



## 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, Room E-3

\*\*\*\*\*April 7, 2017 – 1:30 PM\*\*\*\*\*

\*\*\*\*\*Note Change of Time for Start of Meeting!!

### 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 March 3rd, 2017 Academic Senate Minutes: Connie Wolfsen (Attachment)
4. Action Items
  - 4.1 Approve March 10th, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment)
  - 4.2 Approve March 24, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment)
  - 4.3 Approve Faculty Development Committee Funding Recommendations: Kerry Mayer (Attachment)
  - 4.4 Approve Revised Faculty Development Committee Guidelines: Kerry Mayer (Attachment)
  - 4.5 Approve ASPC Policies & Procedures: Susan Nordlof (Attachment)
    - 4.5.1 Approve AP 4226 Multiple & Overlapping Enrollments
    - 4.5.2 Approve AP 4227 Repeatable Courses
    - 4.5.3 Approve AP 4228 Course Repetition - Significant Lapse of Time
    - 4.5.4 Approve AP 4229 Course Repetition - Variable Units
  - 4.6 Approve Basic Skills Plan: Erin Wall (Attachment)
  - 4.7 Election of Incoming Co-President: Todd Olsen
  - 4.8 Election of Incoming Co-President: Todd Olsen
  - 4.9 Approve Faculty of the Year Awards Process: Connie Wolfsen (Attachment)
  - 4.10 Emeritus Status: Todd Olsen (Attachment)
  - 4.11 Approve Curriculum Committee Chair Sean Herrera-Thomas: Connie Wolfsen
5. Discussion
  - 5.1 Accreditation Update (Standard IV): Angelina Hill and George Potamianos
  - 5.2 Constitution & Bylaws Changes: Connie Wolfsen and Todd Olsen (Attachment)
  - 5.3 ASCCC Resolutions-Request for Input: Todd Olsen & Michael Dennis (Attachment) <http://www.asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>
  - 5.4 FCMAT Report: Todd Olsen <http://www.redwoods.edu/Portals/65/Redwoods%20CCD%20final%20mgmt%20letter%20-%208112.pdf?ver=2017-03-22-134413-113>
  - 5.5 Annual Plan: Angelina (for reference see 2015/16 plan): <http://internal.redwoods.edu/Portals/25/2015-2016%20Annual%20Planning%20Progress%20Final.pdf?ver=2017-02-20-143650-150>
  - 5.6 Veterans & CSU Area E Requirements: Connie Wolfsen & Todd Olsen
6. Reports
  - 6.1 Associated Students of College of the Redwoods (ASCR) Update: Quang-Minh Pham

- 6.2 New Requirement to Highlight Free Digital Materials in Course Schedule: Angelina Hill (Attachment)
- 6.3 FACCC Policy & Advocacy Conference: Todd Olsen & Will Meriwether
- 6.4 College Update: Angelina Hill
- 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

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***Next Spring Meetings:***

April 21

May 5

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## REDWOODS COMMUNITY COLLEGE DISTRICT REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- Eureka: 7351 Tompkins Hill Road– Nursing Skills Lab – AT 126
  - Crescent City: 883 W Washington Blvd, Room E-3
- March 3rd, 2017 – 1 PM

### MINUTES

1. Call to Order : 1:08 by Connie
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.
  1. Latino Film Festival a success!
3. Approve January 20, 2017 Academic Senate Minutes: Connie Wolfson (Attachment) – Approved, but need correction on date to Say February 3<sup>rd</sup>. Motion to approve: Kerry, 2<sup>nd</sup> Stuart. Approved unanimously.
4. Action Items
  - 4.1 Approve February 10, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment) Guidance 148 – Old versions listed. Correct to: 1. Develop measurable progress document outlining personalized learning strategies 2. Reflect on one's ability to use adaptive strategies. 3. Reflect on one's satisfaction with adaptive strategy instruction. Comment to make sure to correct, move forward with curriculum and fix before it goes to the board. Motion to approve based on the aforementioned: 1<sup>st</sup> Mike Richard, 2<sup>nd</sup> Erik Kramer. Unanimously approved.
  - 4.2 Approve Faculty Development Committee Funding Recommendations: Kerry Mayer. Motion to approve: 1<sup>st</sup> Lisa Sayles, 2<sup>nd</sup> Sally Urban. Faculty to be informed on approvals following meeting. There will be a round 3 with the remaining \$4900 for new & re-submissions, quick turnaround for deadlines. Abstained by Wendy (as she is on the list for funding request)
  - 4.3 Approve ASPC Policies & Procedures: Susan Nordlof (Attachment) – Questioned if we could approve all listed below as a block or if we had to pull 4.3.4 – 4.3.7 out as they have not been discussed. Determined these will be discussed & brought back to the next Senate meeting as an Action. Motion to pull 4.3.4, 4.3.5, 4.3.6 & 4.3.7 out of the block & put on discussion as 5.5: 1<sup>st</sup> Will & 2<sup>nd</sup> by Erik; unanimously approved. Move to approve 4.3.1 to 4.3.3: 1<sup>st</sup> Stuart, 2<sup>nd</sup> Sandra; unanimously approved.
    - 4.3.1 Approve BP 4225 Course Repetition
    - 4.3.2 Approve AP 4225 Course Repetition
    - 4.3.3 Approve BP 4226 Multiple & Overlapping Enrollments
    - 4.3.4 *Approve AP 4226 Multiple & Overlapping Enrollments*
    - 4.3.5 *Approve AP 4227 Repeatable Courses*
    - 4.3.6 *Approve AP 4228 Course Repetition – Significant Lapse of Time*
    - 4.3.7 *Approve AP 4229 Course Repetition – Variable Units*
  - 4.4 Approve IEPI Proposal: Angelina Hill (Attachment) – Move to approve: 1<sup>st</sup> Kerry, 2<sup>nd</sup> Wendy; unanimously approved. Kerry asked if a 'task force' had been formed & if not, when it is if it will include faculty representatives. Angelina stated that it hadn't been formed & will include faculty representatives.
  - 4.5 Approve Resolution on Associate Faculty Value & Support: Todd Olsen (Attachment) Todd asked that the senate table this for two main reasons: 1. To determine if this

