



REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- Eureka: 7351 Tompkins Hill Road– Board Room – SS 202
- Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3

April 19, 2019 – 1:00 pm

AGENDA

1. **Call to Order**
2. **Introductions and Public Comments:** Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate
3. **Approve Academic Senate Minutes**
 - 3.1 **April 5, 2019 Academic Senate Minutes** (Attachment)
4. **Action Items:**
 - 4.1 **Approve April 12, 2019 Curriculum Committee Recommendations:** Sean Thomas (Attachment)
 - 4.2 **Emeritus Status**
 - 4.2.1 Steve Brown (Attachment)
 - 4.2.2 Michael Richards (Attachment)
 - 4.3 **Area E Taskforce AP 4025 Revision:** Sean Thomas (Attachment)
5. **Discussion**
 - 5.1 **Faculty Qualifications Committee Petition to Change Qualifications for Discipline:** Michelle Haggerty (Attachment)
 - 5.2 **Draft Syllabus Coversheet & Helpful Information:** Angelina Hill (Attachment)
 - 5.3 **2019-20 Draft Annual Plan:** Paul Chown (Attachment)
6. **Reports**
 - 6.1 **Guided Pathways Scale of Adoption Self-Assessment:** Angelina Hill (Attachment)
 - 6.2 **College Update:** Angelina Hill
 - 6.3 **Associated Students of College of the Redwoods (ASCR) Update:** Joshua Mata ASCR Representative
7. **Future Agenda Items:** Senators are encouraged to request to place an item on a future agenda
8. **Announcements and Open Forum**
 - 8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>
 - 8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
9. **Adjourn**

Public Notice—Nondiscrimination

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April 5, 2019 – 1:00 pm

MINUTES DRAFT FOR APPROVAL

Members Present: Peter Blakemore, Gary Sokolow, Stuart Altschuler, Kristy Carlsen, Mike Dennis, Levi Gill, Will Meriwether, Shannon Mondor, Ruth Moon, Michael Richards, Wendy Riggs, Lisa Sayles, Shemya Vaughn, Erin Wall, Mark Winter (for Todd Olsen), Angelina Hill, and Jessica Frint (support)

Members Absent: Chris Gaines, Hillary Reed, and Joshua Mata

Others present: Sean Thomas (phone), Michelle Haggerty, John Johnston, Natalia Margulis

1. **Call to Order:** Peter Blakemore called the meeting to order at 1:00 pm
2. **Introductions and Public Comments:** There were no public comments.
3. **Approve Academic Senate Minutes**
 - 3.1 **March 15, 2019 Academic Senate Minutes:** On a motion by Stuart Altschuler, seconded by Michael Richards, the minutes of March 15, 2019 were unanimously approved as amended.
4. **Action Items:**
 - 4.1 **Senate Co-President Election:** Peter Blakemore was available for questions. On a motion by Erin Wall, seconded by Michael Dennis, Gary Sokolow was approved through roll call vote as Senate Co-President for the 2019 – 2020 term: Stuart Altschuler voted yes, Kristy Carlsen voted yes, Michael Dennis voted yes, Levi Gill vote yes, Will Meriwether voted yes, Shannon Mondor voted yes, Ruth Moon voted yes, Mark Winter (for Todd Olsen) voted yes, Michael Richards voted yes, Wendy Riggs voted yes, Lisa Sayles voted yes, Shemya Vaughn voted yes, Erin Wall voted yes.
5. **Discussion**
 - 5.1 **Area E Taskforce Report:** Peter Blakemore reminded Senators that during the college's accreditation affirmation we were cited for our Area E and ability to teach ethical reasoning. One of the responses to this was the review of Area E through the Area E Taskforce. Sean Thomas stated that the charge received from the Academic Senate Co-presidents had three components:
 1. Considering a response to the ACCJC recommendations for integrating information literacy and ethical reasoning into all programs.
 2. The review of Area E and its function at the college in terms of its general education requirement for the local degree and value to the students in providing a general education experience.

