

MONROE COMMUNITY COLLEGE FACULTY SENATE RESOLUTIONS

SECTION IV

Revisions:
August 1996
August 2000
October 2002
September 2003
December 2003
March 2004
July 2004
December 2004
March 2005
May 2005
December 2005
April 2006
December 2006
January 2007
February 2007
March 2007
April 2007
June 2007
December 2007
May 2008
June 2008
September 2008
October 2008
December 2008
March 2009
November 2009
May 2010
November 2010
April 2011
May 2012

November 2012
January 2013
May 2013
December 2013
November 2014
March 2015
May 2015
June 2015
June 2016
November 2016
January 2017
March 2017
May 2017
June 2017
November 2017
December 2017
January 2018
March 2018
June 2020

FACULTY SENATE SUMMARY OF RESOLUTION CHANGES

Date	Resolution number	Topic
June 2020	2.6 and 2.7	Program Evaluation
March 2018	1.9.4	Grievance Process
March 2018	1.2.6	Revise diploma award dates
January 2018	1.2.5(3)(a) and 1.2.5(3)(b)	Degree Requirements
December 2017	1.8.2(5) and 1.8.2(6)	Disciplinary Action
November 2017	1.10	Course Information Sheet Policy
June 2017	1.1.6	Schedule Adjustment and Withdrawal Policy
June 2017	1.1.5	Grades
June 2017	1.1.3	Student Program
May 2017	6.0 – 6.1.7	Nominations, Elections and Governance Committee
May 2017	1.1.7	Academic Standing - Editorial Change approved by FSEC
March 2017	2.8.5	Independent Study - Approval
March 2017	1.1.10	Entering Student Placement
March 2017	1.8, 1.8.1, 1.8.2, 1.8.3, 1.8.4	Academic Honesty (with editorial change approved by FSEC in May 2017)
January 2017	1.9	Student Rights/Academic Grievance Procedure
November 2016	1.1.7	Academic Standing
June 2016	1.10	Course Information Sheet Policy
June 2016	1.9	Student Rights/Academic Grievance Procedure
June 2016	1.2.1	Transferring and Prior Learning Credits
June 2016	1.1.7	Academic Standing
May 2016	1.8.3	Procedure for Appeal
June 2015	5.0, 5.2	Special Committee on Administrative Affairs
May 2015	1.2.1	Prior Learning Credits
March 2015	1.11	Student Opinion of Course and Faculty
March 2015	1.1.7(5)	Fresh Start Policy
November 2014	2.10	Distance Education Assessment Policy
November 2014	2.7	Alternative Program Evaluation for Accredited Degree Programs
November 2014	2.7, 2.8, 2.9, 2.10	Renumbered – approved by FSEC
June 2014	1.10	Course Information Sheets
May 2014	5.1.5	Appointment and Election Process for Interim Department Chairs
May 2014	5.1.4	Three-year cycle of terms for Department chairs
May 2014	1.4(5)	Class Attendance Policy
May 2013	1.1.4	Repeating Courses
January 2013	2.6	Program Evaluation Process Guidelines
January 2013	2.4	Cooperative Education
November 2012	5.1	Chairperson Elections
November 2012	2.8	Right and Responsibilities
November 2012	5.2	Administrative Elections (other than Chairperson)
May 2012	1.1.10	Entering Student Placement Policy
May 2012	2.1.2	Special Studies
April 2011	1.8.1	Cheating and Plagiarism
November 2010	1.2.1 (3)	Incoming Transfer Credits
November 2010	1.10	Course Information Sheet
May 2010	6.1.1	Add Areas
November 2009	1.2.3(1) & (2)	Course Prerequisites
March 2009	1.2.5	Graduation Requirements
March 2009	1.11(9) (10)	Student Opinion Survey Retention of Results
December 2008	1.13	IRB Policy
October 2008	2.6	Program Review Process Guidelines
September 2008	1.8.3	Procedure for Appeal
September 2008	1.8.2	Disciplinary Action
June 2008	1.2.1	Advanced Standing Credits
May 2008	1.8.2(4)	Change student initiated “W” to “F”
December 2007	1.1.6(2)(a)(c)	Course withdrawal
December 2007	1.1.9	College Orientation Policy
December 2007	1.6	Faculty Advisor system (deleted)
December 2007	4.2.2.2, 4.2.2.3, 4.2.2.4	Wesley T. Hanson Award
December 2007	4.3.4	Chancellor’s Award
December 2007	4.4.4.4	Leaves for Profession Advancement

June 2007	5.2.3(3)	Other administrative officer elections
April 2007	1.1.1(3)	Conditional acceptance
	1.1.7	Academic standing
	5.1.2	Chair elections
March 2007	1.1.10	Placement testing
February 2007	1.1.5(3)	Grade change
	6.1.4(3)	Balloting
	6.1.8	FCCC representative
January 2007	1.1.4	Repeating courses
	1.1.6(2a)	Course withdrawal
	1.2.5(5)	Conferral of 2 degrees
	2.7	Independent study
December 2006	1.2.7	Green slips
April 2006	1.1.7(4)	Dean's list
December 2005	1.1.7	Suspension/probation
May 2005	1.9	Student grievance
January 23, 2020	Editorial revisions	Updates to dept. names and titles; direct links to MCC web doc

ACADEMIC POLICIES COMMITTEE

- 1.0 It shall be the responsibility of this committee to review all policies pertaining to the academic standards and educational policies of the College and to make recommendations to the Faculty Senate. This shall include, but not be limited to, policies related to advising, admission, registration, scheduling, grading, probation, suspension, student withdrawal from classes, student academic grievance procedures, and the academic calendar.

1.1 POLICIES ON ACADEMIC STANDARDS

1.1.1 Classification and Definition of Students (2007)

- (1) Matriculated: A matriculated student is one who is accepted for admission to an approved program with specific requirements. (1989)
- (2) Non-matriculated: A non-matriculated student is one enrolled in individual courses for which the student (a) has satisfied all prerequisites or (b) has written permission of the instructor. The student has not been accepted for admission to an approved program. (1989)
- (3) Any student whose general academic background indicates acceptability to a specific program but lacks specific prerequisites may be accepted with the condition that certain courses are to be successfully completed. Conditions of a student's admission will be communicated in her/his acceptance notification.
A student may also be admitted on condition that official high school and/or college transcripts are submitted by a specified date.

1.1.2 Student Course Load

- (1) The maximum number of student credit hours for a semester shall be 18.
- (2) For an extension of the normal course load, a Liberal Arts student must receive a signed approval form prior to registration from Advisement and Transfer Services Office at the Brighton Campus or the Office of Student Engagement at the Downtown Campus. Students in all other programs must receive a signed approval form prior to registration from the department chairperson of the program or designee.

1.1.3 Student Program (1967)(2017)

A matriculated student must follow an approved program as it is set forth in the College Catalog/Student Handbook. Problems arising from periodic revision of the Catalog will be resolved by the Provost and Vice President of Academic Services or designee without penalty to the student. Any substitutions for stated specific course requirements (other than those made by the Admissions Office

for transfer students) or deviations from the approved program must be approved in writing by the appropriate department chairpersons or, if applying to a liberal arts program, the appropriate academic dean.

(1) Change of Program (1967)(2017)

In order to change a program, a matriculated student must make a request in Banner, either with the student's academic advisor or independently.

Such a change, however, does not free a student from any requirements or restrictions applicable to the newly elected program. It is encouraged that all requests for changes of program should be initiated either with the academic advisor, or with a counselor. However, this is not required. Program change applications are accepted until the third week of classes for the effective term. Program changes are processed in the Advisement and Transfer Services Office.

1.1.4 Repeating Courses (2007) (2013)

A student may repeat a credit course. All course grades appear in the academic record. In cases where courses are repeated, the official grade will be the highest grade recorded. The official grade earned in the course will count toward the student's cumulative point average.

A student's financial aid may be affected by repeating a course; the student is advised to consult the Financial Aid Office concerning his or her full-time status.

1.1.5 Grades (1991) (2017)

(1) Grades are issued to students at the end of the semester. The grading system for credit courses** is as follows:

<u>Grade</u>	<u>Interpretation</u>	<u>Quality</u> <u>Points</u>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3

C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-	Minimum Passing	
	Grade	0.7
F	Failure	0.0
I	Incomplete	*
AU	Audit	*
W	Withdrawal	*

*Semester hour credit and quality points shall not be granted.

** Developmental courses are graded on the same scale but offer only imputed credit; the hours are included for billing purposes but not in the cumulative grade point average.

The grading system for noncredit courses continuing education units (CEUs) is as follows:

<u>Grade</u>	<u>Interpretation</u>
S	Satisfactory
U	Unsatisfactory

(2) Incomplete Grades Policy (1999) (2017)

The grade of "I" may be assigned by faculty in special circumstances in which the course requirements have not been completed by the students. Grades of "I" are given at the discretion of the faculty member. Student eligibility will depend on academic standing in the course and the percentage of work completed, as determined by the instructor. A written statement of requirements for completing the course must be signed by the faculty member, student, and appropriate department chair and filed with the department chairperson by the faculty member prior to the due date for submission of final grades. A copy of this contract should also be sent to the Office of Registration and Records. When final grades are submitted, the faculty member must also indicate the alternate letter grade that the student receiving the "I" shall receive in the future if these requirements are not completed. Credit hours and quality points are not assigned for an "I" grade, until it is converted to another grade.

When the requirements have been completed, but no later than one year from the date of issuance, the faculty member (or department chairperson, if the faculty member is not available) will submit a grade change from "I" to another letter grade. If no grade change is submitted within one year, then the "I" grade will be converted to the alternate grade indicated previously by the faculty member.

(3) Change of Grade (2007) (2017)

If for any reason a faculty member finds it necessary to change a grade after the grades have been submitted to the Office of Registration and Records, the faculty member shall submit reasons in writing to the Department Chairperson on the academic record change form which shall be subsequently approved by the Department Chairperson and then forwarded to the Office of Registration and Records.

A student who wishes to contest a grade should follow the Academic Grievance Policy, which is outlined in the Catalog/Student handbook under "Rights and Freedoms of Students".

1.1.6 Schedule Adjustment and Withdrawal Policy (2007) (2017)

(1) Schedule Adjustment

For full term courses, the schedule adjustment period is as follows: the Add period lasts through the first week and the Drop period lasts through the first three weeks of the fall and spring semester. The schedule adjustment period for summer sessions, intersessions, and variable length courses will be computed on a proportionate basis. This will be considered sufficient time for students to make course changes. In order to add a course after the schedule adjustment period, the student must follow the admission to closed courses (green slip) procedure. Courses dropped during the first 20% of the course (the first three weeks of fall or spring semester) are not recorded on a student's academic record.

(2) Student-Initiated Withdrawals after Schedule Adjustment

A grade of "W" for withdrawal may be assigned for courses under a number of circumstances outlined below. Since withdrawal from courses may affect financial aid, graduation, scholarships, veterans benefits, etc. it is recommended that the student-consult with an academic advisor and/or financial aid counselor before deciding to withdraw.

(a) Withdrawal from an individual course. Withdrawal from individual courses must be initiated by students after the schedule adjustment (drop/add) period, but before 80% of the course has been completed as designated by the official Academic Calendar (or a proportional amount of time for courses less than 15 weeks in length). A student can withdraw from an individual course using the student self-service system.

- (b) Complete withdrawals from the College. If a student wishes to withdraw completely from the College, the student must initiate the complete withdrawal by the last day of the semester. A student is not officially withdrawn until the necessary withdrawal procedure is completed, and the student risks receiving "F" grades for all current courses if this procedure is not completed. If a matriculated student has completely withdrawn from the College and subsequently wishes to continue course work, the student must apply for readmission to the College through the Office of Admissions if the student has stopped out for more than one (1) semester.
- (3) In cases of catastrophic illness, injury, or medical event requiring hospitalization, students may request a withdrawal from the College through the Office of Health Services. Students must submit medical documentation, which includes the date of the illness, injury or event, the type and severity of disability, and the medical treatment received. The student will have a maximum of 20 working* days beyond the completion of the semester to submit the documentation to the Office of Health Services. If approved, a grade of "W" will be assigned. No request for "W" for health reasons will be accepted after 20 working days unless there are extraordinary circumstances
 *"Working day" is defined as any day (Monday-Friday) that the College is officially open.
- (4) College-initiated withdrawals
 - (a) Withdrawal for unsatisfactory attendance. A grade of "W" may be assigned for individual courses due to unsatisfactory attendance. This withdrawal must be initiated by a faculty member before 80% of the course has been completed as designated by the official Academic Calendar.

Withdrawal for non-compliance with immunization requirements. The Office of Health Services may assign a grade of "WI" to any student not

1.1.7 Academic Standing (2007) (2016) (2016) (2017)

Monroe Community College expects students to remain in good academic standing. MCC reviews satisfactory academic progress (SAP) by term (fall, spring*, summer). Students are expected to earn a GPA of 2.0 or higher and maintain progress towards degree completion. Cumulative GPA is defined as the average of a student's course history at MCC and only includes credit-bearing course work. When reviewing academic progress for SAP, however, remedial and repeated courses are included. A student who falls below satisfactory academic progress standards and/or does not complete the required percentage of courses for the term, will be placed on Academic Warning. Persistent SAP concerns will result in students being placed on Academic Restriction. Students who appeal may be placed on Academic Probation.

**Spring evaluation includes intersession courses*

(1) Satisfactory Academic Progress

Monroe Community College's Satisfactory Academic Progress (SAP) policy stipulates that

- Students must have a minimum cumulative SAP GPA of 2.0, including remedial and repeated courses
- Students credit completion must equal 67% of credit-bearing courses in the current term
- Students must complete their educational program in no longer than 150% of the published length of the educational program

(2) Evaluation of Academic Standing

The College calculates academic standing at the end of fall, spring, and summer terms based upon the student's progress towards degree completion:

- Completed credits include grades of A, B, C, and D (+/-)
- Attempted credits include, but are not limited to, developmental credits, ESOL credits, and all credit-bearing courses
- All courses, including repeats, and grades of F, count as attempted (except drops).
- Incomplete Grades (I) and Withdrawals (W, WI) will count as attempted hours, but will not count as successful completions
- Repeated courses count as earned only once

A student placed on Academic Warning, Probation, or Restriction at the end of the semester will be notified via MCC email by the Office of Registration and Records.

(3) Academic Warning

When students fail to meet SAP, they are placed on Academic Warning for a period of one semester. Students placed on Academic Warning have a registration key placed on their account, are placed on an academic warning list, and are required to receive academic advisement prior to registering for the next semester.

Academic support is documented on an academic improvement plan completed by an advisor. It is to students' advantage to repeat a course(s) in which they received a "D" or "F" in order to raise their cumulative GPA. Graduation at MCC is based on an overall 2.0 GPA of MCC credits.

After the warning semester, the warning status is removed if students successfully meet SAP.

If students fail to meet SAP after the warning period, they will be placed on Academic Restriction.

(4) Academic Restriction

Students who have been placed on Academic Restriction have two options for continuing their studies at Monroe Community College:

1. Students may "Appeal" to the Academic Appeals Committee for consideration to continue their studies without any registration restrictions. Appeals can only be made based on extraordinary circumstances that occurred during the term(s) in which the student failed to meet SAP requirements. The appeal must be submitted in writing on the appropriate form and must indicate to the committee the reason(s) for unsatisfactory achievement during the past semester, how those circumstances are now resolved, and plans for improvement. A minimum of one representative from Academic Services will be on the committee. Students will be notified via MCC email of the committee's decision. If the appeal is approved, students will be moved to Academic Probation and allowed to continue their studies without any restrictions and with eligibility for federal financial aid.
2. Students who choose not to appeal or the appeal is denied will remain on Academic Restriction; after a certain date, will be de-scheduled and notified via MCC email. Students are then required to seek advisement to continue their studies with a maximum of eight credits). Students placed on Academic Restriction have a registration key placed on their account, are placed on an academic restriction list, and are required to receive academic advisement prior to registering for the next semester. Students will be given an academic plan to support moving towards satisfactory academic progress. It is to students' advantage to repeat a course(s) in which they received a "D" or "F" in order to raise the cumulative GPA. Graduation at MCC is based on an overall 2.0 GPA of MCC credits. Students on Academic Restriction are not eligible to receive financial aid through the Federal Student Aid programs.

(5) Academic Probation

Students who have their appeals approved will be placed on Academic Probation and allowed to continue their studies with possible credit restrictions, as determined by the Appeals Committee. They will be required to seek advisement to create an academic plan to move towards SAP. They will be eligible to receive financial aid through the Federal Financial Aid programs. The student's academic progress will be reviewed to evaluate if the student is in good academic standing. If the student does not meet SAP, the probation status will be extended for another semester if they meet the following criteria:

- Complete successfully 100% of the credits attempted for the semester, and
- Earn a minimum GPA of 2.0 during that semester.

If the student fails to meet the requirements after the probation period on appeal, the student will be placed on Academic Restriction.

(6) Maintaining Satisfactory Academic Progress

Students who have been placed on Academic Restriction and have not had an appeal approved will remain in that status until they make up their academic deficiencies to regain good academic standing. As part of the intervention plan, students may be dismissed from the College for a specific period of time. Students can regain good academic standing by successfully completing additional credits at their own expense for as many terms as needed for the student to rehabilitate their academic record. Students who accrue additional credits for the intent to regain good academic standing, will still be evaluated for pace in the educational program. Students who regain good academic standing will also regain their eligibility to receive financial aid through the Federal Aid Programs.*

**Academic eligibility for NYS Financial Aid Programs is determined by New York State regulations. Regaining good academic standing for MCC may not automatically reestablish academic eligibility for NYS Financial Aid Programs.*

(7) Dean's List (2006)

Matriculated students who complete a semester (fall or spring) with 6 or more credit hours, attain a Quality Point Average of 3.50 or higher for the semester, and have no grades of "I" or "F" in that semester are cited for their achievement by being placed on the Dean's List. A letter of recognition, signed by the Provost/Vice President for Academic Services and the Vice President for Student Services, is sent to these students after the completion of the fall and spring semesters.

(8) Fresh Start Policy (1999) (2015)

This policy allows the removal of "D+, D, D- and F" grades from inclusion in the computation of the Grade Point Average (GPA) for individuals who have previously attended Monroe Community College. The courses and grades will remain on the transcript in the semester taken, but will show as "excluded from GPA." The following criteria must be met and followed in order to use the "Fresh Start Policy":

A minimum of three years must have elapsed since the student last completed a semester at MCC.