should this go to the administration rather than the board of trustees & 2. To address some concerns Dr Snow-Flamer pointed out. Senate supported tabling. Motion to approve tabling: 1<sup>st</sup> Sandra, 2<sup>nd</sup> Stuart; unanimously approved.

## 5. Discussion

### 5.1 Accreditation Update (Standard I.C.1 – I.C.14): Angelina Hill and George Potamianos –

**I.C.1:** A few typos pointed out & corrected in meeting. **I.C.2:** Slight wording adjusted.

**I.C.3:** No changes. **I.C.4:** Slight adjustment made in meeting, **I.C.5:** no changes, **I.C.6:** no

changes, **I.C.7:** Discussion around where would this belong; Senate constitution, Board Policy, Employee handbook? Should the statement of ethics come back for discussion at April 7<sup>th</sup> Senate meeting & for action the following week? Senate agreed that this isn't

necessary currently & it was crossed of the "to-do list" **I.C.8:** Kerry Mayer; D: "Student Code of Conduct is displayed on the college's website, referenced in the Faculty Handbook and appear in the catalogue..." In addition to this, add that they are also

included as a standard component of the required syllabus template & add the template as an additional piece of evidence. **I.C.9** – How to back up the Statement "Faculty distinguishes between personal conviction and professionally accepted views in a

discipline. They present data and information fairly and objectively". Questions surrounding this; Would it be our curriculum, professional standard of ethics (would

need to create), assessment process, could we add something to the curriculum process as a check off, student evaluation, faculty evaluation of other faculty – put it as a

question on the form, adhere to institutional code of ethics? George suggested adding a letter E: The curriculum routing process ensures that professionally accepted views in a

discipline become a part of all course outlines of record and faculty are evaluated through peer reviewed structures that ensure they are teaching to the CLR. This in

addition to a question in the Peer Evaluation Form. Kerry suggested reviewing schedule F2 for tenured and adjunct faculty. This was then reviewed in meeting & states:

"...professional conduct; values the diversity on ideas on campus, demonstrates respect to students, colleagues, staff and follows ethical standards of the profession" Senate

agreed to put this as the evidence. Kerry: thinks C & D are not supported of the standard & that it is a "different piece". Recommends taking these out, or if kept in there were

additional points to add to D which Kerry will email. In addition, Connie asked if this language could be put in the AP 3050. **I.C.10** – point A was debated – example of the

school going against the pipeline. This is not "requiring conformity to specific beliefs" – but the second sentence, "The college does not seek to instill specific beliefs or world

views" was debated. Add sentence verbiage about how we do not have specific policies to support specific views. **I.C.11 – I.C.14:** no comments

### 5.2 Basic Skills Plan, Wendy: Asked for clarification on the \$1K to "explore", not to do, a pilot of high intensity GED & ESL classes. Erin stated they were not sure if they needed resources at this point, but wanted to set some aside just in case. Could be conferences & materials. Currently this is just for basic skills & is in progress of expanding beyond basic skills.

### 5.3 BSN 4020 Process: Connie Wolfson: Result of discussion with Mike McGuire (State Senator) was working in collaboration with HSU. However now legislation has been introduced at the state to allow a baccalaureate in nursing at a community college if there is no CSU offering a BSN within 100 miles. Preliminary discussions going on about how this could move forward. Looking at what a BSN would look like if it was a CR BSN. Committee just formed a 4020 task force & will start to meet over the rest of the semester. Viable BSN would have to have a professional accreditation. BIG DEAL & will not happen overnight. Collaboration has issues; who gets SLOs, etc. Kerry – question on

funding. Pressure to create something that allows us to create this, but expressed worry on how to fund. Is there additional funding attached?

