should provide objective, detailed information about those work experiences. Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.
12. Various occupational experiences may be combined to total the required number of years established by the minimum qualifications; all experience must have taken place within the ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.
13. No candidate for a full-time position shall be recommended as a finalist for the position without meeting the minimum qualifications or having been awarded equivalency.
14. No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been awarded equivalency per these procedures.

In all cases in which equivalency is granted or denied, an officially signed form shall be filed with the Office of Human Resources and Employee Relations and the Office of Academic Affairs. This form shall include a summary of the panel or committee's reasons (without attribution) for determining that a candidate does or does not have the equivalent of the minimum qualifications for the position. Human Resources and Employee Relations is responsible for creating and maintaining this documentation. This documentation may be requested by the candidate for the purpose of review.

<u>Guidelines For Consideration Of Equivalency To Minimum Qualifications In Disciplines</u>
<u>Requiring A Master's Degree (May Vary by Discipline)</u>

In order to be considered for equivalency, in the case of disciplines normally requiring a Master's degree, the decision-makers may consider any of the following to guide them in exercising their independent discretion in making the holistic determination of equivalency:

1. A Master's degree in a discipline which is not specifically named in Minimum Qualifications for Faculty and Administrators in California Community Colleges for the discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in Minimum Qualifications for Faculty and Administrators in California Community Colleges.
2. In specific disciplines as named by the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing.
3. A Master's degree in any discipline plus at least 30 semester units of upper division and/or graduate units in the relevant discipline, or a combination of upper division and/or graduate units, teaching, and/or other professional experience in the relevant discipline that would be equivalent to a Master's degree in the discipline.
4. A Bachelor's degree in the relevant discipline or a related discipline plus the unit/course equivalent to a Master's degree in the discipline.
5. A Bachelor's degree in the relevant discipline plus a Master's degree in any discipline and work experience related to the relevant discipline.
6. With regard to teaching experience, the equivalency committee or panel will carefully scrutinize, when applicable, an applicant's Graduate Teaching Assistant experience (GTA) and/or other Teaching Assistant experience (TA) to assure that it is equivalent to full-time teaching experience in the discipline at an accredited institution. Indeed, the applicant for equivalency must be able to document that the GTA and/or TA experience is equivalent to full-time teaching experience in the discipline at an accredited institution; otherwise, the GTA and/or TA experience may not be considered for equivalency. In addition, mentor or preceptor roles should not be considered directly equivalent to teaching experience or serving as instructor of record in an educational institution.
7. In addition to #1-6 above, an applicant may choose to include a record of accomplishments for consideration that demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of a Master's degree in the discipline. See the definition of Eminence in the Appendix.

<u>Guidelines For Consideration Of Equivalency To Minimum Qualifications In Disciplines That Do Not Require A Master's Degree (May Vary by Discipline)</u>

In order to be considered for equivalency in the case of disciplines not requiring a Master's degree, the decisionmakers may consider any of the following to guide them in exercising their independent discretion in making the holistic determination of equivalency:

1. An Associate degree plus six years of related experience
2. Bachelor's degree plus two years of related experience,
3. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.
4. Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.
5. Licensure or certification in lieu of experience or education. General Educations units and work experience may be considered to balance the licensure or certification so as to equal that required in an Associate degree. General Education that is part of the attainment of the licensure or certification must be documented.
6. Accomplishments which demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of the minimum qualifications specified in the Disciplines List. See the definition of Eminence in the appendix.
7. Mentor or preceptor roles should not be considered directly equivalent to teaching experience or serving as instructor of record in an educational institution.

VII. **No Provisional Equivalency Allowed**

The District Equivalency Committee and ad hoc equivalency panels will not grant provisional or temporary equivalency. All faculty hires must possess the minimum qualifications or be awarded equivalency to be employed by the District.