The student must apply for readmission to the College and meet all entrance requirements.

Students eligible for a Fresh Start will be notified.

The student must submit a written request for "Fresh Start" to the Office of Records and Registration. This request must be submitted prior to the last day of classes of the semester that the student returns to MCC.

The "Fresh Start" will only take effect if the student's semester GPA is 2.0 or higher in the first returning semester.

The Fresh Start can only be approved once.

All coursework excluded will not count toward degree requirements and may not be reinstated.

All other requirements for graduation which are in effect at the time of readmission continue to apply.

** Courses Excluded from a student's GPA are not excluded when calculating Satisfactory Academic Progress and Financial Aid Course Eligibility (FACE)

1.1.9 College Orientation Policy (2007)

COS 133 (Introduction to College Studies), a three credit course or COS 101 (College Orientation Seminar), a one credit course, will be required for all full-time matriculating students assessed to be academically at-risk. At-risk will be defined as those students who are required to register for a Transitional Studies course after having completed the College's placement testing program. COS 133 is highly recommended for TS01 students. COS 133 or COS 101 must be taken during or before the first semester the student is a full-time matriculated student. A waiver of this policy will be the administrative responsibility of the Admissions office or assigned academic advisor in accordance with program guidelines.

1.1.10 Entering Student Placement Policy (2007) (2012)(2017)

(1) Philosophy and Rationale. An important element of student success is satisfactory course completion, and placement testing is a tool to help determine the courses in which a student has the greatest chance of succeeding. The more information that is available about any given student, the better and more accurate the prediction of that student's success. Assessing a student's basic English and mathematics skills using a single, well-validated instrument such as the Accuplacer allows the same measurement tool to be applied to all entering students. This standardized measurement of skills can then be used, along with other indicators of a student's aptitude and ability, such as high school and college courses and grades, other test scores, life experience and maturity, or writing samples, to evaluate potential for success in entry-level college or developmental courses. Prior to registering for courses at MCC, an entering matriculated student must demonstrate readiness to learn the course material successfully. Non-matriculated students must also demonstrate readiness to learn course material successfully before registering for courses with stated prerequisites. Readiness can be demonstrated via placement test scores or other appropriate indicators of aptitude or achievement.

(2) Placement Testing Committee. A Placement Testing Committee, functioning as an ad hoc subcommittee of the Faculty Senate Academic Policies Committee, will meet regularly to consider issues relating to the effective implementation of

the College's placement testing program and to propose recommendations to enhance the program. The Placement Testing Committee consists of at least one voting representative: English, Mathematics, Transitional Studies, Admissions, Advisement, English for Speakers of Other Languages (ESOL), Financial Aid and the Downtown Campus Office of Student Engagement and one non-voting representative from Computing, Institutional Research and Placement Testing. Placement score guidelines and other placement issues and policies will be determined by the Placement Testing Committee, and be subject to the approval of the Academic Policies Committee, with input from the college community. Score guidelines for entry-level courses are established based on continuing research regarding minimum skill levels necessary for success in these courses.

(3) Waiver Criteria. Placement testing will be required of all entering matriculated students unless waived. Non-matriculated students who wish to register for mathematics courses and do not otherwise meet the prerequisites must also test. Granting of a waiver is not automatic and will be determined on a case-by-case basis. Generally, Admissions will consider the following items when determining if a waiver will be granted. High school graduates or GED recipients may qualify for the following exceptions:

For Mathematics:

(a) Students who have completed an MCC-equivalent college mathematics course at the College Algebra level or higher with a grade of C or better will be exempted from the mathematics section of the placement test. A mathematics placement level will be determined based on the student's academic transcripts and noted in the student's record. Even if not required, testing is strongly recommended for students without recent mathematics experience to obtain estimates of current skill levels for advisement purposes.

(b) Students who have completed a high school mathematics course within the past three years ending with a grade of 85 or higher or 5 on the Regents Geometry exam, 70 or higher or 3 on the Math B or Algebra II/Trig Regents exam, or 83 or higher in a high school Precalculus course, may be exempted from the mathematics section of the placement test. A mathematics placement level will be determined based on the student's academic transcripts and noted in the student's record.

(c) Students who have scored a minimum of 620 on the quantitative section of the SAT or a minimum of 26 on the math section of the ACT within the last three years may be exempted from the math section of the placement test.

For English:

(d) Students who have scored a 76 or higher on the Regents English 11 exam within the last three years may be exempted from the reading and sentence skills sections of the placement test.

(e) Students who have scored a minimum of 500 on the critical reading section of the SAT or a minimum of 21 on the English section of the ACT within the past three years may be exempted from the reading and sentence skills sections of the placement test.

High school graduates applying for readmission to the College, who have completed placement testing within three years prior to reapplication, may be placed by applying current placement guidelines to their original test scores.

(4) Testing Accommodations

(a) Appropriate ESOL testing for English will be available for students whose first language is not English.

(b) Students with documented disabilities will be provided with testing accommodations to which the College determines they are entitled, consistent with the appropriate laws.

(5) Revision of Placements. Initial course placements made on the basis of test scores and/or transcripts will serve as a beginning step in the placement process. Placement revisions are subject to the following criteria:

(a) Mathematics placements of level 5 and below will not be revised.

(b) Reading recommendations or placements will not be revised.

(c) Writing placements may be revised according to the following process:

i. Students will first consult with professional staff authorized to revise placements by the Director of Advising and Transfer Services or Dean of Student Services at the Downtown Campus.

ii. Students may then consult with the chair of the department offering the course into which they wish to be admitted. The chair may designate a faculty member to review the placement.

iii. ESOL students will consult with the ESOL program coordinator.

(6) Enforcement of Placements. Faculty and staff are expected to enforce and abide

by the placement process as defined by this policy. Students must begin

mathematics and English course sequences at or below the level determined by

the placement process described above. Because basic reading and writing skills are essential for success in almost every type of course, students who are placed

in developmental English courses must complete these courses with a grade of C or better before beginning any course designated as writing-intensive (WR).

1.2 POLICIES ON CREDITS AND RELATED MATTERS

1.2.1 Transfer and Prior Learning Credits (2010) (2015) (2016)

Monroe Community College, through Admissions and in consultation with Academic Services and departments, awards transfer and prior learning credit in accordance with the State University of New York transfer credit policies. Transfer and prior learning credit is defined as college credits from other sources such as another post-secondary institution, Advanced Placement (AP), International Baccalaureate (IB), CLEP and DANTES, military experience, and college credits earned in high school. All prior learning credits are transcribed by MCC as transfer credit. Students are notified of prior learning credits received.

- (a) A student is eligible for only one method of prior learning credit per course. For example, a student who has already received prior learning credit through CLEP/DANTES, AP/IB or ACE, is not eligible for credit through portfolio.
- (b) MCC does not guarantee the transferability of credits awarded through prior learning.
- (c) Prior Learning Credit does not count toward the 24 credit hour residence requirement.
- (d) Prior Learning Credits may not be used to acquire or maintain full-time status.

Those students wishing to receive transfer and/or prior learning credit must follow the published Transfer Credit and Prior Learning Credit Procedure.

Monroe Community College will review and evaluate the following credit types

- Credits from Post-Secondary Institutions
- Advanced Placement, International Baccalaureate, CLEP and DANTES
- Military experience
- Transfer Credit Awarded by an Institution Outside the United States
- Credit by Examination
- Work Experience/Portfolio Assessment

Because credits accepted by MCC may not be transferable to other institutions, students should meet with a representative of the transfer institution regarding the status of these credits.

The academic department chairperson, or designee, who has the oversight for the subject will evaluate courses for equivalent learning outcomes.

Transfer Credit and Prior Learning Credit Procedure

Transfer Credit and Prior Learning Credit may be awarded under the following methods.

(1) Credits from Post-Secondary Institutions: Credit is granted for courses completed at another post-secondary institution which is recognized by an accrediting agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation, (e.g., Middle States Association of Colleges and Secondary Schools, American Council on Education, etc.). All other credits from post-secondary institutions that are accredited by a U.S. Department of Education approved regional accrediting association will be accepted if they apply to the established curricula of Monroe Community College.

(a) Acceptance or denial of transfer credit is not determined exclusively on the basis of the mode of delivery. MCC will consider course equivalencies by reviewing if expected learning outcomes are substantially equivalent to MCC's curricula and standards.

(b) All courses with grades of C or higher may be considered for transfer credit.

(c) Courses bearing less credit at a previous institution than the equivalent course at MCC will only be awarded the number of credits earned at the previous institution.

(d) One quarter hours of credit will be transferred as two-thirds of one semester hour;

e.g., 9 quarter hours equals 6 semester hours.

(2) Military Credits: Students may be eligible to earn transfer credit for military experience. Credit hours completed in the military are granted as recommended by the American Council on Education (ACE) or Department of Defense (DOD) and are accepted up to the number of hours required by the degree program minus 24 residency credit hours required at MCC. Those who have served in the military, prior and current students, should request official transcript through the Joint Services Transcript (JST) web site www.jst.doded.mil; or if Air Force, through the Community College of the Air Force transcript request system and submit to the Career and Veterans Services who works with the Admissions Office in the awarding of credit. If a student is unable to produce an official military transcript, a DD-214 may be submitted for review and evaluation by the Veteran Service Office.

(3) Advanced Placement, International Baccalaureate, CLEP and DAN TES: The College recognizes the Advanced Placement Program, CLEP and DAN TES offered through the College Board. International Baccalaureate scores are also eligible for transfer credit. Students must submit official examination score reports to the Admissions Office. Specific scores and minimum scores required follow the College Board recommendations and SUNY Policy as detailed on our website.

(4) MCC Departmental Exams: Academic departments may offer exams for proficiency or credit. In those departments choosing to offer departmental exams, an exam for

proficiency may be used to fulfill prerequisites for advanced courses or satisfy other requirements. An exam for proficiency does not yield any course credit or grade. The academic department giving the examination will determine the minimum standards for successful completion of an exam for proficiency. Additionally, a departmental exam for credit may be used to earn credit for a course. The academic department giving the examination will determine the minimum standards for successful completion of an exam for credit.

Credit(s) earned by departmental exam do not earn grade point average (GPA) points and are reflected only within the student's cumulative credit totals on the transcript (not within the term in which the student completed the exam).

Credit(s) earned by departmental exam count in the credit total, but do not count toward the minimum number of credit hours student must earn in residence at MCC.

Please contact the department chairperson to determine if credit by examination is available for specific courses.

- (5) Converted Credit from non-credit training: examples include non-credit training through MCC's Economic Development and Innovative Workforce Services Division or from other community college non-credit programs. Credit will be assessed by the related academic department.
- (6) Transfer Credit Awarded by an institution outside the United States: All credits earned outside the United States must be evaluated by a third party credential evaluation service. Students are responsible for having their credits evaluated by a third party. MCC will award credit from evaluations from the World Education Services (WES) and Educational Credential Evaluators (ECE).

(7) Work Experience/Portfolio Assessment–

Documents prepared by a student that support a claim of prior knowledge of specific MCC courses. Examples include learning gained through work experience, professional licenses and certificates, voluntary experiences including community activities and youth organizations. Portfolio Credit is a recommended method of awarding prior learning credit in A.A.S programs.

Portfolio Credit will be reviewed on an individual basis for verifiable college level learning acquired other than at MCC and may be granted under the circumstances below.

- (a) Students who have matriculated into a degree or certificate program, with at least three to five years of work experience.
- (b) Students may request an evaluation any time after acceptance into an MCC degree or certificate program.

(c) Individual academic departments will determine which courses are available for portfolio assessment. Courses must be applicable to the degree or certificate program desired at MCC.

(d) A fee will be charged for the portfolio course(s). Once the fee has been processed by Student Accounts, the portfolio review process will continue with the student's department faculty advisor.

(e) The mechanism to assess a student's portfolio for prior learning will be determined by the department granting the credit.

1. The student will first meet with a departmental faculty/advisor from whom credit is being sought to examine the student's portfolio and determine the best method to assess the student's credentials. The academic department faculty must be acknowledged as having the appropriate subject matter expertise. (A department may choose to either empower a "discipline expert" or establish a review committee.)

i. The evaluating faculty member will review the Course Learning Outcomes (CLOs) for the course for which credit is being sought, and determine whether the student's portfolio documentation demonstrates that 75% of the CLOs for the course have been met through the student's prior learning experience.

ii. Similar to the process of granting credit for AP/IB, CLEP, ACE or Military (DOD transcript) credit, approved portfolio credit will be noted on the transcript with a "T." No grade will be recorded, nor is the grade point average affected.

(f) A student selecting the portfolio evaluation method to earn credit is required to enroll in a Portfolio Development Course (*course needs to be developed*).

(g) Portfolio credit will not be awarded for a course in which a student is currently enrolled in, or in which he/she previously earned credit or audited.

(h) Portfolio Credit will be awarded only for active MCC courses.

(i) A student must be enrolled in a degree or a certificate program at MCC and in good standing.

(j) A student selecting Portfolio as a means to earn Prior Learning Credit must first complete ENG 101 or ENG 200 or equivalent.

(k) Students who are denied credit for a course following portfolio evaluation may not petition for credit again for that course by portfolio evaluation unless there has been significant change/addition of documentation.

Evaluation of Transfer Credit and Prior Learning Credit

(1) Course credit for all competitive admissions programs (e.g., Nursing) may have an expiration date for the grade to be considered when the applicant is accepted for admission.

(2) Transfer and prior learning credit will not be removed from a student's record.

(3) When an MCC prerequisite course grade does not meet MCC transfer credit standards (C or better), the prerequisite course will not be accepted for credit even if the next course in the sequence may be accepted.

1.2.2 Course Audit

(1) Any student (matriculated or non-matriculated) may audit a course with the permission of the instructor or the appropriate department chairperson, if seats are available after the first week of classes. No credit will be granted for an audited course. Fees for auditing will be computed on the same basis as if the course were taken for credit. To audit a course, the appropriate audit form must be completed by the end of the schedule adjustment (add) period. Courses for which students register for credit may not be assigned a grade of "AU".

(2) Senior Citizen Audit Policy-Anyone age 60 or over may audit MCC courses without tuition cost providing their presence in class does not deny enrollment to a student registered for credit. Permission to audit will be granted by the Office of Registration and Records based on appropriate prerequisite(s) and available space.

1.2.3 Course Prerequisites (2008)

(1) Prerequisites shall be established to ensure the necessary knowledge base so that every student has the opportunity to be prepared to begin a given course.

(2) Recommended preparatory courses shall be listed in the College Catalog/Student Handbook separately from the prerequisites. In many cases, a student's performance in a course could be improved if the student had certain prior preparation; however, the lack of such preparation would not prevent the student from successfully completing the course. Such preparation would enhance the student's performance in a given course.

(3) Students having academic work or other experiences resulting in preparation comparable to listed prerequisites may request waiver of the prerequisite requirement. Such waivers shall be granted by the appropriate chairperson or designee. Written record of prerequisite waivers shall be entered in the student file.

(4) It shall be the responsibility of each department to establish prerequisites and "recommended" preparatory courses, subject to review by the Curriculum Committee.

1.2.4 Registration Policy (1967)

The registration policy should allow the student to select, insofar as possible:

- (1) Class-time schedule
- (2) Instructors

1.2.5 Awarding of Degrees (1967) (2009)(2018)

(1) Forms and deadline dates, as well as information concerning degree or certificate requirements, may be obtained from the Graduation Certificate Office, the Advisement and Transfer Services Office, or the Office of Student Engagement at the Downtown Campus.

(2) Degree Requirements

A degree candidate must fulfill these general requirements:

- (a) Complete the course distribution and credit hour requirements as prescribed by his/her program of study.
- (b) Complete 24 credit hours at Monroe Community College.
Exceptions to the credit residency for MCC degree requirements are made at the discretion of the Provost/Vice President of Academic Services.
- (c) Attain a minimum cumulative grade point average (GPA) of 2.00 upon completion of his/her program.
- (d) Satisfactorily meet all College obligations.
- (e) In accordance with section 3.47 of the rules of the New York State Board of Regents, in order to graduate from MCC, students must have completed one of the following:
 - (i) A high school diploma from a state recognized high school.
 - (ii) An equivalent four-year high school course of study as certified by the superintendent of schools of the candidate's school district of residence at the time such course was completed.
 - (iii) A legally valid high school equivalency diploma.
 - (iv) 24 semester hours or equivalent of college course work distributed in subjects in accordance with the requirements set by the New York State Education Department and verified by MCC.
 - (v) A college degree from a degree-granting institution accredited by an accrediting agency approved by the United States Department of Education.

(3) Certificate Requirements:

The College is also authorized to award a certificate to a student fulfilling these general requirements:

- (a) Complete the course distribution and credit hour requirements as prescribed in the Certificate Program.
 - (b) Complete a minimum of 50 percent of the credit hours at MCC. Exceptions to the credit residency for MCC certificate requirements are made at the discretion of the Provost/Vice President of Academic Services.
 - (c) Attain a minimum cumulative GPA of 2.00 upon completion of his/her program.
 - (d) Satisfactorily meet all College obligations.
- (4) The Committee recommends that degrees and certificates be awarded by mail when earned; that candidates be listed by date of completion in the next Commencement program and that such students be invited to participate in the next Commencement activities.
- (5) College Policy Governing Conferral of Two Associate Degrees (2007)
A student may be awarded two degrees upon completion of the requirements of two essentially different areas of study. The guidelines for conferral of a second Associate Degree are as follows:
- (a) The second degree must be in a substantially different area of study from the first degree.
 - (b) Earning the second degree must result in academic and/or employment advantages for the student.
 - (c) Twelve additional degree credits must be completed at MCC in the curriculum in which the student seeks to qualify for the second degree.
 - (d) A student interested in earning a second degree should contact the Admissions Office or the Office of Student Engagement at the Downtown Campus for an application for readmission as a second degree candidate. The advantages for obtaining a second degree should be explored with a counselor in the Admissions Office or the Advisement and Transfer Services Office.
 - (d) Students pursuing a second degree will follow the degree requirements as listed in the Catalog/Student Handbook at the time of matriculation into the program.
 - (e) Students who have completed the requirements for a second degree in their last semester of attendance should contact the Graduation Certification Office.

1.2.6 Information on diploma (1969)

Date of Graduation

A diploma awarded to a graduate of Monroe Community College will be dated as of the thirtieth of May, August or December for the term, in which the student completed the final requirement(s) for graduation.

With Distinction

Each graduate who, at the time of completing the requirements for graduation, has earned a cumulative grade point average of 3.5 or above will be considered an honor graduate. The diploma and the permanent college record of such graduate will be inscribed with the words "With Distinction".