- 5.4 Faculty of the Year Process: Connie Wolfsen & Hillary Reed (Attachment) – previous process required everything went through a senator & could not nominate anyone outside of your division. This is being opened up to simplify process. Adjusted Criteria of Excellence to be more teaching based. It was asked if there is any award for non-teaching faculty & concern were shared about counselors and librarians being “left out” when they could have been included in this before. Should this language be modified to include/accommodate this faculty? It was also suggested to adjust the timeline of being able to receive the award again – as some individuals have long careers here. Question on if this should be Eureka specific or district wide. Will come back at the next meeting for action. Timeline will be compressed.
- 5.5 AP 4226 – AP 4229, no updates but will bring back for action next meeting.
6. Reports
  - 6.1 Associated Students of College of the Redwoods (ASCR) Update: Quang, hosting elections April 10 – 12<sup>th</sup> voting days. Campus wide email to be sent to students and faculty with information.
  - 6.2 Dual Enrollment: Marla Gleave – On the Senate agenda for discussion during the last meeting in April. The reason for delaying discussion is additional answers are hoped for. Preliminary audit findings for the pilot spring 16 dual enrollment classes related to simple language issues to be fixed & (most concerning) interpretation on the pilot courses (6 courses in total - 5 CTE courses & 1 English 1A). Interpretation from auditors was that we were offering too broad of sections - that the intent of the language is the serve under-represented and not necessarily college bound students. Four areas on CTE technical, preparation for transfer, basic skills, help in increase high school graduation rates. Recommended to pause on anything non CTE for next year. Would like to wait to hear audit findings before moving forward further. The high schools have looked at closed and open campus. Issues with adult learners walking onto a high school campus. Directed to look at drafting open campus agreements. Current classes are not affected. Current courses are having site visits, syllabus reviews. Goal to wrap up site visits 1 or 2 weeks after spring break. About 80% complete.
  - 6.3 BPC Update: Mike Dennis – 1<sup>st</sup> state wide budget situation, less pleasant than a year ago. Tax revenues down compared to what was expected. Expecting to get less money from the state. Original plan was to grow the reserve by 1%, revised plan has .5%. Processing Resource Requests from Program Review – Not able to meet established timeline that board of trustees had, but better than last year. Investigate Arcata site? Senate deemed this worthy of investigation. Put “North County” on the agenda for the next meeting so senate can weigh in.
  - 6.4 Board of Trustees Update: Connie Wolfsen & Todd Olsen – Faculty showing up to give statements regarding negotiations during public comments. Members revealed a split board. Todd gave a report on BP 4020 AP 4020 process.
7. Future Agenda Items: Senators are encouraged to request to place an item on a future agenda – Stuart: additional committees that associate faculty would be paid through SARTCO money for. Memorandum only lists a few. Has this list been expanded? Connie discussed with Keith – and it is looking to be expanded so more faculty can participate on committees with pay. “Bigger conversation.” Kerry: Request on firm deadline on agenda to get the packets in one email as a whole. Requested to have attachments have the agenda number at the top as a header.
8. Announcements and Open Forum

- 8.1 Survey on Instructional Modalities – Coming Soon: Todd Olsen – Meeting held to review. Renamed ‘Instructional Modalities Survey’, interested in faculty that does not just teach online, but all faculties. Should be ready early next week.
- 8.2 FACCC Advocacy Conference March 5<sup>th</sup>-6<sup>th</sup>: Todd Olsen – Will & Todd taking 3 students to FACCC.
- 8.3 Academic Senate Website <http://internal.redwoods.edu/Senate/>
- 8.4 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
- 8.5 No 8.5 on agenda – added in doc. Save the date for 3/31, ASCCC’s David Morse & Wheeler North. An agenda that will involve all faculty around lunch time (lunch provided) look at budget planning, faculty leadership. Look at how we do business and figure out ways to do things better as a senate and be more effective. Look at budget an institutional planning. Participation encouraged.
- 9. Adjourn – Sandra 1<sup>st</sup>, Stuart 2<sup>nd</sup> Connie motioned at 3:29

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***Next Spring Meetings:***  
 April 7 (late start at 1:30)  
 April 21  
 May 5

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College of the Redwoods  
**Summary of Course Changes: March 10, 2017**