3. Consideration of whether or not we want to recommend the Curriculum Committee receive guidance about its ability to review general education courses. The taskforce determined this was not necessary based on its current processes.

Sean Thomas stated that the purpose of Taskforce's report is to seek guidance and direction from the Senate on what the committee does next. He gave a brief background of the committee's work and stated that the Taskforce found that the GE designation of Area E is irrelevant to students satisfying their diversity and common ground requirements if they transferred to HSU and CR's Area E language is not the norm across the California community college system. He stated that the Area E requirement continues to present a barrier to reposition students at CR.

S. Thomas explained that the committee had three proposals; have Area E integrated into areas B and C, eliminate Area E moving forward, or do an overhaul of Area E that changes the language towards an orientation that is more neutral. There was some concern expressed about how the change is made and if we could meet the requirement equally well if Area E was integrated into areas B and C. It was expressed that the change needs to make it clear that the Area E classes are not going away and the college values multicultural understanding.

Peter Blakemore thanked the committee for all of their work and time studying this over the past several months. Senators agreed upon reviewing a revised policy drafted by the Taskforce with Area E being integrated into Areas B and C. Sean Thomas stated that the Taskforce could produce a draft revision to present at the next Senate meeting on 4/19.

- 5.2 **OEI Resolution from Senate:** Peter Blakemore requested to Senators to move this item to an action, there were no objections. Ruth Moon motioned to approve, seconded by Wendy Riggs. Item is now agenda action item 4.2. Stuart Altschuler voted yes, Kristy Carlsen voted yes, Michael Dennis voted yes, Levi Gill vote yes, Will Meriwether voted yes, Shannon Mondor voted yes, Ruth Moon voted yes, Mark Winter (for Todd Olsen) voted yes, Michael Richards voted yes, Wendy Riggs voted yes, Lisa Sayles voted yes, Shemya Vaughn voted yes, Erin Wall voted yes.

6. Reports

- 6.1 **Program Viability Committee:** Peter Blakemore stated the committee met today and focused on the 4020 process. He stated that the committee is looking into proposals for possible ADTs. Stuart Altschuler mentioned that there is a requirement when something is up for 4021 that the representation for a particular department is a Dean and full-time faculty. He explained that there are several departments without full-time faculty and that past practice has been to have the most senior associate faculty participate. He asked that the committee consider this. Angelina Hill stated that the Program Viability Committee agreed that they would be seeking information from the Dean and then either full-time faculty in the area or full-time faculty that are in related areas. Stuart Altschuler recommended a change in the policy. Senate Exec to consider during the next Senate Executive meeting.
- 6.2 **College Update:** Angelina Hill reported that there was a statement written to the State Capitol Legislation from the state-wide Academic Senate about the Student Centered Funding Formula. She explained that the argument is to level the point system for

associate degrees so the achievement of comparable unit values are counted equally and to keep the performance metric to 10% of the total allocation which is supposed to ramp up to 20%. She felt all points argued for were reasonable and would be favorable for CR and students. She reported that the bookstore RFP went to the Board of Trustees at their meeting on Tuesday and is moving forward with approval with Barnes and Noble MBS Direct. She explained that an implementation team is being formed. A. Hill also reported that we had a professional resource team assigned to us by the Chancellor's Office. She explained that we were asked if we wanted to invite another team and what we would be interested in looking at. She stated that President Keith Flamer put forward a proposal around resources for professional development and we have been awarded a team who will come in the fall who will give their professional expertise and fiscal resources. A. Hill shared that Ed Macan has been our grant writer this year, and she expressed her appreciation of his grant writing. She reported that we received notice today of a \$10,000 award from the Humboldt Area Foundation Community grant for our housing and security grant and stated that yesterday he submitted a \$100,000 grant for the nursing program.

6.3 **Associated Students of College of the Redwoods (ASCR) Update:** Joshua Mata ASCR Representative was not in attendance.

7. **Future Agenda Items:** Senators are encouraged to request to place an item on a future agenda.

