



REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE MULTICULTURAL AND DIVERSITY COMMITTEE

College of the Redwoods

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

April 19, 2019 – *3:15 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 Multicultural and Diversity Committee.
3. Approve April 5, 2019 Multicultural and Diversity Minutes (Attachment)
4. Discussion:
 - 4.1. MDC charge and scope of work (Attachment: 10 Plus One)
 - 4.2. Area E Taskforce update (Attachments: current AP 4025 and revised AP 4025)
 - 4.3. New syllabus template – gender-inclusive language (Attachment: template draft)
 - 4.4. MDC Committee planning –professional development
 - 4.5. Multicultural and Diversity Award
5. Future Agenda Items: Committee members are encouraged to request to place an item on a future agenda.
6. Announcements and Open Forum
7. Adjourn

Public Notice—Nondiscrimination

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259: Office Hours, M – F 8:30 am – 5:00 pm (hours vary due to meeting schedules).

Next Meeting: May 3, 2019



REDWOODS COMMUNITY COLLEGE DISTRICT
Administrative Procedure

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, and at least three of these units must satisfy GE Area E. 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. 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 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 aesthetic 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.

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 complete to fulfill this requirement, all students must demonstrate competence in mathematics by obtaining a satisfactory grade in a mathematics course or by completing an assessment and achieving a score at or above the level of Intermediate Algebra 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.

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

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.3

Adopted by Board of Trustees May 3, 2016

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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.

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Attachment 1

Instructional Council's New Syllabus Template Draft
Excerpt on Gender-Inclusive Language

Possible subheadings:

Gender-Inclusive Language in the Classroom

Gender-Inclusive/Non-Sexist Language

Safe Educational Environment Policy

The College of the Redwoods aspires to create a learning environment in which people of all identities are encouraged to contribute their perspectives to classroom discussions. In this classroom, we will aim to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, and humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored. These expectations are essential to maintaining an environment in which everyone can feel safe discussing, examining, and responding to the content of the course. Please bring any violation of this policy to my attention as soon as possible.