**LEGEND**

**NEW Course:** Creation of New Course

**Revised Course:** Adjustment to COR of Existing Course

**Replacing Course:** Will replace an Existing Course

**Inactivation:** Inactivated Course

**Distance Ed:** Approved/Renewed for DE Modality in comments

**Dual Enr:** Approved for Dual Enrollment at HS specified in comments

**Large Format:** Committee informed of intent to offer large capacity sections

**IMF:** Committee informed of intent to charge Instructional Materials Fee

**Units or Hours:** Units for Credit courses, Contact Hours for Noncredit Courses

**Credit Type:** C (Credit) or N (Noncredit)

**UC or CSU Transfer:** A (Approved for Transfer) or P (Pending Transfer Approval)

**CR GE:** A (Approved) or R (Renewed) for the Local GE Pattern

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
<b>ENGL-153</b>	Precollegiate Reading and Writing for Multilingual Students	Inactivation	3.5 [3.0/ <b>0.5</b> ]	C	-	-	-	Course Inactivation.
<b>ENGL-353</b>	Integrated Reading and Writing Skills for Multilingual Students	Inactivation	6.0 [5.0/ <b>1.0</b> ]	C	-	-	-	Course Inactivation.
<b>ESL-102</b>	ESL Beginning Level, Part III	Inactivation	3.5 [3.0/ <b>0.5</b> ]	C	-	-	-	Course Inactivation.
<b>ESL-302A</b>	ESL Beginning Level, Part I	Inactivation	5.0 [5.0/ <b>0</b> ]	C	-	-	-	Course Inactivation.
<b>ESL-302B</b>	ESL Beginning Level, Part II	Inactivation	6.0 [5.0/ <b>1.0</b> ]	C	-	-	-	Course Inactivation.
<b>POLSC-13</b>	Environmental Politics and Policy	Inactivation	3.0 [3.0/ <b>0</b> ]	C	-	-	-	Course Inactivation.
ADCT-11	Pharmacology and Physiology of Addiction	Distance Ed	3.0 [3.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.
ADCT-12	Substance Abuse: Law, Prevention, Treatment & Ethics	Distance Ed	3.0 [3.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.
ADCT-17	Field Experience II	Distance Ed	2.0 [2.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.
ADCT-38	Field Placement for Seminar I	Distance Ed	2.0 [2.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PE-10	<del>Running and Walking</del>	<del>Distance Ed</del>	0.5-1.0 [0/ <b>0.5-1.0</b> ]	C	A	A	-	Tabled at author's request; will be moved to a future agenda.
BUS-1A	Financial Accounting	Distance Ed	4.0 [4.0/ <b>0</b> ]	C	A	A	-	Renewed modality: Online. New modality: Interactive Video
SOC-34	Introduction to Social Work	Distance Ed	3.0 [3.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.
SOC-38	Field Placement Seminar I	Distance Ed	2.0 [2.0/ <b>0</b> ]	C	-	A	-	New modality: Interactive Video.
BUS-40	Independent Study	Reactivated Course	1.0-3.0 [0/ <b>1.0-3.0</b> ]	C	-	A	-	Course reactivated; it is required for the Mgmt & Supervision certificate and had not yet created a separate COR as required by the Chancellor's Office. <u>Course Learning Outcomes</u> 1. Perform specialized tasks and demonstrate skills as a result of individualized work.
DT-40	Independent Study (Drafting Technology)	Revised Course	0.5-3.0 [0/ <b>0.5-3.0</b> ]	C	-	A	-	Course revised to increase max units to 3.0, per the recently revised AP 4101 <u>Course Learning Outcomes</u> 1. Perform specialized tasks and demonstrate skills acquired as a result of individualized work.
DT-73	Architectural Drafting - Residential Design	Revised Course	3.0 [3.0/ <b>0</b> ]	C	-	A	-	Regular 5 year revision. Updates made to course objectives and recommended texts. <u>Course Learning Outcomes</u> 1. Prepare proposal drawings for a single family residence. 2. Use CAD software to create 3D building information models (BIM) for site analysis and a complete set of working drawings for a single family residence. 3. Analyze a BIM model in terms of form and function, with consideration for common building practices, applicable codes, and drafting standards. 4. Prepare a professional portfolio.
IT-152	Technical Computer Applications Lab	Revised Course	1.0 [0/ <b>1.0</b> ]	C	-	-	-	Regular 5 year revision. Updates made to faculty disciplines and repeatability to comply with current regulations. <u>Course Learning Outcomes</u> 1. Demonstrate competence in computer applications aligned with an individual student's program of study. 2. Develop a portfolio of program-specific work. 3. Solve technical computer application problems using appropriate technical references.

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MATH-372	Arithmetic for College Preparation	Revised Course	4.0 [0/4.0]	C	-	-	-	Regular 5 year revision. Learning outcomes have been updated to better align with MATH-272; catalog description revised. <u>Course Learning Outcomes</u> 1. Relationships among different representations of numbers: numerals, words, diagrams, number line. 2. Properties of numbers: factors, multiples, and divisibility. 3. Properties of operations: commutative, associative. 4. Relationships among operations and priority of operations.
MUS-29A	Beginning Class Guitar I	Revised Course	1.0 [0.5/0.5]	C	P	A	-	Catalog description and learning outcomes updated to reflect current pedagogy. <u>Course Learning Outcomes</u> 1. Fluently locate a given pitch on any string on which that pitch is playable. 2. Accurately play all first position triads and seventh chords from chord symbol notation. 3. Accurately perform melodies from treble staff notation. 4. Accurately hold a part in a guitar ensemble.
MUS-29B	Beginning Class Guitar II	Revised Course	1.0 [0/1.0]	C	P	A	-	Catalog description and learning outcomes updated to reflect current pedagogy. <u>Course Learning Outcomes</u> 1. Accurately perform major scales. 2. Accurately perform repertoire requiring barre chords. 3. Accurately hold a part in a guitar ensemble.
MUS-29C	Intermediate Class Guitar	Revised Course	1.0 [0/1.0]	C	P	A	-	Catalog description and learning outcomes updated to reflect current pedagogy. <u>Course Learning Outcomes</u> 1. Realize progressively more challenging chord symbols and formations. 2. Demonstrate progressive fluency in playing major scales. 3. Accurately perform selected minor and pentatonic scales.
MUS-50	Applied Music	NEW Course	0.5 [0/0.5]	C	P	A	-	New course developed to match C-ID descriptor Music 160; also a required course for the Music ADT. <u>Course Learning Outcomes</u> 1. Students will demonstrate the skills required to perform at a level appropriate to a lower-division undergraduate music major in a CSU program. 2. Students will demonstrate command of a range of practice and performance strategies.

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
POLSC-20	Comparative Politics	Revised Course	3.0 [3.0/0]	C	A	A	-	Regular 5 year revision. Updated recommended texts; minor revisions to course content and recommended prep. <u>Course Learning Outcomes</u> 1. Outline historical, cultural, environmental, and economic differences of various states on different continents. 2. Analyze how historical, cultural, environmental, and economic differences influence national policies and governmental systems. 3. Analyze the political processes and political institutions in different states and global governance. 4. Describe and elaborate on basic ideas and theoretical approaches used in comparative political studies.
POLSC-30	Campaigns & Elections	Revised Course	3.0 [3.0/0]	C	P	A	-	Regular 5 year revision. Updated recommended texts; minor revisions to course content and recommended prep. <u>Course Learning Outcomes</u> 1. Outline and explore the importance of the electoral process, voting, democracy, and citizenship in the U.S. 2. Analyze both historical and contemporary election reforms. 3. Analyze and compare the roles of money and non-governmental actors (such as media, political parties, and interest groups) on political campaigns and elections.
SOC-38	Field Placement Seminar I	Revised Course	2.0 [2.0/0]	C	-	A	-	Revised to make SOC-34 required as a prerequisite OR concurrent enrollment. <u>Course Learning Outcomes</u> 1. Compare and contrast the structure, function, and population served of several social service agencies and how they serve the common needs of their clients. 2. Identify and describe the "professional role" of the social worker within various social work fields of practice. 3. Interpret and analyze case studies applying Social Work Theory