8. **Announcements and Open Forum**

- Stuart Altschuler announced that Addiction Studies is holding their annual career forum, Thursday, April 18, 2019 from 6:15pm-8:15pm (doors open at 5:45pm) in the LRC 105.

8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>

8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>

9. **Adjournment:** On a motion by Michael Richards, seconded by Lisa Sayles, the meeting was adjourned at 2:54 pm.

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AP 4025

PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

District procedures regarding Associate Degrees and General Education follow the philosophy and criteria expressed in BP 4025, as well as criteria mandated in Title 5, Section 55601, and relevant accreditation standards.

The Redwoods Community College District (District) mission is central to the philosophy and criteria for Associate Degrees and General Education. District programs and Associate Degrees offered are consistent with this mission and include developmental, career technical, and transfer education. Program vitality and student success are assured through a continual cycle of assessment and improvement. New programs may be initiated in response to both internal and external factors that include, but are not limited to, the following:

- Alignment with the Chancellor's Office priorities, the College mission, and accreditation standards
- Alignment with state and federal requirements
- Requirements from transfer institutions
- Availability of fulltime and associate faculty
- Budget concerns and sufficient funding
- Demand in the workforce
- Adequate facilities and equipment

1.1 The Associate Degree

Associate Degrees (AD) at College of the Redwoods are developed and awarded in accordance with the philosophy expressed in BP 4025. The AD must contain a minimum of 60 units that includes both General Education (GE) and Discipline-Specific requirements.

1.2 General Education Requirements

GE courses by their nature are expected to be introductory, broad, and general in scope, not advanced or specialized. Furthermore, every GE course must satisfy the requirements of one of the GE Areas defined below. The Curriculum Committee is responsible for determining that each GE course is both broad and general and meets at least one of the area descriptions below.

1.2. a. General Education Area Descriptions and Outcomes

Students are required to take a minimum total of eighteen (18) units from the five GE areas described in detail below. This total must include at least three (3) units in GE areas A, B, C, D1, D2, and D3. Alternatively, students earning ADs at College of the Redwoods may satisfy CSU GE-Breadth or IGETC requirements.

A. NATURAL SCIENCE

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help a student develop an appreciation and understanding of the scientific method and to encourage an understanding of the relationships between science and other human activities. This category may include introductory or integrative courses in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physics, and other scientific disciplines.

Students who are successful in a Natural Science course learn to:

- Communicate scientific ideas;
- Apply scientific concepts to analyze natural relationships.

B. SOCIAL SCIENCE

Courses in the social and behavioral sciences are those that focus on people, group relations, and society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and shall promote appreciation of how societies and social subgroups operate.

These courses help students develop a sense of empathy, integrity, and responsibility as they relate to diverse communities and nurture social perceptiveness of personal and interpersonal relationships. Students will develop strategies to understand and adapt to change by developing the ability to assess the ways information and data are used and by adopting positions of openness toward new experiences and ideas. Students will use critical thinking skills and ethical reasoning to understand the importance of a socially-aware, diverse global citizenry.

This category may include introductory or integrative survey courses in anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Students who are successful in a Social Science course learn to:

- Communicate intellectual ideas related to the social sciences;
- Apply social science methods to analyze experiences, behaviors and concepts within social, historical, political, anthropological or psychological contexts (these may include gender, ethnicity, race, economic status, sexuality).

C. HUMANITIES

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the multiplicity of human expression. It will help them develop the tools to understand the interconnectedness of past and present, as well as the historical and cultural contexts in which people have responded to the world around them. It will help them develop appreciation for, curiosity in, and respect for cultures other than their own, leading to a deeper understanding of cultural phenomena and experiences across time and space.

Additionally, such a course will augment students' interpersonal skills by increasing their ability to communicate ideas and maintain balanced viewpoints on a variety of philosophical and cultural subjects, as well as cultivate an aesthetic understanding of human creativity and individual artistic expression. Students will learn to use ethical reasoning to evaluate the ways ideas and information are disseminated and used within local and global communities. Such courses may include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Students who are successful in a Humanities course learn to:

- Communicate aesthetic and/or cultural ideas within the context of diverse local or global communities;
- Analyze ideas or practices specific to the influence of culture on human expression.