Curriculum Completed

The diploma awarded to graduates of Monroe Community College will include the name of the program as approved by the New York State Department of Education.

1.2.7 Registration Overrides (Green Slips) (2006)

Departments shall establish a policy on registration overrides and communicate it to their faculty. The individual faculty member assigned to teach a course may perform a registration override for his or her section(s) in accordance with department policy.

1.3 POLICIES ON EXAMINATION (1991)

End of Semester Examination Policy

- (1) Departmental Policy Should Define:
 - (a) Which course will have final exams and if these will be common exams.
 - (b) Which courses, due to their nature, will have final exams at the discretion of the instructor.

Examination Period

- (1) All comprehensive final exams must be given as scheduled during the comprehensive exam period.
- (2) Faculty who find they must deviate from the above shall request permission from their Department Chairperson to change the time, place, or format of their examination. This request, stating the reasons and the Departmental response, shall be forwarded to the Dean of the Division by the last week of classes.
 - (a) Students should not be excused from any class to take or prepare for hourly or unit exams given during the last week of classes.
 - (b) Departments shall clear all proposed changes to the published comprehensive examination schedule with the Office of Registration and Records before any changes are authorized.

Communication of Policies

- (1) These policies will be distributed to the College faculty each semester at the time when the faculty is requested to indicate its requirements for the final examination period.

- (2) Each faculty member should clearly state on his/her Course Information Sheet, all evaluation procedures, including all types of examinations. The information should be available to all students at the beginning of each course.

1.4 CLASS ATTENDANCE POLICY (1988) (2014)

- (1) Faculty shall submit attendance records for all students after 20% of the term has passed and the last date of attendance for all students who receive a grade of "F" or "W" due to a Faculty Initiated Withdrawal.
- (2) Prompt and regular attendance at all class sessions is expected. Faculty members are asked to report students for excessive absence when such absence is adversely affecting the student's academic coursework (even though the student may not necessarily be failing).
- (3) When excessive absences occur, the faculty member may submit a warning letter to the student or submit a Faculty Initiated Withdrawal. The student will be informed in writing of the recommendation.
- (4) In the event the student is withdrawn from the course, the grade to be recorded will be in accordance with the withdrawal policy.
- (5) Attendance information held in Banner serves as our official record for legal retention. Daily attendance records assist in addressing situations wherein a student disputes the official attendance information/record, which may not be reflected in Banner. Instructors shall therefore retain their own detailed attendance records in the department for a minimum of two academic years to validate and supplement the information supplied in Banner.

1.5 ACADEMIC CALENDAR (2002)

The Academic Policies Committee will receive and review a proposed two-year academic calendar from the Provost/Vice President of Academic Services by September 30th, two years prior to the year to which the academic calendar refers.

All recommendations from the APC shall be presented to the Faculty Senate, and upon approval, forwarded to the President's office during the fall semester two years prior to the year to which the academic calendar refers.

1.5.1 Calendar Guidelines (2004):

Provide at least 15 calendar weeks of instruction exclusive of final exam days.

Strive toward 75 days of instruction exclusive of final exam days and holidays.

Have at least one break in instruction during the fall semester.

Begin the fall semester after Labor Day when possible.

Complete the fall semester before December 24.

Begin the spring semester after Martin Luther King Jr. holiday.

Have two one-week breaks during the spring semester, preferably coordinated with area public schools.

Complete the spring semester prior to Memorial Day.

1.6 Section deleted. (2007)

1.7 STUDENT REPRESENTATION

- (1) Based on the belief that college students can make significant and meaningful contributions in developing educational policies, the faculty accepts student representation on various faculty committees.
- (2) Student representatives will sit on each of the following committees of the Faculty Senate: Academic Policies (two voting students), Curriculum (two students, one voting, one nonvoting), and Planning (two students, one voting, one nonvoting).
- (3) The student representatives will be appointed by the Student Center in a predetermined manner, with special emphasis on a cross section of the student body.

1.8 STATEMENT ON ACADEMIC HONESTY¹ (2000)(2017)

In the academic process, it is generally assumed that intellectual honesty and integrity are basic responsibilities of the student. However, faculty members should accept their correlative responsibility to regulate academic work and to conduct examination procedures in such manner as not to invite violations of academic honesty. Such violations consist mainly of cheating and plagiarism.

1.8.1 Definition (2011)

Cheating is defined as the unauthorized use or exchange of information by students or others for the purpose of achieving unfair advantage in the classroom or assessment process.

Plagiarism is using someone else's work as if it were one's own, whether or not it is done intentionally. This includes, but is not limited to: using the exact language, using nearly the exact language, and using ideas without showing they originated in another's work. The work taken from another person or source (including publications, web sites, speeches, etc.) may be as little as an isolated formula, portions of a speech, a simple sentence, an idea, or as much as entire paragraphs, papers, or writings of professionals or other students; however, well-known, common knowledge is generally an exception. Omitting quotation

¹ Certain passages appearing in this section were adopted from those appearing in publications of the University of Indiana and other colleges and universities.

marks when using language copied from another's work, failing to use citations for ideas or language taken from other authors, or failing to use one's own style of writing when summarizing and paraphrasing someone else's work constitute plagiarism. Any form of plagiarism is essentially an act of cheating. Specific concerns should be directed to your professor.

The academic honesty policy pertains to all instructional delivery methods offered at the College, including but not limited to classroom and online instruction, and self-study.

Some examples of academic dishonesty include but are not limited to the following:

- Taking an exam for another student.
- Having another student take an exam for you.
- Paying someone to write a paper to submit as your own work.
- Arranging with other students to give or receive answers by use of signals.
- Arranging to sit next to someone who will let you copy from his or her exam.
- Copying from someone's exam without his or her knowledge.
- Writing a paper for another student.
- Allowing another student to copy from you during an exam.
- Obtaining answers, information, or material from a source (e.g. Internet) without appropriate citation.
- Getting questions or answers from someone who has already taken the same exam.
- Working on homework with other students when the instructor does not allow it.
- "Padding" – adding items on a works cited page that were not used.
- Unauthorized use of information stored in the memory of an electronic device (e.g., programmable calculator, cell phone) on a test or assignment. No information stored in any electronic devices may be used without explicit permission.
- Altering or forging an official document.
- Submitting the same paper for grading in two different courses without permission.

1.8.2 Disciplinary Action (2008) (2017)(2017)

(1) Cheating or plagiarism may be an individual transgression of one student unabettted by anyone else, or it may involve the complicity of others. All students

who are involved in a group action which makes cheating or plagiarism possible may be considered equally responsible for the transgression and may be subject to the same penalties as though they themselves had cheated or plagiarized.

(2) A faculty member who has evidence that a student is responsible for academic dishonesty shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desires in his/her defense.

(3) Thereafter if the student is found to be responsible for academic dishonesty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in grade for the course, or a grade of "F" for the course.

(4) If a student who commits an act of academic dishonesty withdraws from the course and would have earned a grade of "F" due to the academic dishonesty, the instructor has the right to change the grade from "W" to "F." Such grade changes will be made by submitting an Academic Record Change Form to the Office of Registration and Records indicating the reason for the grade change as academic dishonesty. The student will be notified in writing by the Office of Registration and Records that the "W" grade has been changed to a grade of "F" due to academic dishonesty. Additionally, a faculty member must present the board hearing option to a student at the time the charges and evidence are discussed.

(5) Every case of academic dishonesty which affects a student's grade shall be promptly reported in writing to the appropriate department chairperson and the Office of Student Rights and Responsibilities using the online BIR (Behavioral Incident Report) form. The Office of Students Rights and Responsibilities will inform the dean of the student's pathway of the charge of academic dishonesty. The Office of Student Rights and Responsibilities may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Office of Student Rights and Responsibilities and may result in college disciplinary probation, suspension or expulsion. A record of the offense and the disciplinary action taken shall remain in the student's file. Please note that students who are suspended or expelled from the institution will be subject to a transcript notation, as outlined in the *Student Code of Conduct*.

(6) To report a violation of academic honesty, faculty members are required to use the form on the Office of Student Rights & Responsibilities website, under "Policies and Procedures." within three (3) business days. The faculty member will provide appropriate documentation regarding the infraction as an attachment to the form.

1.8.3 Procedures for the Determination of Academic Dishonesty Via Board Hearing(2008) (2016) (2017)

Once a charge of academic dishonesty has been made and a board hearing selected, every means will be taken to guarantee “due process” to both the Respondent (student) and Complainant (the faculty member). Should the student dispute the facts constituting evidence of their alleged infractions(s), or object to the severity of the penalty, they may submit an appeal in writing to the Vice President of Student Services, within three (3) business days of the faculty member’s decision, requesting a hearing before a Judicial Board. Such hearing shall be scheduled by the Office of Student Rights and Responsibilities, in partnership with Academic Services, within the following ten (10) business days after receipt of appeal. Extension of this date may be permitted by mutual agreement of all concerned. However, no hearing shall be held later than thirty business days after the close of the semester in which the case arose.

Up to five (5) business days prior to the hearing, the Respondent and Complainant shall receive hearing materials and the names of each committee member. The Respondent has the ability to ask for a replacement of one committee member.

The Respondent and Complainant have the right to be accompanied by an advisor of their choice during the hearing. Involved parties should review the Student Code of Conduct Judicial Board Hearing information for the hearing process and procedures. Advisors serve as personal supports and are not active participants in the hearing.

Per the Student Code of Conduct, a Judicial Board will be convened. Each Board will consist of five voting and two non-voting members, comprised of:

(1) A Chairperson, who shall remain impartial throughout the proceeding; this person may be a member of the Academic Policies Committee and is not a voting member of the hearing. The Chairperson is responsible for submitting the hearing board determination to the Director of Student Rights and Responsibilities who will inform the student of the decision.

(2) At least one but no more than two students, as appointed by the Student Government Association, approved by Student Services, and trained by the Office of Student Rights and Responsibilities;

(3) At least two but no more than three faculty members, approved by both Student Services and Academic Services, and trained by the Office of Student Rights and Responsibilities;

(4) No more than two other members-at-large, who can represent faculty, staff, or students, who are approved by both Student Services and Academic Services, and who are trained by the Office of Student Rights and Responsibilities;

(5) An Academic Services Representative or a Student Code of Conduct Officer, who shall remain impartial throughout the proceeding, but who may advise the Board.

(6) The five voting members of Judicial Board will not consist of more than two students.

The student will receive a decision of the hearing board within three (3) business days by email and will have the option to appeal within three (3) business days of effective notice of a decision.

1.8.4 Appeal of a Board Hearing Decision (2017)

In following with the guidelines set forth in the Student Code of Conduct, the Complainant or Respondent may appeal a finding/sanction of a Judicial Board based upon the criteria listed below. All appeals for Academic Dishonesty are to be written to the Provost or a designee and must be submitted within three (3) days of effective notice of a decision. For just cause, the Provost may waive the three (3) business day requirement. The Provost and/or his/her designee(s) will review the appeal based upon the following:

- (1) The written appeal must contain the reason for the appeal. Appeals must meet one of three criteria:
 - a. New evidence exists, which was not presented at the hearing because it was not reasonably known to the student at that time, and which is sufficiently relevant such that it could alter the College Conduct Officer (CCO) or College Judicial Board's decision.
 - b. The College's failure to follow its own processes and procedures.
 - c. The sanction imposed was not appropriate in light of the evidence presented.
- (2) The Provost or designee (i.e., appeals officer) may accept, reject, or modify the Judicial Board's decision or sanction.
- (3) The appeals officer's or designee's decision is final.
- (4) The Provost or designee will notify the Director of Student Rights of Responsibilities of the final decision and provide the decision letter to be on file.

All information, including supporting evidence, decision letters, and appeals for academic dishonesty are to be kept on file in the Student Rights and

Responsibilities Office for six (6) years in accordance with item 10.[1040] of the *Records and Retention Disposition Schedule CO-2 for use by counties, revised 2006*.

1.9 STUDENT RIGHTS/ACADEMIC GRIEVANCE PROCEDURE (2005) (2016) (2017)

1.9.1 Joint Statement of Rights and Freedom of Students

In June 1967, a joint committee, comprised of representatives from the American Association of University Professors, U.S. National Student Association, Association of American Colleges, and National Association of Women Deans and Counselors, met in Washington, D.C., and drafted The Joint Statement of Rights and Freedoms of Students, excerpts of which are published below. Since its formation, this document has been endorsed by each of its five national sponsors, as well as by a number of other professional bodies.

(1) Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for the truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedoms of students outlined below are essential to any community of scholars. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon the appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility.

(2) In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

(a) Protection of Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students have the right to file a formal complaint and seek resolution in their Protection of Freedom of Expression.

(b) Protection against Improper Disclosures. Information about student views, beliefs and political associations which professors acquire in the course of their work

as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student. Students have the right to file a formal complaint and seek resolution in their Protection against Improper Disclosures.

(c) Protection against Improper Academic Evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Students have the right to file a formal grievance in their Protection against Improper Academic Evaluation following the procedure listed below.

1.9.2 Introduction

We at Monroe Community College subscribe to the Joint Statement on Rights and Freedoms of Students and with regard to this document, emphasize the Preamble and Section 2 related to the rights and freedoms of students in the classroom. To protect the rights and freedoms of students and faculty members in keeping with this Joint Statement, we establish these procedures to provide for the orderly, fair, prompt resolution of perceived student academic grievance. These procedures are established to insure the due process, and the equitable treatment and protection of all parties involved in the perceived grievance.

1.9.3 Definition and Jurisdiction

The term academic grievance as used in these procedures shall mean a complaint by a student of Monroe Community college against a teacher of the College. An academic grievance may be filed on the grounds that:

- (1) The rights and freedoms of the student in the classroom as described in the Joint Statement have been violated, or
- (2) Any of the academic regulations of the College have been violated, misinterpreted, or inequitably applied. In keeping with the intent and spirit of these statements, it is incumbent upon all parties involved to show respect, restraint, and responsibility in their efforts to resolve perceived grievances. It is incumbent upon faculty members to arrange meetings and conferences with the student in good faith and to communicate decisions to the student promptly.

1.9.4 Grievance Procedures (see 1.9.5 for summary table)

When the student believes there are grounds for an academic grievance, these procedures shall be followed by all parties. The failure of any College personnel at any

level to communicate a decision to the aggrieved student within the proper time limits shall permit the student to proceed to the next step of the process. The failure of the student to appeal the grievance to the next step within the proper time limits shall constitute a withdrawal of the grievance and shall bar further action.

Students cannot grieve a grade in a course from which they have completed a student-initiated withdrawal. Once the student-initiated withdrawal has been completed it cannot be revoked. Students may file a Grievance regarding a faculty-initiated withdrawal. Students have the right to remain in class during the grievance process and are responsible for attending class and completing assigned work.

For due cause, the Provost/Vice President for Academic Services (hereafter “the Provost”) may extend the withdrawal deadline for a student initiating an academic grievance.

I. Initial Informal Procedures

The student shall initiate the informal procedure within 10 working days* after the student has received information about a condition on which the grievance is based. For due cause, the Provost may extend this time requirement. The student is responsible for assuring that pertinent contact information is updated on the college system.

The student shall meet with the faculty member to discuss and to attempt to resolve the grade dispute. If the faculty member is unavailable or if the conference with the faculty member did not resolve the problem to the satisfaction of the student, the student shall discuss the disputed grade in a meeting with the faculty member's Department Chairperson. Students should be prepared to verify that they attempted to contact the faculty member via a dated email or contact with the department office. If still not satisfied, the student may institute a formal academic grievance procedure.

*“Working day” is defined as any day (Monday-Friday) that the College is officially open.

II. Formal Academic Grievance Procedures

Within 20 working days after the student has received information on which the grievance is based, the student shall meet with a College Academic Grievance Advisor** assigned by the Assistant to the Vice President of Academic Services (A2VP) to discuss the disputed grade. The student can only institute the formal academic grievance procedure after the conferences with the faculty member and the Department Chairperson. For due cause, the Provost may extend this time requirement. The Academic Grievance Advisor shall counsel the student regarding the grounds for the grievance and shall explain the formal academic grievance procedures. Faculty members may also choose to meet with an Academic Grievance Advisor for guidance and advice regarding the grievance procedure.

** For the names and email addresses of the Academic Grievance Advisors, the student or faculty member should contact the Office of the Provost/Vice President for Academic Services (1-309).

III. Academic Grievance Submission

Should the student desire to pursue the grievance, the Advisor shall assist the student in completing the necessary forms.

The Academic Grievance Advisor shall promptly distribute copies of the completed, written grievance to the:

- (1) Aggrieved student
- (2) Faculty member being grieved
- (3) Faculty member's Department Chairperson
- (4) Faculty member's Academic Grievance Advisor (if applicable)
- (5) Faculty member's Academic Dean or other Academic Dean hearing the grievance case
- (6) Provost via the A2VP

The academic status of the student, pending the outcome of the grievance, shall be determined by the Provost designee.

IV. Formal Academic Grievance Meeting

Academic Deans will hear the grievance case unless it is determined that the grievance case is a conflict. If the grievance is deemed a conflict, the Provost will select another Dean to hear the case. Within 10 working days, the Academic Dean or the other Academic Dean hearing the case shall:

- (1) Arrange one meeting in which the Academic Dean (acting as a mediator), Chairperson, student and faculty member(s) will discuss and attempt to resolve the grievance.
- (2) Prepare a written report which describes the steps taken and the rationale for the Dean's decision rendered regarding the student's grievance, and
- (3) Distribute copies of this written report to:
 - (a) Aggrieved student
 - (b) Student's academic grievance advisor
 - (c) Faculty member
 - (d) Faculty member's academic grievance advisor (if applicable)

(e) Faculty member's chairperson

(f) Provost (via the A2VP)

V. Appeal of Dean's Decision

If the grievance is not resolved to the satisfaction of the student, the appeal paperwork and process is provided by the student's Academic Grievance Advisor. The Grievance Advisor will provide copies of the appeal form to the same parties listed in step III via email and interoffice mail within 72 hours after the Dean's decision has been communicated in writing. For due cause, the Provost may extend these time requirements.

If the student makes a written appeal, the status of the student shall not be altered except for reasons related to the student's physical or emotional safety and wellbeing, or for reasons relating to the safety and well-being of students, faculty or College property.