College of the Redwoods  
Summary of Program Changes: March 10, 2017

**LEGEND**

**PROPOSAL TYPES:**

**NEW Program:** Creation of New Degree or Certificate

**Nonsub Revision:** Minor Adjustment to Existing Program

**Substantial Revision:** Significant Adjustment to Existing Program

**Discontinued:** Program to be Removed from Next Catalog

Award	Program Title	Proposal Type	Credit Type	Comments
AA Degree	Liberal Arts: Behavioral and Social Science	Nonsub Revision	Credit	Restricted Electives revised to remove inactive courses and add newer courses relevant to the degree; catalog description updated.
AA Degree	Liberal Arts: Science Exploration	Nonsub Revision	Credit	Restricted Electives revised to remove inactive courses and add newer courses relevant to the degree; catalog description updated.
AS-T Degree	Mathematics	Nonsub Revision	Credit	Revised catalog description. No changes made to program requirements.
AA Degree	Liberal Arts: Mathematics	Nonsub Revision	Credit	Revised catalog description. No changes made to program requirements.
AA Degree	Liberal Arts: Science	Nonsub Revision	Credit	Revised catalog description. No changes made to program requirements.
AS Degree	Automotive Technology	Nonsub Revision	Credit	Changes made to recommended course sequence only; to reflect current scheduling of courses.
Cert. of Achv.	Advanced Automotive Technology	Nonsub Revision	Credit	Changes made to recommended course sequence only; to reflect current scheduling of courses.
Cert. of Rec.	Basic Automotive Technology	Nonsub Revision	Credit	Changes made to recommended course sequence only; to reflect current scheduling of courses.

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College of the Redwoods  
**Summary of Course Changes: March 24, 2017**

**LEGEND**

**NEW Course:** Creation of New Course  
**Revised Course:** Adjustment to COR of Existing Course  
**Replacing Course:** Will replace an Existing Course  
**Inactivation:** Inactivated Course  
**Distance Ed:** Approved/Renewed for DE Modality in comments  
**Dual Enr:** Approved for Dual Enrollment at HS specified in comments

**Large Format:** Committee informed of intent to offer large capacity sections  
**IMF:** Committee informed of intent to charge Instructional Materials Fee  
**Units or Hours:** Units for Credit courses, Contact Hours for Noncredit Courses  
**Credit Type:** C (Credit) or N (Noncredit)  
**UC or CSU Transfer:** A (Approved for Transfer) or P (Pending Transfer Approval)  
**CR GE:** A (Approved) or R (Renewed) for the Local GE Pattern

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
<b>BT-63</b>	<b>Desktop Publishing Applications</b>	<b>Inactivation</b>	4.0 [3.0/ <b>1.0</b> ]	C	-	A	-	Course Inactivated.
<del>PE-10</del>	<del>Running and Walking</del>	<del>Distance Ed</del>	0.5-1.0 [0/ <b>0.5-1.0</b> ]	C	A	A	-	Tabled during the meeting; will be resubmitted to a later meeting, when faculty who have taught the course can attend to address some questions that came up about the online pedagogy for this course.
PE-13	Boot Camp Fitness	Revised Course	0.5-1.0 [0/ <b>0.5-1.0</b> ]	C	A	A	-	Regular five year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Improve anaerobic and aerobic cardiovascular fitness. 2. Improve core muscular strength and endurance. 3. Analyze a food journal.
<del>CT-16</del>	<del>Architectural Millwork</del>	<del>Revised Course</del>	3.0 [1.0/ <b>2.0</b> ]	C	-	A	-	Tabled at request of the author prior to the meeting; will be resubmitted to a later meeting.
CT-70	Building Codes and Standards	Revised Course	2.0 [2.0/ <b>0</b> ]	C	-	A	-	Regular five year revision. Minor updates to course content, revised catalog description. <u>Course Learning Outcomes</u> 1. Demonstrate the ability to locate specific code sections within the California Residential Code. 2. Apply building codes and standards to specific examples.

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CT-98	Advanced Carpentry	Revised Course	3.0 [0/3.0]	C	-	A	-	Regular five year revision. Minor updates to course content, revised catalog description. <u>Course Learning Outcomes</u> 1. Lay out and install interior and exterior components for a residential building. 2. Analyze and report on personal and work site safety requirements in the construction industry. 3. Interpret and apply applicable building codes through the demonstration of high quality, accurate carpentry and workmanship.
FNR-1	Introduction to Forestry & Natural Resources	Revised Course	3.0 [2.0/1.0]	C	A	A	A	Regular five year revision. Minor updates to course content; approved for CR GE Area B. <u>Course Learning Outcomes</u> 1. Describe the goods, services, and benefits derived from utilizing natural resources. 2. Explain the basic components of forest ecosystems and use critical thinking to determine how management affects these ecosystems. 3. Discuss the historic, economic, and political framework of natural resource utilization. 4. Lab Specific Outcome: Demonstrate safety protocols and common field techniques used in natural resources at a basic level.
FNR-40	Independent Study in FNR	Revised Course	0.5-3.0 [0/0.5-3.0]	C	-	A	-	Regular five year revision. Increased max unit value from 2.0 to 3.0; revised catalog description. <u>Course Learning Outcomes</u> 1. Develop and present a report on a specific area of interest in forestry and natural resources.
COMM-2	Introduction to Communication	NEW Course	3.0 [3.0/0]	C	P	P	A	New course. Foundational survey of the Communication discipline; will be added to the Communication Studies ADT. <u>Course Learning Outcomes</u> 1. Identify the basic concepts of the field of communication. 2. Explain the contextual, cultural, and social foundations of human communication. 3. Summarize the history, theories, and specializations in Communication Studies. 4. Describe how knowledge is generated in the Communication discipline. 5. Compare the basic research methods for the evaluation of human communication phenomena.