D. LANGUAGE, COMMUNICATION, AND RATIONALITY

Courses in language, communication, and rationality are those that assist the student in developing the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

D1. WRITING

Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

Students who are successful in a Language, Communication, and Rationality: Writing course learn to:

- Generate, compose, revise, and communicate ideas clearly in writing;
- Analyze ideas presented in writing, media, speech, or artistic representations.

D2. ORAL COMMUNICATION

Courses fulfilling the communication requirement include oral communication and courses in other disciplines that have oral communication as their primary focus.

Students who are successful in a Language, Communication, and Rationality: Oral Communication course learn to:

- Generate, compose, and revise ideas, and clearly communicate them orally;
- Analyze ideas presented in writing, media, speech, or artistic representations.

D3. ANALYTICAL THINKING

Courses fulfilling the analytical thinking requirement include mathematics, logic, statistics, computer languages and programming, and related disciplines. Regardless of the course students use to fulfill this requirement, all students must demonstrate competence in mathematics by obtaining a satisfactory grade in a mathematics course, or by demonstrating completion of Intermediate Algebra or a higher-level mathematics course with official high school or college transcripts in order to qualify for an AD.

Students who are successful in a Language, Communication, and Rationality: Analytical Thinking course learn to:

- Communicate analytical and/or computational ideas;
- Apply analytical and/or computational concepts to analyze relationships.

1.3 Discipline-Specific Requirements

In addition to the GE units, Associate Degrees must contain at least 18 units in the major or discipline of emphasis. The College may award an Associate of Arts (A.A), Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T) and/or an Associate of Science (A.S.) degree. Associate Degrees are created by faculty with Curriculum Committee, Academic Senate, Board of Trustees, and Chancellor's Office oversight. In addition, outside professional accrediting organizations may have specific degree requirements that must be incorporated. The most current listing of available degrees and their specific requirements is in the course catalog.

References: Title 5 Section 55805, Accreditation Standard II.A.

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Book	Board Policies
Section	Chapter 4 - Academic Affairs
Title	Philosophy and Criteria for Associate Degree and General
Code	AP 4025 - Interim
Status	Active
Adopted	May 3, 2016
Last Revised	March 2, 2019
Last Reviewed	March 2, 2019

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Students who are successful in a Social Science course learn to:

- Communicate intellectual ideas related to the social sciences;
- Apply social science concepts to analyze social, historical, political, anthropological or psychological relationships.

C. HUMANITIES

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people historically and culturally have responded to themselves and the world around them; in addition, this awareness should extend into artistic and cultural creation and help the student develop esthetic and analytical understanding. Such courses may include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Students who are successful in a Humanities course learn to:

- Communicate aesthetic and/or cultural ideas;
- Analyze ideas or practices specific to the influence of culture on human expression.

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- Communicate analytical and/or computational ideas;
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E. MULTICULTURAL UNDERSTANDING

A course meeting the multicultural understanding requirement shall be designed to provide a student with the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. This course must incorporate an underlying theme or themes that address at least one of the following:

1. Intracultural as well as intercultural differences and commonalities
2. The study of at least one marker of social or identity difference, such as sexual orientation, gender, language, ability, socio-economic class, and the material conditions which produce such differences.
3. Include theoretical perspectives and non-western, non-traditional approaches for studying gender, ethnicity, class, and/or forms of expression.

Courses that meet the Area E requirement may be from any discipline and must satisfy one of the GE areas A-D.

Students who are successful in a course that fulfills the Area E requirement will demonstrate the ability to:

- Communicate an awareness of cultures in a diverse global community.
- Analyze issues from multiple perspectives specifically as they relate to gender, self-identity, ethnicity, race, socio-economic status, sexuality, world view, collective behavior and/or values.

1.3 Discipline-Specific Requirements

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