VI. Grievance Hearing

The College Academic Grievance Hearing Committee (hereafter referred to as the Committee) shall be appointed by the Provost within five working days of receipt of the appeal paperwork. For due cause, the Provost may extend this time requirement. In addition to the student and the named faculty member (the principals), the committee shall consist of:

(1) one full-time teaching faculty member with experience in the Grievance Hearing process to serve as a committee chairperson

(2) one full-time teaching faculty member from a School managed by the Academic Dean who heard the grievance case in step IV

(3) one full-time faculty member from a School not managed by the Academic Dean who heard the grievance case in step IV

(4) one full-time faculty member from the Student Services division

(5) two student members (all attempts will be made to include students from multiple campuses)

The principals have the right to review the membership of the Committee before the hearing begins and to request the replacement of any one member of the Committee. Any additional request for the replacement of any other member of the Committee requires that either principal submit the reasons in writing to the Provost via the A2VP. The Academic Dean who previously rendered a decision during step IV and the faculty member's chairperson will also be invited to the hearing.

Both principals have the right to the presence of one advocate from within the college community during the formal hearing. *** The college community is defined as the employees and students at the institution currently or within the last 12 months. These persons shall not include anyone trained in the law. Such persons will act as a support person to the student or faculty member, and during the Hearing, and will be present to offer personal guidance and support as the need arises. Such persons are not present to argue the student or faculty member's case.

*** Academic Grievance Advisors will explain how to select a support person.

The A2VP shall arrange for the selection of a meeting date, provide grievance related materials, and set the agenda for the committees but shall not serve on the Hearing. The Committee has the responsibility of rendering a decision about the grievance. To this end, written and oral statements may be initiated and/or solicited from the principals in the grievance, and/or from other observers who can provide pertinent information about the matter. If new evidence has been identified, it may be presented at this time.

Within 12 working days of the student's written appeal in step V, the Committee shall complete its business. The final recommendations of the Committee are to be presented in writing to the Provost within 2 working days after the completion of the deliberations of the Committee. Copies of any meeting notes and all documents submitted shall be retained for six years after the decision is rendered in the Provost's Office.

VII. Final Decision

The Provost shall review the recommendation(s) of the Committee. If the Provost/Vice President of Academic Services finds the recommendation(s) and the proceedings complete, reasonable, and just, the results shall be binding upon both principals. If there is some cause to question the recommendation or proceedings of the Committee, the Provost shall send any statements of concern in writing back to the Committee for deliberation and resolution. The Committee shall promptly submit its response in writing to the Provost who shall make the final decision. The final decision and supportive rationale shall be communicated in writing within five working days (which may be extended for due cause) by the Provost to the principals, the appropriate Academic Dean, and to the Chairperson of the Committee. This written decision constitutes the final step in the resolution of the grievance within the institution.

VIII. Statement of Record

After receiving the final decision, either principal shall have the right to file statement with the Provost/Vice President of Academic Services for purposes of record only.

1.9.5 Timeline Summarizing Grievance Procedures

- I. Initial Informal Procedures (must be completed within 10 working days of receiving the disputed grade)
 - A. The student will attempt to reach a resolution by discussing the issue(s) with the faculty member after the disputed grade is received. This attempt should occur as soon as possible and be documented by email.
 - B. If dissatisfied with the outcome or if the faculty member is unavailable, the student will discuss the issue(s) with the Department Chairperson.
 - C. If the student is dissatisfied with the outcome of the meeting with the Department Chairperson, the student may institute formal academic grievance procedure.

- II. Formal Academic Grievance Procedure (must be completed within 20 working days of receiving the disputed grade)
 - A. The student will contact the Assistant to the Provost/Vice President of Academic Services (A2VP) to be assigned a College Academic Grievance Advisor.
 - B. The student will meet with the assigned College Academic Grievance Advisor.

- III. Academic Grievance Submission (must be completed within 25 working days of receiving the disputed grade)
 - A. After meeting with the Academic Grievance Advisor, the student can make an informed decision to pursue the formal grievance.
 - B. The student will submit necessary paperwork to the Academic Grievance Advisor within 5 working days of meeting.
 - C. The student's Academic Grievance Advisor will promptly distribute copies of completed grievance paperwork.

- IV. Formal Academic Grievance Meeting (must be completed within 10 working days of submission of the grievance paperwork)
 - A. The Academic Dean will hold a meeting to attempt resolution.
 - B. The Academic Dean will prepare and distribute a written report.

- V. Appeal of Dean's Decision (must be completed within 72 hours of Dean's decision)
 - A. If dissatisfied with the Academic Dean's decision, the student may make a written appeal of the decision.
 - B. The written appeal must be submitted to the Academic Grievance Advisor within five working days of the Academic Dean's decision.

- C. The student's Academic Grievance Advisor will promptly distribute copies of completed grievance paperwork.

VI. Grievance Hearing (must be completed within 12 working days of the Dean's decision)

- A. The Provost will appoint members of Hearing Committee.
- B. The Hearing Committee will complete its business.
- C. The Hearing Committee will submit a report to Provost (via the A2VP) within 2 working days from the date of the hearing

VII. Final Decision (must be completed within 5 working days of the Hearing Committee's decision)

- A. The Provost will review recommendations and communicate any concerns to the Hearing Committee.
- B. The Hearing Committee will respond to Provost's concerns promptly.
- C. The Provost will communicate a final decision to the student, faculty member, Academic Dean, and Hearing Committee Chairperson.

VIII. Statement of Record (must be completed within 5 working days of the Provost's Decision)

- A. After the final decision, either principal may file statement of record to the Provost via the A2VP. This statement is for informational purposes only.

1.9.6 Student Grievance Appeal Form

Instructions: This form must be submitted to the Office of the Provost/Vice President for Academic Services within 72 hours of the Academic Dean's decision. Please attach to this form copies of:

- (1) A statement of the basis of the grievance and the reason(s) for the appeal
- (2) The Academic Dean's decision

(Please print or type)

Name: _____ Date: _____

Student Number: _____

Mailing Address: _____

Phone Number: _____

College Program: _____

Course Title and Number: _____

Aggrieved Faculty Member: _____

Office Extension: _____ Departmental Extension: _____

Academic Grievance Advisor: _____

Student's Signature: _____

OFFICE USE ONLY:

Date received by: _____

Vice President of Academic Services: _____

Vice President's Signature: _____

1.10 COURSE INFORMATION SHEET POLICY (2010) (2016) (2017)

It is required that all faculty utilize a Course Information Sheet (CIS). A copy of the CIS should be sent to the department office by the end of the first week of class. Each CIS must be uploaded to Blackboard by the department secretary, or other staff member as designated by the department chair, to a college-wide repository following provided instructions. Faculty teaching on-line courses will submit a collection of the segments that provide the same information as the CIS provide for traditional classes. The CIS will be made available in hard copy or electronic form during the first week of class and will include items numbered 1-11 below.

- (1) Course Title: Course abbreviation and title.
- (2) Instructor Information: Name, Room Number, Departmental Extension Number and Office Hours.
- (3) Required Course Materials: Textbooks, materials, instruments, special fees and expenses.
- (4) Email address. May include indication as to whether you will accept messages from non-monroecc.edu accounts and/or assignments via email.
- (5) Course Description and Learning Outcomes: Instructor's description of course, learning outcomes to be obtained by students, course prerequisites.
- (6) Attendance and Withdrawal Policies.
- (7) Course Requirements: Classroom participation, projects, class work, readings, and outside assignments.
- (8) Examinations: Comprehensive or not, number and type of tests.
- (9) Make-up Policy: Exams, assignments, classes.
- (10) Grading: Percentage or emphasis placed on exams, quizzes, etc.
- (11) This statement must be inserted on all Course Information Sheets: Students are required to read and acknowledge college-wide policies each term. They are found in "College Wide Policies" on Blackboard under Student/My Courses.

1.11 STUDENT OPINIONS OF COURSE AND FACULTY (2003) (2009)(2015)

Statement of Principles

- (1) The faculty of Monroe Community College recognizes the right of students to express their opinions on the quality of courses and the quality of instruction presented to them, and the value these opinions may serve for making improvements in instruction and courses.
 - a. Feedback on course quality may include such areas as course design, resources used, course rigor, achievement of learning outcomes, or other related content;
 - b. Feedback on instructional quality may include such areas as instructional methodology, workload required by instructor, communication skills, pace and clarity of instruction, teaching pedagogy, or other related characteristics of instruction.
- (2) Results and information collected and derived from the standardized electronic Student Opinions of Course and Faculty survey form are the property of the College and are managed by Institutional Research. Results obtained by alternate evaluation instruments are managed by the faculty.
- (3) Each department has the responsibility of utilizing a common College-wide standardized instrument designed for the purpose of surveying student opinion. Each department may choose to create and implement an additional instrument in concert with the College-wide standardized instrument, for the purposes of collecting supplemental student opinion.
- (4) Student feedback using the electronic Student Opinions of Course and Faculty survey shall be collected in May and December of even-numbered years to ensure that courses taught in only one semester in a given academic year are covered. Flex paced and varied length courses will administer the survey upon completion of the course in the designated semesters.
- (5) The faculty of Monroe Community College reserves the right and responsibility to its various academic departments for utilizing student feedback in constructive ways to improve or validate course design, content, and instruction; and, at the discretion of academic departments, such feedback may be used for purposes of evaluation and program review.
- (6) Student feedback should be shared with respect for the privacy of the students expressing their opinions. This underlying principle implies that student feedback should be provided with a guarantee of anonymity for the student.
 - a. When sharing feedback, students will not be required to provide their names or student ID numbers on any form used to review teaching or courses.
 - b. For the electronic Student Opinions of Course and Faculty survey, students will receive an email in their MCC account requesting their participation in the survey at least three weeks prior to the end of the semester.
 - c. For an alternate version created by departments, students may be asked for feedback either electronically or in paper format. These alternate feedback forms will adhere to the College's survey protocol.

- d. The College should take steps to ensure that student feedback for online courses be provided without revealing the student's identity.
- (7) Aggregate student feedback about courses may be incorporated into assessment projects as a measure of student satisfaction with courses and programs, as deemed appropriate by individual academic programs or departments.
- a. The Curriculum and Development Office should ensure faculty anonymity in the review of information and data collected from students when applied to assessment projects.
 - b. Faculty use of student feedback as assessment data is subject to the guidelines established by the Faculty Senate resolution, "Academic Assessment of Student Learning and Program Evaluation: Faculty/Department Rights and Responsibilities."
- (8) Survey information is shared in the following ways:
- a. Faculty shall receive summative results for each section they teach and combined summative results for multiple sections they teach. Additionally, they will receive a departmental summary of the results for each course that they taught, provided that at least three instructors taught that course. Instructor specific summative results are shared solely to the instructor. These results may not be posted on publicly-accessible forums, such as (but not limited to) the College website, individual web pages, the College catalog, or other publicly-distributed publications.
 - b. Department chairpersons shall receive category summative results for each course taught in the department and combined summative results for each course taught by each instructor in the department. Summative results by each course are shared solely to the department and instructor. These results may not be posted on publicly-accessible forums, such as (but not limited to) the College website, individual web pages, the College catalog, or other publicly-distributed publications.
 - c. The student governments shall receive category summative results for each course taught by each instructor, provided that the number of responses is at least N=12. The categories are: instructor's presentation skills, instructor's course management skills, course design, and student outcomes. A hard copy of these results will be held by the Student Government at a campus location of their choice.

(9) Retention of Survey Results

The College will retain electronic copies of the results of the student opinion survey for a minimum of three calendar years from the end of the semester in which student opinion survey was administered. Electronic Records will be maintained by Institutional Research. Hard or electronic copies of the alternate survey created by departments will be maintained by the faculty. All records, whether electronic or hard copies, will be kept on file for the minimum time that is required by the Records Retention and Disposition Schedule CO-2.

1.12 ACADEMIC FREEDOM AND TENURE

The faculty of Monroe Community College hereby adopts the AAUP 1940 Statement on Academic Freedom and Tenure and subsequently approved Interpretive Comments

(1970), as a fundamental guide for future deliberations and actions pertaining to academic freedom and tenure at this College.

1.13 INSTITUTIONAL REVIEW BOARD (2008)

Any research conducted at the College involving human subjects, by person acting either in their employment capacity or as part of their educational pursuits, must adhere to the guidelines of the College's Institutional Review Board (IRB) and file appropriate forms with the IRB. Most course activities are exempt from full IRB review and only require IRB notification. This notification can be completed at the department or course level rather than the individual activity level.

CURRICULUM COMMITTEE

2.0 It shall be the responsibility of this committee to review all proposals for changes in the curricular offerings of the College, including new curricula and courses, major revisions or deletions of existing curricula and courses, and to recommend appropriate action to the Faculty Senate. It shall review the College's general education requirements and recommend any changes. It shall review the philosophy of the academic programs, and it may consider changes in courses and programs in all Divisions of the College.

2.1 CURRICULUM COMMITTEE PROCEDURES

2.1.1 Academic Process for Initiation of Curriculum Change (2004) (2017)

- (1) The Academic Process shall consist of action by the following: Curriculum Committee, the Faculty Senate Executive Committee, the Faculty Senate, and the Vice President for Academic Services. Approval by the President and the Board of Trustees may be necessary. State approval may also be required. All curriculum changes must follow the Academic Process unless otherwise stated.
- (2) The proposals for curriculum changes may be submitted to the Curriculum Committee by Department Chairpersons, individual faculty members, administrative personnel, or the Student Senate. Electronic forms are available on the MCC Curriculum Proposals Database. This database can be accessed through the MCC web site at: <http://www.monroecc.edu/go/curriculum>.
 - (a) Faculty must submit proposals for departmental discussion and approval. Curriculum changes proposed by administrative personnel or the Student Senate are also subject to departmental discussion and approval. In instances where proposals clearly have an impact on one (or more) academic department(s).
 - (b) New program, program revision, program deactivation, and course deactivation proposals shall be forwarded to the College's transfer representative from the Advisement and Transfer Services office for review and comment for a maximum of ten (10) working days after academic department approval.
 - (c) The Division Dean shall then review proposals, resolve any conflict or confusion within the division, and forward them with pertinent comments to the Associate Vice President of Curriculum and Program Development.
- (3) The Associate Vice President of Curriculum and Program Development shall review all proposals and forward them to the Committee.

- (4) The Curriculum Committee will review the proposals. Upon review, proposals will be posted electronically for faculty review for ten (10) working days. Comments may be submitted by clicking on Respond to the Document while in “Posted for Faculty Review.” Comments will be sent electronically to the
Committee Chairperson. After the posting period is complete, the Curriculum Committee will review comments and vote on the proposals.
- (5) Faculty, staff and administration shall be notified electronically of curriculum proposal postings. Electronic versions of proposals posted for faculty review are available on the MCC Curriculum Proposals Database. This database can be accessed through the MCC web site at: <http://www.monroecc.edu/go/curriculum>.
- (6) If Faculty Senate vote is not required, the proposal will be forwarded to the Associate Vice President of Curriculum and Program Development and the Vice President for Academic Services.
 - (a) Faculty Senate vote is required for New Program, Program Revision and Program Deactivation proposals.
 - (b) Faculty Senate vote is required for any proposal receiving negative comments during Curriculum Committee review or Posting Period that cannot be reconciled.
 - (c) Faculty Senate vote is not required for New Course, Course Revision, Course Deactivation, Special Studies and Achievement Award proposals.
- (7) For proposals receiving comments during Curriculum Committee review or Posting Period that cannot be resolved, the Curriculum Committee will hear the proposal and call an open hearing if necessary or requested by any interested party. If not resolved, the Curriculum Committee will forward the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee may hold an open hearing if necessary or requested by an interested party. The Faculty Senate will vote to forward the proposal to the Vice President for Academic Services. The Vice President must approve or disapprove any proposal within thirty (30) working days. If disapproved, the rationale for disapproval will be forwarded to the proposer of the proposal and the Curriculum Committee.
- (8) A proposal may be withdrawn by the proposer at any time during the Academic Process.
- (9) Curriculum Committee will inform proposer of refusal and rationale.

2.1.2 Curriculum Changes – Courses

- (1) New Courses
New Courses are courses which will become a permanent part of the

College curriculum. New course proposals will follow the academic process as specified in 2.1.1(1) through (9).

(2) Course Revision

A course revision is the addition or deletion of a prerequisite, revision of a course description, major changes in course content, credit changes, or any changes in interdisciplinary courses. Course revision proposals will follow the academic process as specified in 2.1.1(1) through (9).

Editorial changes such as a change in prefix, number, title and/or catalog description without changing the course content will be submitted to the Associate Vice President of Curriculum and Program Development through the Division Dean. Such changes will not follow the Academic Process but will be reported to the Committee.

(3) Course Deactivations (temporary and permanent)

Course Deactivation is the deletion of the course from the College Catalog. Course Deactivations will follow the academic process as specified in 2.1.1(1) through (9).

(a) Departments shall review course offerings each year.

(b) Proposals for course deactivation shall be submitted to the Associate Vice President of Curriculum and Program Development who will notify all affected departments. Proposals must include documentation indicating the rationale for proposed course deactivation.

(c) A course temporarily deactivated may be reinstated in its original form without review by the Committee. Proposals for reinstatement shall be proposed to the Division Dean and, if approved, shall be submitted to the Associate Vice President of Curriculum and Program Development for approval. If the request for reinstatement does not originate with the department offering the course, the recommendation of the department shall be requested before review and approval.

(4) Special Studies (2012)

Special Studies is a general heading for experimental courses or those for which the demand is untested, unknown, immediate, or temporary. Special Studies will follow the academic process as specified in 2.1.1(1) through (9).

(a) A Special Studies course may be submitted to the Curriculum Committee which may recommend approval by the Vice President for Academic Services. A Special Studies course may be in the areas of Humanities, Social Sciences, Mathematics, Natural Science or Health/Physical Education. Sequential course numbers 080 through 089, 180 through 189 and 280 through 289 will be reserved for each Department's Special Studies; and each will have the option to select the most appropriate title.

A special studies courses designed as 080 through 089 would

reflect a course with imputed credit. A Special Studies course designated as 280 through 289 would reflect a more sophisticated level of study, usually requiring a prerequisite. A Special Studies course may be submitted as a general elective or as an elective in the areas of Humanities, Social Science, Mathematics, Natural Science or Health/Physical Education with the approval of the respective division. A Special Studies course may be submitted for program elective at the discretion of the Department. A Special Studies course may not be submitted as a program requirement or as a requirement in areas of Humanities, Social Science, Mathematics, Natural Science or Health/Physical Education.