College of the Redwoods  
Summary of Program Changes: March 24, 2017

**LEGEND**

**PROPOSAL TYPES:**

**NEW Program:** Creation of New Degree or Certificate

**Nonsub Revision:** Minor Adjustment to Existing Program

**Substantial Revision:** Significant Adjustment to Existing Program

**Discontinued:** Program to be Removed from Next Catalog

Award	Program Title	Proposal Type	Credit Type	Comments
A.S. Degree	Forestry Technology - AS	Nonsub Revision	Credit	Revised Catalog description. No changes made to program requirements

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Last Name	First Name	Presenter	Status/ Site	Past Funding	Complete	Description & Location of Activity	Event Dates	Amount Requested	Recommend to Senate for Funding
Altschuler	Stuart	N	AF/EKA	Y-2015-16	Y	CAADE Conference, Los Angeles, CA	4/21-23/17	\$1,230	\$500
Buntin	Amber	N	F/DN	N	Y	CA Math Council Community Colleges, Monterey, CA	12/9-10/16	\$642	\$642
Buchanan	Elizabeth	N	AF/EKA	N	Y	Academy of Inquiry Based Learning Workshop, San Louis Obispo, CA	6/27-30/17	\$500	\$500
King	Courtney	Y	NC-AF/EKA	N	Y	TESOL International 2017, Seattle, WA	3/21-24/17	\$850	\$0
Letko	Ken	N	F/DN	Y-2015-16	Y	Association of Writers & Publishers Conference, Washington, DC	2/8-11/17	\$1,936	\$1,448
Mallahan	Mary	N	AF/EKA	Y-2015-16	Y	National Council on Education for the Ceramic Arts, Portland, OR	3/22-25/17	\$750	\$500
Mondor	Shannon	N	AF/EKA	Y-2014-15	Y	Conference on College Composition & Communication, Portland, OR	3/15-18/17	\$500	\$500
Mulvihill	Haley	N	AF/EKA	N	Y	National Athletic Trainers Assoc. Conference, Houston, TX	6/26-29/17	\$309	\$309
Schwartz	Penelope	N	AF/EKA	N	N	Association of Writers & Publishers Conference, Washington, DC	2/8 - 2/11/17	\$500	\$500
							<b>Total:</b>	<b>\$5,987</b>	<b>\$4,899</b>

<b>Beginning Total This Year</b>	\$22,000
<b>Funded in Round 1</b>	\$9,617
<b>Funded in Round 2</b>	\$7,484
<b>Recommended for Funding in Round 3</b>	\$4,899
<b>Balance Remaining</b>	<b>\$0.00</b>

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The following Faculty Development Guidelines and Objectives were approved by the Academic Senate Spring 2004, and revised Fall 2006, Fall 2009 and Spring 2014

### ***Faculty Development Guidelines***

**The Faculty Development Committee will try to fund a request from each fulltime faculty member once every three years. Because of funding constraints, the committee will adhere to the following guidelines:**

1. Faculty members who are attending conferences or workshops directly addressing classroom instruction or that are designed to enhance their abilities as an educator in their field of study will be given a higher priority.
2. Faculty members who will be presenting at a conference or who agree to share information from any funded activity with their colleagues in a significant manner (flex activity workshop) will be given a higher priority.
3. *Proposals that promote the advancement of program level outcomes may be given higher priority.*
4. ~~Faculty members who receive funding for more than \$1,000 in a given year may be given a lower priority the following year.~~
5. Faculty members who ~~receive~~ *have received* funding ~~for two or more consecutive years~~ *within the last two years* may be given a lower priority ~~in the following year.~~
6. *Associate faculty members who have served in their associate faculty role for less than one year and faculty members serving under a one-year temporary appointment may be given lower priority.*
7. Proposals requesting funding for personal ventures will not be funded (e.g., requirements for employment/advancement on the salary scale, personal profit, humanitarian missions, or personal/family vacations).
8. *Proposals seeking funding for acquisition of certifications, licenses or continuing education units will not be funded.*
9. *Faculty members on extended leave from the college (sabbatical, leave without pay or benefits, extended medical leave) will not be considered for faculty development funding for activities that will occur while they are on leave.*
10. Associate faculty are eligible to apply for funding, but may be limited to a maximum amount of ~~\$500~~ *\$750* unless they are presenting at a conference or have been invited to attend a conference or workshop as part of a group including full-time faculty.
11. *Normally, full-time faculty may be limited to a maximum amount of \$2000.00 per*

*request.*

12. Faculty Development Committee members who apply for funding shall be required to recuse themselves from discussion and voting on their *own* applications.

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2. Faculty members who will be presenting at a conference or who agree to share information from any funded activity with their colleagues in a significant manner (flex activity workshop) will be given a higher priority.
3. Proposals that promote the advancement of program level outcomes may be given higher priority.
4. Faculty members who have received funding within the last two years may be given a lower priority.
5. Associate faculty members who have served in their associate faculty role for less than one year and faculty members serving under a one-year temporary appointment may be given lower priority.
6. Proposals requesting funding for personal ventures will not be funded (e.g., requirements for employment/advancement on the salary scale, personal profit, humanitarian missions, or personal/family vacations).
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10. Normally, full-time faculty may be limited to a maximum amount of \$2000.00 per request.
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recuse themselves from discussion and voting on their own applications.