VIII. **Qualifications Established By Degrees And Coursework From Educational Institutions Outside Of The United States**

Applicants wishing to be granted equivalency based on coursework completed at an educational institution outside of the United States must provide the following:
1. A transcript assessment by a third-party degree assessment service.
2. Proof that the institution is accredited in its country of operation or in the United States.

IX. Local Minimum Qualifications And Equivalencies

Disciplines wishing to add local qualifications for hiring to their discipline beyond the minimum qualifications established by the Minimum Qualifications for Faculty and Administrators in California Community Colleges may do so with approval of the Academic Senate with a recommendation from the Equivalency Committee. Local requirements may not be added on a course-by-course basis. Equivalency for the local requirement will be determined through the equivalency process. Local requirements cannot exclude the consideration of equivalency.

X. Appendix of Relevant Terms

1. **Faculty Service Area (FSA)** A Faculty Service Area (FSA) is a service or instructional subject area or group of related services or instructional subject areas performed by faculty and established by a community college district.
2. **Discipline** A discipline is a curricular subject matter area designated by the Board of Governors and used in establishing Minimum Qualifications for faculty. Equivalencies are granted by discipline, not by single course. Discipline is also defined as a group of courses that share a common academic or vocational preparation. These courses are usually defined by a degree or degrees, such as an MFA, MA, BA, or MS, or by specific professional preparation. Disciplines are different from local departments or subject areas.
3. **Subject Matter Discipline Experts** (or Discipline SMEs): An individual with qualifications and experience in a particular field or work process; an individual who by education, training, and/or experience is a recognized expert on a particular subject, topic, or system.
4. **Eminence**: Eminence are those qualifications which, as evidenced by prominence and celebrity, are established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national and/or international associations, trade unions, guilds or communities comprised of experts, who are themselves renowned in the specific field or subfield, and who can attest, in writing, to the prominence or celebrity of the applicant. It should be noted that within specific disciplines, eminence may be relative to a specific sphere of influence and expertise (e.g. eminence in classical guitar, but not, generally, in "music").
Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college-educated person and brings to the college district the knowledge and ability to be expected at the college level. The applicant must provide documentation supporting the status of eminence and establishing the evidence of impact within a specific sphere of influence within the discipline or field.
5. **Minimum Qualifications**: The goal of the Riverside Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and serve the needs of a varied student population. The District also seeks those who can promote overall college effectiveness and who are sensitive to the diversity of the District community. The District shall employ

faculty who possess at least the minimum qualifications, as established by the California State Chancellor's Office. To comply with the requirements of the Community College Reform Act (AB 1725) all current RCCD faculty members who wish to change or expand their teaching area(s) and all new applicants for RCCD teaching positions must meet at least the minimum qualifications for the discipline(s) in which they wish to teach, as specified in the Board of Governor's Disciplines List. For courses with dual designators, deans and chairs from all relevant programs will collaborate to ensure that minimum qualifications are met.

6. **Equivalency**: Equivalency applies in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List, but are equal to or exceed those qualifications in substance. All community college faculty should exemplify the qualities of a college educated person.

   Any current RCCD faculty member or RCCD teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the Board of Governors' Disciplines List may petition for equivalency.

   Equivalency is not a waiver of minimum qualifications.

   Equivalency may be recognized in three major ways: course work, work experience (including teaching experience), and eminence in the field–-or a combination of the three.

Also see BP/AP 6410 Nondiscrimination, BP/AP 6420 Equal Employment Opportunity, BP/AP 6120 Recruitment and Hiring, BP/AP 6210 Academic Employees, AP 6212 Temporary Faculty, and the collective bargaining agreement.

Office of Primary Responsibility: Vice Chancellor, Human Resources & Employee Relations

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Administrative Approval: May 18, 2009
Revised: January 27, 2015
Revised: June 16, 2015 (References Only)
Revised:
Formerly: 7211

Current GE SLO #1: Critical Thinking

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Suggested Revision

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses

Revision 2.0

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions and/or approaches are possible, and propose solutions. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

Revision 3.0

Students will be able to demonstrate higher order thinking skills about issues, explanations, and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.