- (b) Any approved Special Studies course is approved for a period of two (2) years commencing at the beginning of the next semester. After the two year period, the course will be automatically discontinued. Permission for an extension may be granted by the Curriculum Committee under special circumstances if requested by the Department. Prior to the assembly of the master schedule, the Vice President for Academic Services will provide a list of approved Special Studies courses to the office of Records and Registration. The Special Studies may be proposed as permanent courses by the Department through the established procedures for New Courses.
- (c) Special Studies courses are not subject to the Catalog/Master Schedule deadline dates and may be implemented at any time following approval.
- (d) A printed list of Special Studies courses will be maintained in the office of the Associate Vice President of Curriculum and Program Development.

2.1.3 Curriculum Changes – Programs (2004)

(1) New Programs

New Programs are new degree areas of study including: Certificate, Associate in Arts, Associate in Science, and Associate in Applied Science programs.

New Programs which are proposed will be reviewed for comments by the offices of Admissions and Advisement and Transfer Services as well as those listed in 2.1.1(2)(a) and (b).

New Programs/ will follow the academic process as specified in 2.1.1(1) through (9).

Following approval by Curriculum Committee after the posting period,

New Program proposals will be presented to the Faculty Senate Executive Committee prior to Faculty Senate vote. Proposals for New Programs must be approved by the Vice President for Academic Services, President, Board of Trustees, and the State University of New York. They must be registered with the State Education Department.

(2) Program/ Revisions (2005)

Program/ Revisions are the modification of any existing certificate or degree program. Program/Advisement Sequence Revisions will follow the academic process as specified in 2.1.1(1) through (9).

- (a) Editorial changes such as a change in title and/or catalog description without changing the program content will be submitted to the Associate Vice President of Curriculum and Program Development through the Division Dean. Such changes will not follow the Academic Process but will be reviewed and approved by the Curriculum Committee chair who will report such changes to the Committee.
- (b) Following approval by Curriculum Committee after the posting period, Program Revision proposals will be presented to the Faculty Senate Executive Committee prior to Faculty Senate vote. Program Revisions must also be approved by the Vice President for Academic Services. The Associate Vice President of Curriculum and Program Development will submit title changes and major Program Revisions to the State University of New York and State Education Department. Major Program Revisions must be registered with the State Education Department.

(3) Program Deactivation/Discontinuance

Program Deactivation is the deletion of the program from the College Catalog. Program Discontinuance is the permanent deletion of the program from the College Curriculum.

Program Deactivations/Discontinuance will follow the academic process as specified in 2.1.1(1) through (9).

- (a) Proposals for Program Deactivation/Discontinuance shall be submitted to the Associate Vice President of Curriculum and Program Development who will notify all affected departments. Proposals must include documentation substantiating the need for the proposed Program Deactivation.
- (b) A printed list of Program Deactivation/Discontinuance proposals will be compiled by the Associate Vice President of Curriculum and Program Development after the deadline for proposal submission.

(c) The Associate Vice President of Curriculum and Program Development will submit to the State University of New York and the State Education Department a printed list of Program Discontinuances with the effective dates.

(4) Achievement Awards

An Achievement Award is a written record of achievement or performance which may be granted to students who have successfully completed a credit or non-credit course or structured series of courses which has been established for a specific purpose and includes performance-based outcomes objectives. Achievement Awards should include general education courses.

Credit courses offered in Achievement Awards should articulate with an existing certificate or associate degree program.

Achievement Awards will follow the academic process as specified in 2.1.1(1) through (9).

The Curriculum Office will maintain a list of approved Achievement Awards and submit to the Curriculum Committee an annual list of those Achievement Awards. The Curriculum Committee may request evaluation reports on any of the Achievement Awards and recommend discontinuance if appropriate.

During the review and approval process, proposals will be submitted to the following offices for comment: Records and Registration, Advisement and Transfer Services, Admissions, and Workforce Development and Technical Education.

2.2 COOPERATIVE EDUCATION (1990)

2.2.1 Cooperative Education at MCC is a credit bearing academic program that allows day or evening students to work at a job related to their college major or career interest, while continuing an appropriate classroom education.

2.2.2 Cooperative education credit may be awarded for cooperative education courses which have been approved through the existing curriculum development procedures.

2.2.3 Cooperative education may be taken as a
Program requirement (e.g., food service, etc.)
Program elective (e.g., business)
General elective (e.g., liberal arts)
Program add-on credit
Substitute for existing required courses with the approval of the chairperson of the department that sponsors the program.

2.2.4 The maximum amount of credit that may be awarded for a cooperative education experience is six credit hours.

(1) The first four credit hours will be earned by:

(a) Entering into a learning contract that relates classroom learning to the job situation. The contract will be developed by the student, College and employer. This contract will contain job performance objectives which will:

- (i) State what is to be learned in terms of desired outcomes
- (ii) Establish a method of evaluating the level of achievement
- (iii) Reflect the approval of the Coordinator of the cooperative education course.

(b) Participation in a weekly cooperative education seminar

(c) Participation in at least 180 hours of supervised work experience

(2) An additional two hours of credit may be earned in a subsequent semester if the student:

(a) Demonstrates through a learning contract that there will be a significant differentiation of role and an expansion of responsibility

(b) Participates in at least an additional 180 hours of supervised work experience

(3) A student who wishes to participate in a cooperative education program generally will have attained at least 24 credit hours and have maintained a GPA of 2.00 or better. In some instances students not meeting the above qualifications may be admitted with the permission of the appropriate Department Chairperson.

2.3 CONTINUING EDUCATION UNIT (C.E.U.) (1990)

2.3.1 Definition of Continuing Education Unit (C.E.U.)

The faculty of Monroe Community College hereby adopts the Continuing Education Unit (C.E.U.) as a means of recording, accounting, and providing recognition for student achievement in noncredit courses, programs and educational activities. One (1)

C.E.U. is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction".

The C.E.U. will be used as a unit of measure to give recognition for an individual's participation in noncredit activities which meet the appropriate nationally endorsed criteria and as an accounting unit of an institution's total

noncredit courses, programs, and activities.

The College will adhere to the guidelines on use of the Continuing Education Unit as set forth in the SUNY Chancellor's Memorandum to Presidents dated December 3, 1976, and the Commission on Colleges of the Southern Association of Colleges and Schools, Guidelines on the Continuing Education Unit, 1973.

The Office for Community Education and the Office for Corporate and Community Based Programs determine in advance, according to SUNY guidelines, the C.E.U.'s to be awarded to individual participants who meet the criteria for satisfactory completion of the educational experience.

2.3.2 Administration of the Continuing Education Unit (C.E.U.)

A permanent record of student's participation in noncredit continuing education activity for which C.E.U.'s have been awarded will be maintained by the Office of Registration and Records, and a student may request and obtain an official College record of C.E.U.'s earned.

The official College record (student transcript) to be maintained will include: the name and address of the individual participant, social security number of the participant, title of the program activity, the semester in which the program activity took place, and the number of C.E.U.'s awarded.

The Office for Community Education and the Office for Corporate and Community Based Programs will retain as part of its record; a brief description of the program or activity giving some indication of content, level, objectives and format, location of the program, starting and ending dates of the program activity, name of the instructor, and cooperating organizations such as a company, agency, or association. Records will be maintained to allow periodic reporting of C.E.U.'s awarded in total during specific time periods such as a semester or a year.

2.4 GUIDELINES ON COURSE LEVELS

2.4.1 College Level

- (1) Definition:
"A college level course is one whose content represents a post-secondary learning experience. A college level course will qualify for credit toward a degree or certificate at Monroe Community College."
- (2) A college level course should conform to the spirit and intent of the following guidelines:
 - (a) The course content should meet the educational quality, learning outcomes, and level of complexity and depth for college level courses as designated by the faculty of the

department offering the course through the curriculum process.

- (b)
- (c) The course should be in accord with guidelines for granting credit as specified by the State University of New York.
- (d) Course content criteria as specified by professional accrediting units of professional organizations should be considered.
- (e) The course content should parallel content in courses taught for credit in the first two years of other SUNY units and community colleges in general.
- (f) The course content should not duplicate a high school course that is generally required for a local New York State high school diploma.
- (g) The course content should be educationally appropriate as a post-secondary learning experience as evidenced in curriculum, degrees, and course requirements.

Remedial/Developmental

"College remedial/developmental courses are those which primarily serve to overcome deficiencies which would prevent a student from succeeding in college level courses. These courses will carry imputed² credit."

2.5 GUIDELINES FOR DEPARTMENTAL REVIEW/PLANNING/BUDGETING (JANUARY 1996)

(Note: This policy is in its developmental stages for the 1996-1997 academic year. It superseded the January 1988 Policy found elsewhere in the Policy Manual¹)

² Imputed credit is defined as credit earned which cannot be applied toward a degree or certificate or used to calculate a student's grade point average at Monroe Community College, but carries with it eligibility for state financial aid.

2.5.1 Purpose

- (1) To assess the Department's relationship with and contributions to the college's mission, students, faculty and community.
- (2) To provide the broad background necessary for informed decision-making.
- (3) To determine the Department's future directions, curriculum, and allocation of fiscal and human resources.

2.5.2 Method

- (1) Division Deans are responsible for overseeing their department's review/planning/budgeting processes and integrating them within the

Division.

- (2) The Department Chair, working closely with Department members and the Division Dean, heads the process in his/her Department. Departments evaluated by professional accrediting teams may want to use their self-evaluation reports as part of this process.
- (3) Chairs and Deans are encouraged to invite internal and external consultants frequently. Outside consultants are required every five years.

2.5.3 Timeline for process

- (1) First Year: Each Department will
 - (a) Assesses its unique situation.
 - (b) Reviews pertinent information (see appendix b).
 - (c) Determines how best to serve students, faculty, and community during the next five years.
 - (d) Responds to divisional or college-wide issues
 - (e) Responds to special initiatives requested by the department/program review committee
 - (f) Decides the necessary steps (action goals) for the coming year.Each department will submit an annual set of goals tied to the college's strategic plan, report at regular intervals as requested about its progress toward achieving the goals, and submit a summary of progress at the end of each academic year.
- (2) Years Two Through Five: Each year, departments will:
 - (a) Assess their progress in accomplishing the previous year's action goals.
 - (b) Review pertinent data and their five-year plan.
 - (c) Adjust or change, based on events of the previous year plus new information.
 - (d) Decide action goals for the coming year.
- (3) End of Fifth Year
Departments provide a brief narrative summary of the previous five years, attach the five yearly plans and budgets, and send them to the appropriate Vice President, who will assign an outside consultant(s) to visit, assess the department and offer recommendations. The outside consultant(s) will be representative of the discipline(s) of the department, and be selected based on input and discussion with the department/chair/director, faculty and division dean. Guidelines and forms for the fifth year will be provided by the committee.
- (4) The cycle begins again.
The department/program review committee will assist the departments and coordinate the overall review process. The committee may require that departments respond to special divisional or college issues, or report on special initiatives. (See Appendix A for assigned responsibilities.)

2.5.4 APPENDIX A

Responsibilities for Implementing the Department Review Process

Listed below are responsibilities of key players in the Faculty Senate Department Review Process.

- A. Faculty Senate Department Review Committee
 - (1) Implement as appropriate, the recommendations of the Task Force Report on Budgetary Implications for Curriculum Development.
 - (2) Provide overall coordination of the department review process
 - (3) Conduct orientation to department review process for departments
 - (4) Provide technical assistance to departments during the department review process
 - (5) Work with nonacademic departments to establish necessary procedures for their inclusion in the department review process.
 - (6) Review and comment on departments' annual department review reports
 - (7) Provide reports to the Faculty Senate and appropriate Vice President as requested

- B. Department Chairs and Faculty
 - (1) Implement the department review process, conducting research and developing responses as appropriate
 - (2) Prepare and submit annual department profiles and department plans, to include annual indicators of department health
 - (3) Attend orientation sessions
 - (4) Meet with other college offices for necessary data
 - (5) Conduct necessary surveys
 - (6) Coordinate external consultants if desired

- C. Division Deans
 - (1) Provide oversight of departments' implementation of the department review process
 - (2) Identify divisional issues to be addressed during the

department review process

- (3) Identify division-wide indicators to be incorporated into Department Profiles
- (4) Review and comment on departments' annual indicators
- (5) Receive and comment on departments' annual reports, and forward them to Committee and Academic Vice President

D. Academic Vice President

- (1) Review and approve department review process
- (2) Review and approve departments' annual reports
- (3) Identify college-wide issues to be addressed during the department review process
- (4) Identify college-wide indicators to be incorporated into department profiles
- (5) Implement "fifth year" outside consultant's assessment of departments

E. Curriculum Office

- (1) Assist Faculty Senate department review committee
- (2) Assist departments in implementation of department review process
- (3) Coordinate collection of data for department review process

Notes: As non-academic departments are included in the department review process, the Vice President for Student Services will assume similar responsibilities as detailed for the Academic Vice President.

In general, the department review process is driven by the departmental faculty in that they conduct the review process including the identification of department indicators. The divisional deans provide oversight and evaluation of the departmental reports and are given the opportunity to input divisional issues. The Academic Vice President provides final approval of the process and the departmental reports, and is given the opportunity to input college-wide divisional issues. The Faculty Senate Committee coordinates the overall process and directs implementation through the guidelines.

2.5.5 APPENDIX B

Pertinent Information for the Department Review Process

To support the Faculty Senate's Department Review Process, the Committee will provide each department with information relative to their operations. The statistical profile may include the following elements:

Enrollment (3-Year Trends)

Requests for information by program
Applicants by program
New admits (applications/registrants)
Headcount and FTE by various categories (both demographics and site)
Enrollment by key courses (as required)

Student Success

Transfer and placement
rates Program changes
Grade distributions
Retention by year in
program
Retention in key courses (as requested)

Curriculum Development

Accreditation status
Curriculum Committee
actions
Date of last course outline and program updates
Inventory of courses (SCH, FCH, class size, lab fees, etc.)
Review of 2+2 and articulation agreements

Productivity

/Faculty ratio data
History of course offerings and enrollments by semester (as requested)
Learning Center FTE history
Faculty workload distribution
Revenues/expenditures report

Faculty Profile

By rank
By term appointment

Additional Information provided by the

department Advisory committee minutes
Faculty evaluation by students
Student follow-up post
graduation Employee
comments
Retention activities/initiatives
Responses to data provided
Responses to other college
programs Outcomes

Advisement

2.5.6 APPENDIX C

Aspects to Consider in Setting Goals

These are aspects that might be pertinent to your department in setting its goals. Each department's situation differs; some are growing, some shrinking, some changing focus; some are concerned about retention; high-risk courses; low student demand; others about staff, changing faculty needs, or static course offerings. The questions below are designed only to stimulate thinking. Not all would pertain to a given department, and there likely are others that should pertain.

Goal Setting/Planning Budgeting

Section 8 below is the key to setting and budgeting for your goals. To assist in answering the questions in Section 8, work through Sections 1-7, utilizing those appropriate to your department.

- (1) Courses/Curriculum
Should some courses be eliminated? Added? Changed in focus? Should a program be dropped? Why? What data indicate this? Should times, locations, frequency of offerings change? Should entry skill levels be established? Why?
- (2) Facilities
Do you have needs that are not currently being met? What do you project as needs in the next five years? Do you have supporting data? Have your needs changed? What will be the impact of such changes on facilities? Have you consulted with the Facilities Committee? What steps have you taken so far?
- (3) Equipment
Do you have equipment needs that are not being met? What kinds of equipment will you need in order to be up-to-date in five years? What are your supporting data? Do you have an equipment plan?
- (4) Students
What are the enrollment trends for your department? What are the projections?
Are there new student populations you can identify (B.S. degree holders, students home from other colleges in the summer, mature adults, employed workers, high school students, etc.)?
Do you need to recruit additional students for particular courses? What steps do you plan to take? What do students feel are the strengths of your department?
Weaknesses? How do you know? Is retention low in certain courses? Do you know why? Are graduates successful? How do you know?

- (5) Faculty
 What has the department's faculty done recently to stay current in the field, acquire new competencies, or enrich their knowledge of their discipline?
 Which competencies does your department need that it does not now have? Is there any plan to acquire them?
 How do your faculty enrich the College community? (Offer seminars, lectures, materials, assist governance, students, etc.)?
- (6) Support Service
 What impact will your planned changes have on support services, such as Library, Media Services, Learning Center, Admissions, Financial Aid, Counseling, Advisement, Bookstore, Publicity, Publications, Research, Foundation? Have you consulted with them and secured their support?
- (7) Cost of Courses/Programs
 What is the history of your program costs? Is your program cost effective? What can you do to help? Do your departments' budgets reflect your departments' priorities? The College's priorities? Is your student/faculty ratio satisfactory?
- (8) Planning/Budgeting
 What are your greatest needs -- long-term? Next year? Do you have a time line for addressing these? What were your goals last year? What are the successes? What remains to be done? What unanticipated events occurred? What three or four action goals do you want to accomplish next year? Have you budgeted for these? Are you seeking alternative funding (grants, donations, for example) for those not budgeted?

2.6 PROGRAM EVALUATION GUIDELINES (2008) (2013) (2020)

Introduction

Program evaluation does not take place in a vacuum. While faculty members engage in conducting program evaluations, teaching and learning continues, departmental committees continue to meet, and curriculum planning marches forward. It is therefore important that the program evaluation process not only take a snapshot of a program as it is at one moment in time but that it also advances the established and ongoing work of the faculty. Program evaluation projects are not a means and an end unto themselves, but rather an extension of the business that department and program faculty are already engaged in. They provide an opportunity for faculty to think purposefully about issues of equity, inclusion, and diversity and to critically examine program outcomes, curriculum, structures, and policies to understand how certain structures, assumptions, and even learning supports may privilege or marginalize various student populations.

Degree and certificate programs that have programmatic accreditation with full approval from their respective accreditors are exempt from the formal MCC program evaluation

process, but they must consult with staff in the Office of Curriculum and Program Development and/or MCC's Accreditation Liaison Officer in order to ensure that their respective accreditation processes also satisfy MSCHE and SUNY guidelines. Accredited programs should submit their accreditation reports to the Provost and the Office of Curriculum and Program Development, with an attached executive summary describing findings, recommendations of the accreditors, and the program's plans for continuous improvement. Accredited programs in the EDIWS and CTE division should also submit their accreditation reports to the VP of EDIWS and CTE with an attached executive summary describing findings, recommendations of the accreditors, and the program's plans for continuous improvement.