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### MULTIPLE AND OVERLAPPING ENROLLMENTS

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- **On the appropriate form**, the student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- **The faculty member teaching the section affected completes the form stating how the student will make up the missed time and under the faculty member's direct supervision, including specific location, day, and time of the make-up sessions.**
- ~~An appropriate district official [designate]~~ **The manager of Admissions & Records** approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

References:

Title 5 Section 55007

Built by ASPC: Approved by Academic Senate xx/xx/2017



## REPEATABLE COURSES

Only the following types of courses may be designated as “Repeatable” on the Course Outline of Record (COR):

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree.;
- Intercollegiate athletics courses.;
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for courses.
- **Educational assistance courses for students with disabilities.**

**A student may repeat an educational assistance course any number of times based on an individualized determination that such repetition is required as a disability-related accommodation based on educational limitations (Title 5 §56029).**

- **Occupational work experience courses.**

**Occupational work experience education is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the student’s educational or occupational goal (Title 5 §55252). Such courses may be designated as “Repeatable” if the College only offers one course in occupational work experience in a given discipline and if it is not offered as variable unit and open-entry/open-exit.**

These courses must be designated as “Repeatable” on the COR, and the District must identify such repeatable courses in its catalog.

Courses not otherwise designated as “Repeatable” on the COR may be repeated under special circumstances. (See AP 4225 Course Repetition.)

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

### References:

Title 5 Sections 55040, 55041, 55253, and 56029



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### **COURSE REPETITION - SIGNIFICANT LAPSE OF TIME**

A student may petition to the Office of Admissions and Records to repeat a course (per Title 5 §55043) in which he or she earned a satisfactory grade in either of the following cases:

1. The district has established a recency requirement for a course or program, and it has been at least 36 months since the student completed the course.
2. The student seeks to transfer to an institution of higher education that has a recency requirement that the student will not be able to satisfy without repeating the course. The student must petition and provide documentation to support the request ~~where less than 36 months have elapsed.~~

When a student has exhausted the number of permitted repetitions in a repeatable course, he or she may repeat the course only once due to significant lapse of time.

The student must submit a petition to the Office of Admissions and Records with supporting documentation as appropriate when petitioning for repetition due to significant lapse of time.

When a course is repeated pursuant to a significant lapse of time, only the most recent grade will be counted in the student's cumulative GPA, although all grades will be noted on the student's permanent academic record.



REDWOODS COMMUNITY COLLEGE DISTRICT  
Administrative Procedure

AP 4229

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### **COURSE REPETITION – VARIABLE UNITS**

Students may be permitted to enroll in variable unit open-entry/open-exit courses (per Title 5 §55044) as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless:

1. The course is required for legally mandated training; or
2. The course is a special class for students with disabilities which needs to be repeated; or
3. Repetition of the course is justified by extenuating circumstances; or
4. The student wishes to repeat the course to alleviate substandard work.

Whenever a student enrolls in a physical education activity course offered for open-entry/open exit, the enrollment will count as a repetition of the course.

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### **Basic Skills Plan for 2016-17**

#### **Long Term Goals:**

	<b>Goal ID (The goal ID is determined by the college)</b>	<b>Long Term Goal</b>	<b>2016-17 Funds Allocated to this Goal</b>
Long Term Goal #1	A	Increase the number of students who complete a transfer-level English and/or Math course who entered as basic skills students.	\$22,000
Long Term Goal #2	B	Increase the retention, success, and persistence of basic skills students through their basic skills sequences.	\$67,000
Long Term Goal #3	C	Improve our ability to track and support noncredit basic skills students.	\$1000

**Action Plan Activities:**

	<b>Activity Description</b> Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	<b>Associated Long-Term Goal ID</b>	<b>Target Date for Completion</b>	<b>Responsible Person</b>	<b>Responsible Department</b>	<b>Measurable Outcomes</b>	<b>Expected Funds</b>
Activity #1	Support the implementation of a unified tutor training certification program.	B	Spring 2017	Academic Support Center Admin (TBD), Dean MSBSS, and Student Equity Committee	Student Development	A certified tutor-training program will be developed. A list of programs participating will be provided. The number of basic skills tutors will be tallied.	\$15,000
Activity #2	Continued support for basic skills tutoring and supplemental instruction (Math Lab, Math Jam, Writing Center, ASC, EPIC)	B	Ongoing	Academic Support Center Admin (TBD), Dean, Arts & Humanities,	Student Development, English Department, and Math	Annual reports from the various providers, which include	\$40,000



				Dean, MSBSS	Department	the number of students served, how often services were accessed, student satisfaction survey results, and a measure of the impact on student success. Where appropriate these measures should be broken down by equity groups.	
Activity #3	In collaboration with Student Equity, support a faculty inquiry group focused on the Reading Apprenticeship Framework (books, facilitator, supplies)	A & B	Spring 2017	Professional Development Coordinators, Student Equity Committee Chair, and Basic Skills Committee Co-Chairs	Professional Development, Student Equity Committee, and Basic Skills Committee	Books will have been purchased and more than one discussion session will be held by the end of Spring 2017. A list of participating faculty will be maintained.	\$4,000