Degree and certificate programs with low enrollment (for example, fewer than ten students) may also be exempt from the full evaluation process. Such programs should consult with staff in the Office of Curriculum and Program Development, the Dean or designee, the VP of EDIWS and CTE for programs in this division, and the Provost to determine an appropriate evaluation plan. Programs that have substantive curriculum elements in common may complete a combined evaluation. Faculty in such programs should also consult with the Office of Curriculum and Program Development, the Dean or designee, and the Provost, as well as the VP of EDIWS and CTE for programs in this division, to discuss the possibility of combining such programs in the evaluation process.

2.6.1 PROCESS IN CONTEXT

As outlined in *Foundations of Student Success 4.1*, Monroe Community College's faculty follows a model of "full-circle assessment":

The four phases of the assessment/evaluation cycle can be summarized using four corresponding verbs:

REVIEW => ASSESS=> EVALUATE => ACT

Typically, this four-phase process is demonstrated visually in a circle, each verb occupying a different quadrant of that circle, but with the process clearly indicated as iterative and never-ending. (*Foundations 4.1, pg. 27*)

This process, when applied to a program evaluation project, results in a set of findings and recommendations which require follow-up action beyond that point when the project is completed and the report is filed.

2.6.2 PREPARATORY STEPS TO A PROGRAM EVALUATION PROJECT

Monroe Community College operates on a 6-year cycle, with all degree and certificate programs and certain non-credit bearing programs scheduled for a complete evaluation once within that time frame. In fall 2011, the Faculty Senate adopted a three-semester project schedule. The preparatory steps for program evaluation projects listed and described in this section are understood to take place in the fall semester prior to the scheduled start of the project.

- A. Associate Director of Curriculum and Assessment communicates the program evaluation cycle to the Provost, VP of EDIWS and CTE, Deans or designee, and Chairs at the beginning of each fall semester.
- B. Associate Director of Curriculum and Assessment meets with division dean (or AVP or designee) and then the department chair to identify a “Program Evaluation Leader (PEL),” generally a full-time faculty member of the program under evaluation, to lead the project.
- C. PEL meets with Associate Director of Curriculum and Assessment to discuss general processes of leading an evaluation project and receives resources necessary to prepare for the project.
- D. PEL submits Discretionary Release Time Form to Academic Services.
- E. PEL accesses the Academic Assessment Database or other online archive of reports and reviews the program evaluation report filed in the previous cycle.
- F. PEL works with department chair to establish appropriate allocation of teaching load and other service so as to plan for the successful completion of the project.
- G. PEL consults with department chair to develop a general plan that addresses how the department will enable and support the completion of the project.

2.6.3 PHASE ONE: REVIEW (Semester I of III, generally spring)

During the review phase of the project, the PEL, along with his/her program colleagues, dean (or AVP or designee), and department chair, engage in a thorough discussion of past and current practices within the program. These practices should be looked at critically, with the aim of understanding both intended and unintended consequences, and how they may have different effects on different groups of students. The time spent on review should be devoted to the development of a complete understanding of how, and if, the program meets the purpose and goals of the faculty given its current design and daily execution. In the context of preparing for the new program evaluation project, the PEL and working team should review any prior evaluative reports related to the program. This phase is one of discussion and discovery and should serve as a benefit to build purpose and unity within the program.

- A. *Establish a working team.* Even in small programs, the PEL cannot reasonably complete a full program evaluation alone. Support from the department chair and colleagues is necessary. Since the daily work of the program is the product of shared contributions, so too should the work of the program evaluation project be shared.
- a. *Team may be a committee comprising full-time and/or adjunct faculty members*
 - b. *Team may be the full program faculty*
- B. *Designate a purpose for the project.* In addition to the assessment of student learning with respect to the Program Learning Outcomes, the project should be framed by a purpose. Generally speaking, projects should be conducted so as to answer a set of questions (or a major question), address a set of issues (or a major issue), or solve a set of problems (or a major problem) associated with the success of the program.
- a. *PEL should meet with the division dean or designee and department chair to discuss and establish project purpose; the Associate Director of Curriculum and Assessment and other senior members of the Curriculum and Program Development Office may also attend such a meeting;*
 - b. *When reasonable and necessary, faculty teaching in the program should also be consulted on the development of a project purpose.*
- C. *Review Program Design.* The PEL is responsible for directing a program-level review of the design of the degree. As part of this process, the PEL should lead the following actions:
- a. *Collect, review, and revise as necessary (for accuracy, consistency, clarity, and accessibility), information about the program's design from publications and web resources, including:*
 - i. all references to the program in the College catalog (including the program description, summary of program entrance requirements, etc.)
 - ii. the program's specific course requirements, including recommendations for course enrollments in electives and in general education classes
 - iii. any specific requirements that make admission to the program conditional, such as pre-requisite or co-requisite courses, or the achievement of specific scores on placement tests
 - iv. the four-semester model of course enrollment that demonstrates how a student might achieve completion of the degree within two years of full-time study
 - v. a "what if" scenario in Degree Works (in the case of discrepancies, contact the Coordinator of Academic Advisement Systems)
 - vi. the program or department website (if applicable)
 - vii. promotional materials;
 - b. *Review, and revise as necessary, the program's purpose statement and describe its relationship to the College's mission; if the program has no formal or published purpose statement, one should be written, with linkages shown to support the College's mission;*

- c. *Review, and revise as necessary, established program-level goals.* If the program has no formal or published goals, then they should be written. Do these stated goals accurately reflect the program faculty's priorities for what the program should offer its students (examples could include completion of the degree, acquiring a specific skill set, transfer, and/or employment)? Is the list of goals complete and up-to-date? Do the goals take into account the varied needs of a diverse student body?
- d. *Review, and revise as necessary, existing program-level outcomes.* If the program has no formal or published outcomes, then they should be written. These outcomes should support the purpose and the goals of the program. Outcomes should take two forms:
 - i. **Program Learning Outcomes.** These are concisely worded, measurable statements of the broad, cumulative learning that graduates of the program should have acquired as a result of successfully passing the program's designed set of courses. Measurement of these outcomes is usually associated with the structured learning that goes on in the classroom (known as direct measures of program success) and measurement should be achieved through multiple and varied methods.
 - ii. **Program Operational Outcomes.** These concisely worded statements include all other aspects of the successful operation of a high-quality program outside of the classroom, such as ongoing faculty professional development; conditions of the learning environment; success in student recruitment, enrollment, retention, and completion, including students from traditionally underserved groups based on gender, race, ethnicity, first language, socio-economic status, or educational background; and/or applications of technology including access to technology and student support with respect to technology. The evaluation of and reporting on these outcomes is not associated with the structured learning in the classroom but considering them does help provide a broader understanding of the success of a program.
- e. *Review existing course learning outcomes (CLOs) for all core required courses in the program, and for all electives supporting the program.*
 - i. As part of this review, analyze and consider underlying assumptions, values, and worldview.
 - ii. Ensure that the design of each CLO meets current College standards
 - iii. Verify that the set of CLOs for each course accurately portrays the "minimum common core content" that students should expect to learn by taking the course
- f. *Review the whole of the program curriculum.*
 - i. Map program core and elective courses to program learning outcomes. Analyze and assess as part of this process how current courses do and do not satisfy program learning outcomes as a whole. What program learning outcomes are not adequately supported by courses (gaps)? Which program learning outcomes are covered in too many classes (redundancies)? Which

- courses seem to deliver little value in supporting program learning outcomes, and which ones seem to be overly-packed with content?
- ii. Map program core and elective courses to Institutional Learning Outcomes (ILOs). Analyze and assess as part of this process how current courses do and do not satisfy Institutional Learning Outcomes. (In order to determine which courses map to each ILO, you may use MCC General Education designation, PLOs, CLOs, or course descriptions.)
 - g. *If appropriate or deemed important, identify and describe any distinctive, unique elements of the program as it currently exists.* What about the current program makes it different from similar programs at other two- and four-year institutions? What would or should draw students to MCC for this program? If, for any reason, the program’s design is not unique, what other aspects of faculty efforts, facilities and equipment, or student success make the program something that the faculty are proud of? (You may wish to consider the roles of High Impact Practices, corequisite courses, supplemental instruction, or other noteworthy pedagogical practices in your program.)
 - h. *Review and evaluate for clarity the relationship between degree requirements and general education courses.* If particular courses are required, do these courses seem to be serving their intended purpose? If general education electives are recommended, what purpose do they serve in the degree? Are there particular skills, knowledge, or competencies missing in the degree that general education courses could provide?
 - i. *Review curriculum for articulation with main transfer partners.*
- D. *Plan for course-based assessment of program learning outcomes.* Based on the work included in the curriculum map, consider how course-embedded assignments align with program learning outcomes, and plan for coordinated assessment of Program Learning Outcomes. These courses will be the “target courses” for assessment of the program’s learning outcomes. Course-based assessment needs a lot of planning for it to be done well, and faculty should work collaboratively to ensure program learning outcomes are assessed properly. Ideally, there should be multiple ways by which students may demonstrate their achievement of the learning outcomes. The PEL should consult with the Associate Director of Curriculum and Assessment for training, and where appropriate, should invite the Associate Director to meet with program and/or department faculty for advice and training in assessment processes. Where possible and deemed appropriate, consider an evaluation of High Impact Practices as part of the assessment of student learning.

2.6.4 PHASE TWO: ASSESS (Semester II of III, generally fall)

During the assess phase of the project, the PEL works in collaboration with his/her program faculty, along with colleagues from support offices around the College, to collect information and data that documents the operations of the program within the institutional context. It is understood that the process of program assessment includes the analysis of collected information

from a variety of sources. This phase of the project is the most time- and labor-consuming of the three semesters.

- A. *Plan and administer course-based assessment of student learning in selected courses.* The information collected from course-based assessment is particularly important because it is generally the only source of direct measurement of student learning available to program faculty. Conducting course-level assessment is difficult to manage and coordinate, and the timing opportunities for collecting this information are often short and very specific. Referring to the identified target list for course-based assessment, the PEL should work with the teaching faculty members to assist them in the planning and administration of the assessment. Ideally, assessment should ensure that students have multiple ways to demonstrate mastery of an outcome, and the tools (for example, student assignments, essays, or exams) used to provide data about student performance should be selected accordingly.
- B. *Collect supporting program-level data from various resources.* Aside from student learning achievement, a program best demonstrates its quality and success in meeting goals and outcomes through the collection of information outside of the classroom. (Note: Program operational outcomes, program evaluation purpose, and answers to other questions in Phase I should direct the focus for this section.)
 - a. *From and about the faculty –*
 - i. Present any relevant information about faculty workload, course coverage, and/or professional development pertaining to challenges and/or successes in meeting program goals and outcomes.
 - ii. **Faculty satisfaction.** Describe the method by which the program measures the satisfaction of its full-time and adjunct faculty with the program’s design, delivery, and support received from the College. This method may be informal. Information may be collected from an internally designed faculty survey, department meeting discussions, or other means that permit and promote constructive dialog and candor about program strengths and weaknesses.
 - b. *From and about the students ---*
 - i. **Program evaluation report from IR.** Review IR’s report on program enrollment, persistence, retention, transfer, and completion, as well as course enrollment and grades in key courses.
 - ii. **Student recruitment, orientation, advisement, and registration.** Describe any program faculty efforts in these areas, with attention to efforts that increase equity, diversity, or inclusion in the program, that are unique, especially effective, or go above and beyond common practice at the College. If possible, include quantifiable data regarding the number of students affected and/or hours devoted to such efforts by faculty members.
 - iii. **Faculty efforts in student retention and program completion.** Describe any program faculty efforts in these areas, with attention to efforts that increase equity, diversity, or inclusion in the program, that are unique, especially effective, or go above and beyond common practice at the College.

- iv. **Student satisfaction with the program.** Lacking the institutional resources for formal student surveys and acknowledging the difficulty of getting reliable and representative responses even when valid student surveys can be issued, we still believe in the importance of the student voice in program evaluation. Collect informal student feedback about the program, for example, student opinions on advisement, facilities, scheduling, or required general education courses. Gather perspectives from a diverse sample of students, and make sure that the voices of students from traditionally underserved populations are heard.
- c. *About the institutional educational environment* --- Concentrate only on **selected** aspects of this section as they are important to this program evaluation.
 - i. **Academic learning environments.** Describe and assess any specific physical facilities and equipment that the program requires (and uses) to deliver the educational purpose of the degree. Assess to what extent the facilities and equipment in their current state meet the needs of students and the teaching faculty, and how identified improvements might promote student success in program achievement and completion.
 - ii. **Student support from other college offices.** Identify those other services upon which the program relies that are delivered by other college offices. Collaborate with staff providing those services to describe and assess the contributions made to the program. Examples of support through Academic and Student Services may include (but are not limited to): the library; admissions; counseling; advising; transfer; career; tutoring and learning centers; online learning services; and educational technology services. Prioritize assessment of supports for traditionally underserved groups (for example, accessibility services for students with disabilities, technology provisions for students who do not have access to necessary technology, childcare services for student-parents, financial support for economically disadvantaged students, counseling for students in challenging life circumstances, etc.)
 - iii. **Co-curricular activities.** Identify other learning activities students engage in that fall outside of the typical course design, or even outside of the program, but which support learning opportunities. Collaborate with activity advisors to describe and assess the value of these activities to the program.
- d. *From the external environment*
 - i. **Input from standing advisory committees or equivalent if available and relevant.** Agendas and minutes from meetings documenting input and suggestions made by committee members should be included and commented upon, as appropriate. The role of the advisory committee, how often it meets, and a list of advisory committee members with their respective institutional/professional roles should be included in the report.
 - ii. **Plan for external review team (ERT) visit.** The PEL should lead the program faculty in a discussion identifying prospective participants in an on-campus visit from peers and professionals from other colleges and/or prospective

employers. The Associate Director of Curriculum and Assessment should be consulted regarding the process of identifying and building an effective external review team. The names and titles of potential external review team members should be submitted to the Provost and to the appropriate Dean or designee for review. In addition, programs in the EDIWS and CTE division should submit the names and titles of potential external review team members to the VP of EDIWS and CTE for review. Members of the ERT should not be directly affiliated with MCC. For additional guidance on external review teams, consult Exhibit A: Guidelines for External Review Teams.

2.6.5 PHASE THREE: EVALUATE (Semester III of III, generally spring)

In this, the final phase of the project itself, the PEL should focus the program faculty's attention on understanding how the earlier processes of "review" and "assess" now lead them to consider specific changes to the program. In the "evaluate" phase, the PEL should revisit the initial "defining purpose" of the project, to ensure that questions are answered, concerns have been addressed, and issues have been properly researched. In evaluating the program, the PEL should lead the program faculty in a discussion of findings, recommendations, and new directions. As the project draws to a close, the program faculty should gain a sense of renewed purpose in serving their students.

- A. *Discuss and analyze data and information.* Although some course-based assessment data may not yet be completed (for spring-only courses), the PEL should have a complete set of information and data from the "review" and "assess" phases of the project to be able to assemble the information together and begin to compile the project report. The discussion of the results of this research and inquiry should include colleagues and may include adjuncts and staff. Collaboration outside of the program, and even outside of the department, is encouraged. From these discussions, and from the input from the external review team visit, the PEL should be able to identify a set of findings and begin developing a set of recommended actions based on those findings.

In identifying and discussing the project's findings, the following questions should be considered (though not necessarily answered directly):

- a. Given the purpose(s) of the project, what are the major findings that the faculty should address?
- b. What did the project validate about our program?
- c. If Program Learning Outcomes are not being met, what can and should the faculty do to improve student success in meeting these outcomes?
- d. What innovations might the program faculty bring to the program in the next five years, and what value and purpose would those innovations serve?

Additionally, the PEL should devote specific attention in the final report addressing the following:

- a. Given the results of the assessment of Program Learning Outcomes, what specific changes do program faculty members propose to make to their teaching for the improvement of student learning?
 - b. Given the results of the evaluation of the program, what specific changes does the program faculty propose to make in the design or delivery of the program?
 - c. What actions and resources are necessary to allow for the recommendations in “a” and “b” above to be realized?
- B. *Host the external review team visit to campus.* The contribution of the external review team to the program evaluation project is to provide the program faculty with a perspective outside of the institution but grounded in the discipline. Members of this team will have an interest in promoting student success but should not have a specific or vested interest in the success of MCC’s program. A review of the program by an objective panel of qualified participants provides the program faculty with its best opportunity to hear new ideas, receive sincere and constructive advice and criticism, and discuss new trends and ideas in the discipline or profession. Maintaining this objectivity brings integrity to the written comments and recommendations that the ERT will provide to the program faculty. For additional guidance on external review teams, consult Exhibit A: Guidelines for External Review Teams.
- C. *Compile, complete, and submit project report summarizing information, data, findings and recommendations for action.* In the final stages of the project, the PEL should collaborate with his/her program colleagues, the department chair, and the division dean (or AVP or designee) to ensure that a completed assessment and analysis of program strengths and weaknesses has been conducted, and that the purpose(s) of conducting the program evaluation project has/have been addressed.
- a. Prior to the finalization of the project, PEL should consult with program faculty and department chair with a completed draft of the report, to allow for final feedback and collaboration.
 - b. Also prior to the finalization of the project, the division dean (or AVP or designee) and the Associate Director of Curriculum and Assessment should receive completed drafts to allow for input and feedback.
 - c. Final project report should be submitted by June 30th through the Academic Assessment Database. It will be reviewed by the department chair, the program coordinator, the division dean or designee, senior members of the Curriculum and Program Development Office, the Faculty Senate CAPE Committee chair, and the Associate Director of Curriculum and Assessment.

2.6.6 PHASE FOUR: ACT (generally early fall, following project completion)

The period following the completion of a program evaluation project (until the next cycle of evaluation) is known as the “action phase.” Often identified in educational literature as the “closing-the-loop” step of assessment and evaluation, this phase of program evaluation should focus the attention of department and program faculty members on “findings and fixes.”

Monroe Community College’s “full-circle assessment model” ensures program evaluation projects establish opportunities for programs and departments to organize their work with students in a strategic manner.

- A. *Moving Forward Forum.* Within the same spring semester in which a program evaluation project report has been submitted, the Associate Director of Curriculum and Assessment convenes a meeting that initiates planning and acting for continuous improvement.

Those attending this meeting should include:

- a. Program Evaluation Leader
- b. Department Chair and/or Program Coordinator
- c. Division dean or AVP or designee
- d. A Senior Member of the Office of Curriculum and Program Development
- e. Associate Director of Curriculum and Assessment
- f. Faculty Senate CAPE Committee Chair
- g. Other program/department faculty members (optional)

- B. *Provost’s Report.* Program Evaluation Leaders should prepare a short executive summary of the program evaluation, including significant findings, program successes, plans/requirements for improvement, and an overview of the external review for the Provost. This executive summary may be delivered as a written document or presented during a meeting with the Provost. In addition, programs in the EDIWS and CTE division should present the executive summary to the VP of EDIWS and CTE, either as a written document or as a presentation during a meeting with the VP of EDIWS and CTE.

- C. *Plans for Continuous Improvement: Assessment as an Iterative Process.* Following the completion of the moving forward forum, the PEL’s official service ends, and the department chair and/or program coordinator become the effective leaders to ensure that follow-up steps are taken to ensure that the project’s findings and recommendations are acted upon.

Departments completing program evaluation projects should develop a timeline with corresponding strategy to ensure continuity in follow-up on project findings. The following serves as a model for such a strategy:

Short-term actions to be taken (within 2 years)

Action

Individual(s) responsible

Timeline to implement

Middle-term actions to be taken (within 4 years)

Action

Individual(s) responsible

Timeline to implement

Long-term actions to be taken (within 6 years)

Action

Individual(s) responsible

Timeline to implement

- D. *Interim Consultation.* At the midpoint in the evaluation cycle, between the completion of the program evaluation project, and the commencement of the next, the Faculty Senate CAPE Committee shall initiate contact with programs to engage in follow-up discussions and assist them as requested on strategies to continue forward progress on follow-up actions.

2.6.7 Exhibit A: Guidelines for External Review Teams

External review teams should consist of two or more individuals. The make-up of these teams should be determined by the Program Evaluation Leader in consultation with his or her program faculty, with input from the department chair and division dean (or AVP or designee) and the Associate Director of Curriculum and Assessment. In addition, the names and titles of the external review team members should be submitted to the Provost and appropriate Dean or designee, as well as to the VP of EDIWS and CTE for programs in this division. The External Review Team may choose to visit MCC. They may also use technology in order to visit “remotely.”

General guidelines for External Review Team membership are as follows:

For transfer degree-granting programs:

- 1) *At least one member of the team should be from a competitor or peer institution or from a four-year institution that receives substantial numbers of MCC’s program graduates; the individual should be familiar with the academic specialty of the MCC program being evaluated.*
- 2) *An additional member of the team may be from a second four-year institution that receives MCC graduates, or alternatively, an individual representing a significant employer that hires graduates from four-year institutions with the B.A. or B.S. degree in the area of academic specialty of the MCC program being evaluated.*

- 3) *Additional members of the External Review Team may be added at the discretion of the participating program faculty (and should be considered if more than one degree is being evaluated).*
- 4) *In general, the external reviewers should have no significant academic, professional or other relationship to full-time faculty in the program/department, have no previous significant or formal affiliation with the institution, and come from academic or professional institutions belonging to a peer or aspirational peer group (i.e., in the same Carnegie class and having a similar program size, scope and statistical, or perceived, reputational ranking). However, two-year programs may invite a local Advisory Board member to be one of the two external reviewers.*

For any career and technical education academic certificate or degree-granting programs:

- 1) *At least one member of the team should be from a competitor or peer institution or from an area employer that is known to hire substantial numbers of graduates; the individual should be familiar with the academic specialty of the MCC program being evaluated.*
- 2) *An additional member of the team may be from a second employer that hires MCC graduates, or alternatively, an individual considered to be a substantive area expert in the field of the MCC program being evaluated, such as a faculty member from a four-year institution, or a local business leader.*
- 3) *Additional members of the External Review Team may be added at the discretion of the participating program faculty (and should be considered if more than one degree is being evaluated).*
- 4) *In general, the external reviewers should have no significant academic, professional or other relationship to full-time faculty in the program/department, have no previous significant or formal affiliation with the institution, and come from academic or professional institutions belonging to a peer or aspirational peer group (i.e., in the same Carnegie class and having a similar program size, scope and statistical, or perceived, reputational ranking). However, two-year programs may invite a local Advisory Board member to be one of the two external reviewers.*

2.7 ALTERNATIVE PROGRAM EVALUATIONS FOR ACCREDITED DEGREE PROGRAMS (2014)

Removed 2020

2.8 INDEPENDENT STUDY (2007)

- 2.8.1 Definition: Independent Study at MCC is a credit bearing study done by an individual student under the sponsorship of a faculty member who provides initial

guidance, criticism, review and final evaluation of student performance. Existing courses in the MCC Catalog cannot be offered as Independent Studies.

2.8.2 Independent Study may be taken (in accordance with Student Program resolution Section 1.1.3) as a

- (1) Program requirement
- (2) Program elective
- (3) General elective

2.8.3 Credit

No more than 15 Independent Study credits may be granted toward a degree. Credit or a project will be determined jointly by the student, faculty sponsor and department chairperson to accurately reflect the time and work involved. A recommended guide for credit allocation is one credit hour for the equivalent of every forty-five sessions of student academic activities of 50 minutes duration each (37.5 clock hours).

2.8.4 Grade

The grade for Independent Study projects will be in accordance with the College's credit hours and quality points.

2.8.5 Approval (2017)

The sponsoring faculty member will initiate the approval process by completing the Application for Independent Study in the Curriculum Database. The following fields are required:

- a short descriptive title
- a prefix indicating the sponsoring department
- a statement indicating that the course is not an existing course in the MCC catalog
- the name and student number of the student
- the reason for the Independent Study
- the number of credit hours for the course
- the academic activities required for completion of the course
- the number of hours to be spent completing them in order to justify the number of credit hours to be awarded for the course
- how the grade is to be determined

The proposal must then be approved by the department chairperson, the appropriate Academic Dean and the AVP of Curriculum and Program Development as indicated in the Curriculum Database.

2.8.6 Records

A paper copy of the application will be kept in the Career Services. The approved

proposal will be kept in the Curriculum Database. The official College record (student transcript) will show the course prefix and the number 290 and a course title which will include the letters IS, for Independent Study, and a brief descriptive title, the sponsoring instructor, the credit hours and the final grade.

2.9 ACADEMIC ASSESSMENT OF STUDENT LEARNING AND PROGRAM EVALUATION - FACULTY/DEPARTMENT - RIGHTS AND RESPONSIBILITIES

Monroe Community College recognizes and upholds the 1940 AAUP statement on Academic Freedom and subsequent interpretive comments. This is recognized in the collective bargaining agreement with the Faculty Association.

The following list of rights and responsibilities is in no way an attempt to claim rights not given via Academic Freedom, nor is it an attempt to limit the rights allowed under the provisions of Academic Freedom as defined by the American Association of University Professors (AAUP), or supersede policies already established.

From the beginning, MCC has held that assessment is faculty-driven and faculty-owned with support from the administration. Additionally the purpose of assessment is to improve student learning and curriculum design, not to assess or evaluate faculty performance.

Assessment is a significant component of the Middle States Commission of Higher Education accreditation process. To account for student learning outcomes and the attendant issues raised by (institutional and program accreditation), the faculty and administration will continue to (work collaboratively).

In regards to Assessment and Program Evaluation:

2.9.1 Each individual Faculty member has the right:

1. To accept or decline a leadership role in assessment
2. To select/create/refine the assessment tool in accordance with departmental policies
3. To determine for themselves an appropriate response to their assessment findings.
4. For findings not to be used to evaluate the quality of instruction or to compare instructors
5. For findings not to be used for promotion/retention decisions against their choice
6. For anonymity to be preserved where possible

2.9.2 Each Faculty member has the responsibility, consistent with departmental policy/practice:

1. To participate in Assessment/Program Evaluation, which may include, but is not limited to:
 - a. Becoming knowledgeable about specific departmental assessment practices
 - b. Engaging in department assessment practices at the request of the Program Evaluation Leader or Discipline Assessment Leader (PEL or DAL)
 - c. Administering the assessment tool
 - d. Collecting data and reporting the findings
 - e. Analyzing the findings and taking actions in response to the findings as requested
2. To share the assessment tool with appropriate PEL or DAL
3. To provide the Assistant Director of Curriculum and Program Assessment with access to the assessment tool

2.9.3 Each Department has the right:

1. To request who leads departmental assessment
2. To administrative support for assessment/program evaluation, such as:
 - a. Institutional Research Support
 - b. Release time for the support of assessment projects as determined by the Provost, as appropriate.
 - c. Assistance of the Assistant Director of Curriculum and Assessment
3. To determine for itself the pace and substance of its response to assessment findings
4. For findings not to be used to compare departments
5. To choose how and with whom to share its assessment tools
6. To manage its General Education course list which includes proposing the addition or removal of courses
7. To choose the location for storage of the assessment tools and samples of scored student work**
8. To select/refine/create assessment tools consistent with best practices and departmental policy and practice

2.9.4 Each Department* has the responsibility:

1. To ensure assessment of student learning (in discipline-specific General

Education courses) and evaluation of program is conducted in consultation with the Assistant Director of Curriculum and Assessment

2. To support training in assessment and program evaluation
3. To analyze assessment findings and oversee implementation of the action plan which may include:
 - a. Researching pedagogical and curriculum theory and practices
 - b. Creating and implementing new curriculum
 - c. Ensuring the continuation of current successful practices
4. To respond to assessment findings in a timely manner. To oversee production of required reports by PEL/DAL
5. To submit reports to the Assistant Director of Curriculum and Assessment to be archived in a secure central area
6. To maintain documentation of the location of assessment tools, and samples of scored student work**
 - a. Scored student work** will be stored for *at least one full cycle of program evaluation*
7. To ensure all General Education courses running are assessed per cycle
8. To acknowledge and support the program evaluation efforts by faculty

*"Department" does not necessarily connote the department chair specifically. A department may choose to charge a subgroup of faculty members to take responsibility for assessment activities.

** Scored student work will consist of, at minimum, two samples of each level of achievement.

2.10 DISTANCE EDUCATION ASSESSMENT POLICY: THE REQUIREMENT TO INCLUDE ONLINE SECTIONS IN ASSESSMENT (2014)

In course-based assessment projects, assessment of specific courses must include by design sections delivered fully online. Additionally, the number of online sections included in the assessment should be sufficient to ensure proper representation of student learning in the alternate format.

For courses offered in both formats (face-to-face, online):

1. All course learning outcomes (CLOs) selected for assessment should be the same for both delivery formats.
2. In the discretion of each department, the means of assessment can vary to accommodate the course delivery format.
3. The a) assessment instrument, b) scores correlating to each level of achievement (exceeds, meets, etc.), and c) standard or benchmark should be comparable across all course delivery methods. For example, to "meet" a standard of learning should be consistent across delivery formats.

For courses only offered in an online format:

1. Work with the MCC Assistant Director of Curriculum and Assessment to select the CLO(s) to assess based on current curriculum mapping procedures.
2. The means of assessment should be tailored for the CLO(s) being assessed.
3. The a) assessment instruments, b) scores correlating to each level of achievement (exceeds, meets, etc.), and c) standards or benchmarks should be comparable to those used by your department in assessing face-to-face courses.

2.10.1 Distance Education Assessment Policy: the requirement to report online learning results separately

When reporting the results of student learning in course-based assessment projects, separate data for results obtained from fully online courses (versus those from traditional face-to-face courses) should be included. The suggested format is the "MCC Student Learning Assessment Template".

- a) It would be permissible for data-based comparisons of student learning to be made as a result of inquiry by faculty.
- b) Consistent with "Academic Assessment of Student Learning and Program Evaluation Faculty/Department Rights and Responsibilities", comparison of student learning success should not be used to evaluate or compare faculty.

PLANNING COMMITTEE

3.0 It shall be the responsibility of this committee to participate in all aspects of long range planning including cultural changes, strategic planning, building programs, budget, facilities, accreditation and other matters relating to the Master Plan. It shall review and develop proposals encompassing the goals and mission of the College for submission to the President of the College through the Faculty Senate. (1989)

3.1 PLANNING COMMITTEE ROLE

3.1.1 Role in the Philosophy of Monroe Community College

The Planning Committee shall provide a forum for periodic examination of the philosophy of Monroe Community College.

3.1.2 Role in Strategic and Long Range Planning at Monroe Community College and in Setting of Continuing Goals.

It shall recommend, continually assess and make periodic revisions of priorities in the College statement of philosophy and goals. It shall have representation on committees involved in strategic, long range and facilities planning. To this end the Faculty Senate will maintain representation on such committees.

3.1.3 Role in Short-Term Goal Setting Process

As outlined below, the Planning Committee shall play an active role in the recommendation of short-term College goals.

- (1) After gathering faculty recommendations the Planning Committee presents its suggestions to the Faculty Senate Executive Committee.
- (2) The Faculty Senate Executive Committee presents recommended suggestions to the President.
- (3) President drafts College-wide goals.
- (4) Draft sent to Faculty Senate Executive Committee which sends it to Planning Committee for input.
- (5) Planning Committee seeks further input through the Senate and sends recommendations back to Faculty Senate Executive Committee.
- (6) Faculty Senate Executive Committee sends recommendations back to the President.
- (7) President reviews proposed College-wide short-term goals with the Board of Trustees.
- (8) President informs Faculty Senate Executive Committee and Planning Committee of final goals for the period.

3.1.4 Role in Evaluation of Goals

The Planning Committee shall be actively involved in the process by which Monroe

Community College evaluates the success with which College goals, both long-range and short-term, are being achieved.

3.2 THE PHILOSOPHY OF MONROE COMMUNITY COLLEGE (2007)

3.2.1 Strategic Plan

Access [Charting the Course: Monroe Community College's 2017-2021 Strategic Plan](#)

3.2.2 College Mission:

Access [Current MCC mission statement on MCC website](#)

3.2.3 Core Values:

Access [Current MCC Core Values on MCC Website](#)

3.2.4 Strategic Plan Directions and Goals:

Access [Current MCC Strategic Plan on MCC Website](#)

3.3 STRATEGIC PLANNING COMMITTEE (1996)

(1) Purpose

The Strategic Planning Committee will be an ad hoc committee of the Faculty Senate Planning Committee. This committee will assume primary responsibility for the development of the strategic plan to include: reviewing research, collecting data, developing suggested goals and strategies, and insuring input and review from college constituencies. The Committee shall keep the Planning Committee informed of its progress and shall submit its final recommended plan to the President after approval by the Faculty Senate.

(2) Composition

The Committee will be co-chaired by a designee from the Office of the President and an appointee of the Faculty Senate Executive Committee. The co-chairs will compile and submit a list of possible committee members for final approval by the Executive Committee. The Committee will consist of the co- chairs and approximately seven additional voting members providing broad representation of the College. Once approved, the President of the Faculty Senate will communicate membership to the President of the College, who shall have the prerogative of appointing other nonvoting members; not to exceed two.

(3) Timeline

Committee membership shall be established and approved by no later than January 1 of the final year of the College's current plan.

PROFESSIONAL DEVELOPMENT COMMITTEE

4.0 It shall be the responsibility of the committee to promote vitality and continued growth through the development and coordination of programs related to the improvement of teaching and learning, and of general interest to the faculty and professional staff. It shall assist the Professional Development Office in implementing various professional development activities. It shall be responsible for recommending Leaves for Professional Advancement and other major recognition awards as may be defined in Senate resolutions.

4.1 PROFESSIONAL DEVELOPMENT (1996)

4.1.1 Introduction

Maintenance of vitality is important to the faculty, professional staff and the college. Professional development is primarily the responsibility of the faculty and professional staff. Professional development is a means to secure the capacity to grow, develop and learn. Professional development includes professional leaves, tuition reimbursement, conferences, retraining, in-service training, academic exchanges, and other activities leading to improved performance in teaching, support and administration. Professional development should support faculty and professional staff in their effort to be current and enthusiastic.

4.1.2 Commitment

The need for ongoing professional development is recognized by the administration and faculty of the College. The College should demonstrate its commitment, encouragement and support of an active professional development program.

4.1.3 Goals

The goals of the professional development program should be related to the mission and goals of the college and should, in addition, reflect any current professional development concerns of the faculty not addressed by the mission and goals. As the College's goals change, the goals of professional development should be reviewed and changes made as appropriate.

4.1.4 Purpose

The professional development program shall offer the opportunity for faculty to exchange information and thereby profit from each other's knowledge, as well as, from those outside the College community; to address interests and needs particular to different segments of a diverse faculty; to address interests faculty have in common as learners, teachers, and providers of services to students; to build a sense of community which contributes significantly to an effective work

environment; and to facilitate individualized professional and personal growth plans.

4.2 WESLEY T. HANSON AWARD FOR TEACHING EXCELLENCE/AWARD FOR EXCELLENCE IN PROFESSIONAL SERVICE (2007)

4.2.1 Purpose

The Wesley T. Hanson Distinguished Professor Awards are awarded by the faculty to recognize outstanding faculty members. One award for Teaching Excellence and one award for Excellence Professional Service may be granted.

4.2.2 Procedure

- (1) The Professional Development Committee shall call for nominations for the awards from the College community no later than March 1. This shall include the distribution to the College community of a description of the awards, award criteria, deadlines and a nominating form.
- (2) The names of the recipients shall remain confidential until the Faculty Executive Committee and the President have been notified. The recipients and the college community shall then be notified by the Committee.

4.3 CHANCELLOR'S AWARDS (SUNY) (2007)

4.3.1 Purpose

The purpose of this award is to recognize extraordinary professional achievement and excellence in these categories; teaching, professional services, and librarianship.

4.3.2 Policy

The Professional Development Committee adheres to the award guidelines set forth by State University of New York regarding criteria, eligibility, number of awards, nominating process, required documentation, format, and deadline dates.

4.3.3 Procedure

The Committee shall establish procedures and deadline dates consistent with the guidelines set forth by SUNY. Typically, nominating procedures will commence during the fall semester.

4.3.4 Recommendations

A subcommittee consisting of previous Chancellor's Award recipients shall be appointed to make recommendations to the President. This subcommittee shall be

co- chaired by the Chair of the Professional Development Committee and the liaison from the President's Office.

4.4 LEAVES FOR PROFESSIONAL ADVANCEMENT FOR THE BENEFIT OF THE COLLEGE (2007)

4.4.1 Policy

A restricted number of leaves for professional advancement may be made available to members of the faculty who meet the requirements set forth. The objective of such leave is to increase each person's value to the College in relation to the annual college goals and thereby improve and enrich its program. Such leave shall not be regarded as a reward for service nor as a vacation or rest period occurring automatically at stated intervals.

4.4.2 Purpose

Leaves for professional advancement shall be granted for study, formal education, research, writing, or other experiences of professional value.

4.4.3 Eligibility/Criteria For Assessing

Members of the faculty who have completed at least six years of service within the College, or who, if they previously have had a leave for professional advancement, or sabbatical leave and have completed at least six years of service within the College from the date of return from their last leave shall be eligible for leave for professional advancement.

4.4.4 Procedure

- (1) The Professional Development Committee shall call for applications usually by February 1, but in no event later than March 1 of each year. This will include the purpose, criteria, eligibility requirements and deadline dates.
- (2) Applications shall be submitted to the appropriate Vice President, the Division Dean, and the Professional Development Committee.
- (3) Application shall include a statement outlining the program to be followed while on leave; any prospective supplementary income; a statement that the applicant intends to continue to return for at least one year of service upon return from the leave; that he/she will submit a comprehensive report to the President within three months from the date of return.
- (4) The Professional Development Committee will review the applications based upon predefined award criteria established by the Committee. The Committee will schedule interviews with applicants and shall have the prerogative to request additional information or clarification of the applicants.
- (5) The Committee will rank order the candidates deemed worthy of receiving a

leave. Not all candidates need to be listed.

- (6) The rank order list shall then be submitted to the President and the Faculty Senate Executive Committee.
- (7) The Vice Presidents recommend to the President the number of faculty who should be granted Leave for Professional Advancement for the Benefit of the College.
- (8) The final recommendations to the Board of Trustees will be made by the President, in consideration of the above recommendations and financial position of the College.

SPECIAL COMMITTEE ON ADMINISTRATIVE AFFAIRS

- 5.0 It shall be the responsibility of this committee to (1) make recommendations to the appropriate Administrative Officers regarding the selection and/or appointment of the following Administrative Officers: President, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents, Executive Dean, Deans and Directors.(2) to make recommendations to the appropriate Administrative Officers regarding the creation or redefinition of administrative and academic offices and departments; and (3) to monitor the selection of Department Chairpersons. (2015)

Additional charges to the Committee may be made by the Executive Committee of the Faculty Senate or by the President of the College. The President of the College shall make charges through the Faculty Senate.

5.1 RECOMMENDATIONS FOR THE CREATION OR REDEFINITION OF ADMINISTRATIVE AND ACADEMIC OFFICES AND DEPARTMENTS

5.1.1 The Committee shall be notified of any proposed creation or redefinition of Administrative and Academic Offices and Departments, and of vacancies. The proposal must include proposed date(s) of implementation. If exact dates cannot be provided, estimated dates should be included.

5.1.2 The Committee will be given at least five (5) weeks to review the proposal and make its recommendation. If proposal has multiple implementation dates, the Committee's five weeks to review will be based on earliest-dated proposed item.

- (1) Not included in the five week review period are days when the college is officially closed for business
- (2) Extensions may be granted by proposer should the Committee warrant extra time to complete its full review of the proposal. Memo should be written and signed by proposer and SCAA for proof of extension approval.
- (3) The Committee requests a response to its recommendation(s) within two weeks (which do not include days when the college is officially closed for business).

The Executive Committee of the Faculty Senate shall review any final written recommendations to be submitted to the Administrative Officers by the Special Committee.

5.2 RECOMMENDATIONS FOR THE APPOINTMENT OF DEPARTMENT CHAIRPERSONS (2007) (2012)

5.2.1 The Chairpersonship of a Department will be declared vacant by the Provost/Vice President for Academic Services or by the Vice President of Economic Development and Innovative Workforce Services.

5.2.2 A letter from SCAA will inform members of the Department of the selection process. They will be informed that anyone (including the present Chairperson) wishing to apply for the Chairpersonship for the next three-year term should submit a letter of intent to the Provost/Vice President for Academic Services or to the Vice President of Economic Development and Innovative Workforce Services.

The names of the applicants will be posted on a pre-announced date. After this first posting, additional applications or withdrawals may take place. The final list will then be posted on a pre-announced date. The Department will then meet as it desires and will be presided over by a senior member of the Department who is not a candidate for chair. The Department may ask each candidate to address it and answer questions. At some time during these meetings the Department may select a teller. On a preannounced date, voting will take place in the office of the Provost/Vice President for Academic Services at the Brighton campus and in the office of the Executive Dean of the Downtown Campus. In addition to listing the candidates, the ballots will allow members of the Department to indicate a preference for none of the above. A member of the Special Committee, the representative of the Provost/ Vice President for Academic Services, and/or the representative of the Vice President of Economic Development and Innovative Workforce Services and the Department teller will supervise and count the vote. Only one vote should be necessary. The results for all candidates will be posted in the Department office.

5.2.3 Voting for Department Chairs (1991) (2012)

- (1) All voting faculty as outlined in Article IV, Section 1 are eligible to vote in the department chair election in his/her department.
- (2) Voting will be under the supervision of the Special Committee on Administrative Affairs.

Typical Timetable:

Monday - Department Meeting (Member(s) of the Special Committee may be asked to attend).

Wednesday - Noon - First Deadline for Applications and First Posting.

Friday - Noon - Final Deadline for Applications and Final Posting.

MTWTh - Second Week - Department Discussions.

Wednesday - Department Meeting at Which Candidates May Be Asked to Make a Statement and Answer Questions.

Friday - Second Week- Vote by Department Members in Office of Vice President for Academic Services and Posting Results in the Department Office.

(3) The Special Committee may confer with each of the candidates and analyze the Department vote. It may confer with any member of the Department, with the Dean of the Division and with the Provost/Academic Vice President and/or the Vice President of Economic Development and Innovative Workforce Services. It can call upon any "specialists" who can aid it in its decision. The Committee will then submit its recommendation to the Academic Vice President as called for by the Policies of the Board of Trustees.

5.2.4 Three-year cycle of terms for Department Chairs (2014)

(1) The election of Department Chairs will be distributed so an equal (or nearly equal) number of Departments are participating in their regularly scheduled election in each of the three years of the cycle of terms for Department Chairs.

(2) Priority will be given to maintaining this equal distribution and maintaining individual Departments regularly scheduled election times within this cycle, so there will be a sufficient number of experienced Chairs to assist with the mentoring of first-time Chairs. Thus, when an Interim Chair is appointed mid-term, a special election may also take place at the same time of year as the regularly scheduled elections following the procedures of Section 5.2.5, but that Department will resume its place in the three-year cycle of elections at its next regularly scheduled election.

5.2.5 Appointment and Election Process for Interim Department Chairs (2014)

(1) When the Chairpersonship of a Department is vacated in mid-term, the Dean overseeing that Department will appoint an Interim Chair.

(2) That Interim Chair will serve in an interim capacity until the time of the next yearly Department Chair elections, at which time that Department will participate in a special Chair election, according to the same procedures for regularly scheduled Chair elections outlined in the other subsections of Section 5.2. Both the Interim Chair and other Department members may declare, or decline to declare, their candidacy as in a regularly scheduled election.

5.3 RECOMMENDATIONS FOR THE APPOINTMENT OF ADMINISTRATIVE OFFICERS OTHER THAN CHAIRPERSONS OF DEPARTMENTS (1989) (2007) (2012) (2015)

5.3.1 The Committee will review the job description and qualifications for the job as submitted by the College and make recommendations for change if appropriate.

5.3.2 The Committee will make a determination of how it will participate in the search. Normally, its participation will take one of the following forms:

(1) Separate Recommendation

(a) The Committee will conduct a preliminary screening of all applications to determine whether or not they meet the minimum requirements for the position. This preliminary screening can be done by looking at the applicants' folders containing letters of application,

resumes, letters of reference, etc. The Committee will then compile a list of candidates it recommends for an interview.

(b) The Committee may call upon any "specialists" who could aid it in its decision.

(c) Once the selection of candidates for interview has been made, these candidates will be interviewed by the Committee.

(d) The Committee will compile a rank order list of all final candidates or, if it finds them equally qualified, will so state and list them in alphabetical order.

(e) The Committee will then make its recommendations to the appropriate Administrative Office. This recommendation should be followed up with a conference after the Administrative Officer has had an opportunity to study the recommendations.

(f) The Committee may appoint non-SCAA member(s) to be part of the separate search committee in order to best address the needs of the position.

(2) Participation on College Search Committee

(a) One or more members of SCAA will be designated by SCAA to participate on the College Search Committee.

(b) The SCAA member(s) so designated will participate on the College Search Committee as a voting member.

(c) The SCAA member so designated will make periodic reports to SCAA of the Search Committee's deliberations.

(3) SCAA/Administrative Combined Search

(a) SCAA-member/appointed-member will be co-chair of search committee.

(b) At least 1:1 representation of SCAA-members: Administrative members.

(c) SCAA members will have collaborative editing rights with all members of the search committee relative to all applicable interview materials.

(d) SCAA appointed co-chair will jointly work with the committee to make final candidate(s) recommendations.

5.3.3 Guidelines for Deans: In addition to 5.3.1 to 5.3.2 the following guidelines will be used for the appointment of Deans.

(1) The Committee will ask each candidate for a one-page statement of his/her philosophy, positions, priorities, etc., and will distribute the statement to members of the Division.

(2) SCAA will hold an Open Forum to allow candidates to address his or her statement and to answer questions from the audience.

(3) Survey for Deans (1991) (2012)

Any voting member as outlined in Article IV, Section I is eligible to participate in the survey for the division.

(4) The Committee will survey eligible Division members in attendance at the Open Forums.

(5) Surveys will take place immediately following each Open Forum. At the last Open Forum there will be a comprehensive survey with an opportunity to rank candidates. Besides listing candidates, the survey will allow members of the Division to indicate a preference for none of the above.

NOMINATIONS, ELECTIONS AND GOVERNANCE COMMITTEE

6.0 In accordance with Article IX, Section 2.F. (2) of Faculty Senate Bylaws it shall be the responsibility of the committee to prepare a slate of candidates for the following positions in the Faculty Senate: President, Vice President, Secretary, and Senators. This Committee shall be responsible for reviewing and adjusting the distribution of representatives among departments or units, and the determination of eligibility for voting membership in accordance with Article IV, Section 1 of the Faculty Senate Bylaws. This Committee shall make recommendations to fill vacancies as they occur on Committees and in the Faculty Senate. It will supervise all elections and examine all procedures to make sure they are in keeping with the Faculty Senate Bylaws. It will review the Bylaws at least once every three years and make recommendations for changes to the President of the Senate. This committee shall also be charged with nomination and election duties for the MCC Association Board representatives and the SUNY Faculty Council on Community Colleges representative. This committee shall be charged with insuring that principles of democratic governance are being followed in all constituent areas of the governance system.

6.1 NOMINATIONS, ELECTIONS & GOVERNANCE COMMITTEE PROCEDURES

6.1.1 Determination of Eligibility for Voting Membership (2010) (2017)

- (1) Voting Faculty shall be determined according to Article IV, Section 1 of the Faculty Senate Bylaws.
- (2) Faculty Senate constituencies are determined according to Article VI, Section 1 of the Faculty Senate Bylaws.
- (3) Prior to any Faculty Senate election, the Committee shall verify voter eligibility, both across all constituencies, and within each constituency.
- (4) The list of voting faculty and their assigned constituencies shall be used for voter verification. A copy of the list shall also be given to the Faculty Senate Secretary to use as a distribution list.

6.1.2 Nominations and Elections of Faculty Senate Officers (2017)

- (1) Every two years the Nominations, Elections and Governance Committee shall solicit nominations from voting faculty via the MCC Daily Tribune for Faculty Senate Officers: President; Vice President, Teaching Faculty; and Vice President, Professional Staff. Nominations shall be submitted to the NEG chair or designated representative via e-mail in a pre-designated period announced to the community sometime during the months of March or April.
- (2) Nominations will additionally be received from the floor of an April Faculty Senate meeting.
- (3) The Committee shall prepare a slate of candidates from the nominations received. The Committee shall publicize the slate of candidates and candidate statements with voting guidelines and a date for the election to voting faculty by the first week of May.

- (4) Elections should be completed by the end of the third week in May.
- (5) Voting shall take place over the course of five business days utilizing an electronic balloting process conducted and validated by the Office of Institutional Research.
- (6) Ballots shall include for each office:
 - (a) The name(s) of any candidate(s) running, along with their respective titles and departments;
 - (b) The options to either “approve” or “disapprove” the election of the individual in instances where a candidate is running unopposed;
 - (c) No option for write-in candidates, or other expressions of approval or disapproval for the candidate(s) listed.
- (7) Winning candidates shall be determined as follows:
 - (a) In contested elections, the winning candidate shall be that person who receives the highest number of votes cast;
 - (b) For an individual running unopposed to be declared the winner, the votes indicating “approval” for that candidate must constitute a majority of all votes cast;
 - (i) In the event that an unopposed candidate does not receive the required votes, the office shall remain unfilled, and a new special election will be necessary, with a new call for candidates;
 - (ii) The special election will be executed immediately, using the same process described above, except that it must be undertaken no later than the first week of June.
- (8) Officer vacancies following elections.
 - (a) In the event that, following officer elections, one or more of the officer positions remains unfilled, then the following shall be necessary:
 - (b) If the presidency remains unfilled due to an unresolved special election, and every effort has been made in an academic year to fill that position, then on September 1 of the following academic year, the newly elected Vice President, Teaching Faculty assumes the duties of president for that academic year. A new election for president will take place in the following spring semester in accordance with all other procedures regarding officer elections outlined in the Faculty Senate Bylaws and Resolutions.
 - (c) If a vice presidency remains unfilled, and every effort has been made in an academic year to fill that position, then the Executive Committee, with the approval of the Faculty Senate, may appoint for a term of up to one year a person to serve in that capacity. A special election for that office will be held in the following spring semester in accordance with all other procedures regarding officer elections outlined in the Faculty Senate Bylaws and Resolutions. This provision will also apply for instances when the Vice President, Teaching Faculty has assumed the office of President of the Faculty Senate.

- (9) The Committee shall inform MCC community of the results of the election via the MCC Daily Tribune.

6.1.3 Distribution of Representatives Among Academic Departments and Professional Areas (2017)

- (1) Each year, after compiling the list of voting faculty, the Committee shall review and when indicated adjust the distribution of representatives among academic departments or professional areas according to Article VI, Section 1.A of the Faculty Senate Bylaws.
- (2) The Committee shall then determine the number of Senators who need replacement and the length of their term. A list of staggered terms of office shall be provided by the Committee whereby one third of the Senators are replaced each year, equally divided among areas.

6.1.4 Nominations and Elections of Senators (2017)

- (1) Every year, the Committee shall distribute guidelines and timetables for nominations and election of Senators to involved departments/areas during the first week of April.
- (2) Elections should be completed by the end of the third week in May.
- (3) Elections for contested seats will be held utilizing an anonymous form of ballot casting. If only one candidate is nominated from a department or area, the candidate will become senator with the approval of the Executive Committee unless a constituent of that department or area requests a ballot election. A ballot election may be requested by contacting the chair of the NEG Committee within one week of the announcement of nominations to the department.
- (4) The Committee shall inform voting faculty of the results of the senator elections for their department or area via e-mail.
- (5) Every year after the election of Senators, the Committee shall survey all Senators regarding Faculty Senate Committee preferences. The Committee shall forward the results of the survey to the Faculty Senate Executive Committee.

6.1.5 Procedure for Amending Faculty Senate Bylaws (2017)

- (1) The Committee shall receive and review proposals for A amendments that are
 - (a) Submitted in writing to the Chairperson of the Committee with a rationale for the change.
 - (b) Raised at Faculty Senate Meetings and are recorded in the minutes.
- (2) The Committee shall review written proposals as they are received and shall report to the Executive Committee and then provide a written response to the proposer indicating its recommendation about the amendment. Proposals that require immediate action shall be forwarded to the Executive Committee immediately after review by the Committee.

- (3) After the Committee receives the recommendations of the Executive Committee, the Committee shall process proposals for amendments according to Article X, Section 5 of the Faculty Senate Bylaws.

6.1.6 Nominations and Elections of Representatives to the MCC Association Board (2017)

- (1) There shall be two representatives to the MCC Association Board elected from the voting faculty.
 - (a) Each representative shall serve a three-year term, renewable once, for a total service of up to six consecutive years;
 - (b) One representative must be teaching faculty;
 - (c) The terms of office of the two representatives shall be staggered.
 - (d) The term of office shall run from Oct 1 through September 30.
- (2) Every year that a term of office for a representative to the MCC Association Board expires, the NEG Committee shall solicit nominations from voting faculty for a representative to the MCC Association Board via announcement in the MCC Daily Tribune. Nominations shall be submitted to the designated Committee representative via e-mail.
- (3) The Committee shall prepare a slate of candidates from the nominations received via e-mail. The Committee shall publicize the slate of candidates with guidelines and a date for the election to known voting faculty.
- (4) The Committee shall conduct the election during the spring semester, consistent with the timeline and process described in Faculty Senate Resolution 6.1.2 for Faculty Senate officers.
- (5) The Committee shall inform the MCC community of the results of the election via the MCC Daily Tribune.

6.1.7 Nominations and Elections of Representatives to the SUNY Faculty Council on Community Colleges (FCCC) (2017)

- (1) There shall be two representatives to the Faculty Council on Community Colleges (FCCC) elected from the voting faculty: a voting member, and an alternate.
 - (a) Each representative shall serve a three-year term, renewable twice, for a total service of up to nine consecutive years;
 - (b) Any individual serving the role of voting member or alternate may serve a total of twelve consecutive years, when accounting for service in both offices;
 - (c) The elections and terms of office of the two representatives shall be aligned.
 - (d) The term of office shall run from September 1 through August 30.
- (2) For each representative respectively, every three years the NEG Committee shall solicit nominations from voting faculty for a representative to the SUNY Faculty Council on Community Colleges via an announcement in the MCC Daily Tribune.

- (3) The Committee shall prepare a slate of candidates from the nominations received by e-mail. The Committee shall publicize the slate of candidates with guidelines and a date for the election to known voting faculty.
- (4) The Committee shall conduct the election during the spring semester, consistent with the timeline and process described in Faculty Senate Resolution 6.1.2 for Faculty Senate officers.
- (5) The Committee shall inform voting faculty of the results of the election via the Monroe Tribune.
- (6) Any vacancies created in either office, for whatever reason, may be filled for a period of up to one year, until the next election cycle, using the following process:
 - (a) In the event that the FCCC Voting Representative position is vacant, then the Alternate may serve in that capacity on an interim basis;
 - (b) If the Alternative Representative position is vacant, then the Executive Committee may nominate an individual to serve on an interim basis;
 - (c) The Faculty Senate, by majority vote, approves the interim service of the nominated individual