Activity #4	Continued support for English and Math Acceleration professional development and curriculum innovation.	A	Ongoing	Dean MSBSS and Dean Arts & Humanities	Math and English Departments	A list of activities supported and faculty who participated will be collected.	\$15,000
Activity #5	Support the integration of technology to improve outcomes in basic skills courses.	B	Spring 2017	Dean, MSBSS and Dean, Arts & Humanities	English and Math Departments	Demonstrations and discussions will be documented. Appropriate software will be adopted and/or maintained.	\$10,000
Activity #6	Continued support for the implementation, assessment, and improvements of our placement processes (multiple measures).	A	Ongoing	Chair(s) of Multiple Measures Implementation Team	Multiple Measures Implementation Team	Matriculating student placement information will be reported, including by equity group. Success in courses where students are placed will also be tracked.	\$5,000

Activity #7	Explore piloting high intensity ESL and GED programs (20+ hours/week)	C	Spring 2017	Asst. Director of Adult Education	Adult Education	Research successful models and determine their applicability.	\$1000
Activity #8	Continued collaboration with Adult Education, SSSP, and Student Equity to support student retention, persistence, and success	B	Ongoing	Chairs of BSC, SSSP, Student Equity, and Asst. of Adult Education	Adult Education, Counseling, Enrollment Services, and ASC	Develop a crosswalk document between Adult Education, SSSP, Student Equity, and Basic Skills, which includes tracking students from basic skills noncredit to credit.	None

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## **College of the Redwoods**

### **Excellence in Teaching or Service Awards**

#### **Eligibility – includes all faculty across the District**

##### Full-time Faculty

- Must have completed two years (4 semesters) at the College
- May not self-nominate
- Previous recipients may be nominated again after 7 years

##### Associate (part-time) Faculty

- Must have taught at least 36 TLUs over the past 5 years
- May not self-nominate
- Previous recipients may be nominated again after 7 years

#### **Criteria of Excellence**

- Compelling evidence of outstanding instruction or service to students
  - Knows subject thoroughly
  - Intellectually demanding and rigorous
  - Adjusts to needs and interests of students
  - Communicates in organized, enthusiastic, and innovative ways
- Other contacts with students, fostering student success outside the classroom
  - Mentoring and advising
- Development of Teaching or Program Leadership
  - Commitment to life-long learning
  - Innovative teaching or student service strategies; shares ideas with colleagues
  - Participation in curriculum or program development, assessment and program review as relevant to the faculty role

## **Timeline and Process**

Early in Spring Semester: Call for nominations will be announced during Spring Flex session, via email, CR newsletter, and posted on the Academic Senate website.

Nominations will be accepted from any current faculty or dean/director.

Each submission will include a letter of support highlighting and demonstrating teaching accomplishments (see criteria) and must be emailed to the [Academic-Senate@redwoods.edu](mailto:Academic-Senate@redwoods.edu) or delivered to the Senate Office, SS201 by the first Monday in March.

On the second Monday (or soon thereafter), the Senate Office will send an email to "All" announcing the nominees, calling for additional letters of support.

Additional letters of support may be emailed to the Academic Senate via [Academic-Senate@redwoods.edu](mailto:Academic-Senate@redwoods.edu) or delivered to the Senate Office, SS201 through the first Friday in April.

Senators will vote by ballot. The Academic Senate Secretary shall serve as teller to collect and count ballots and report the results to the Senate. The faculty chosen will be notified via email.

## **Presentation of Awards**

During College Convocation the following Fall, awards will be announced and presented to the recipients by the Senate Co-President(s).

**NOTE: The timeline for academic year 2016/2017 will be truncated to fit the remaining time in the semester.**

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Date: March 5, 2017

TO: Alison Pritchard, Director of Health Occupations

Academic Senate

Keith Snow-Flamer, President and Superintendent

FROM: Connie Wolfsen, Professor of Nursing

RE: Emeritus Status

I am writing to request emeritus status. As a faculty member since 2001, I have been an active and involved member of the Nursing Department teaching in several programs over the years – LVN, Career Mobility and RN. My role has included writing curriculum, developing clinical sites and community relationships, nurturing new faculty, just to name a few duties. For a number of years, I was Assistant Director.

In service to the College and District I have been and member of or chaired many committees and have been an active participant in shared governance more broadly. Committee service has included Tenure Review, Academic Standards and Policies, and Senate; most recently serving as Academic Senate Co-President.

Though my professional activities since returning to Humboldt County have focused on teaching, I was involved in research at UCSF and have authored, or co-authored several journal articles on various topics related to chronic illness and gerontology. This includes participating on team that contributed to AHCPR Clinical Guidelines for Urinary Incontinence.

Even though I am retiring at the end of this academic year, I hope to continue to making some sort of contribution to my profession and to College of the Redwoods. Thank you for considering my request for emeritus status.





REDWOODS COMMUNITY COLLEGE DISTRICT  
Administrative Procedure

AP 7384

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## EMERITUS TITLE AND STATUS

### Eligibility

- 1) The candidate must have performed at least ten years of full-time service to the District or the equivalent in part-time service.
- 2) The employees seeking the emeritus title shall submit a written request to their Supervisor. An employee may also be nominated for emeritus status by a colleague from the District, with the consent of the nominated employee.

### Process

- 1) Each nomination for emeritus status shall include a brief narrative summary citing the professional accomplishments and record of District service.
- 2) The Supervisor will verify eligibility and forward the nomination(s) as follows:
  - a. Faculty nominations go to the Academic Senate for approval; once approved, the Academic Senate forwards the nominations to the President.
  - b. Manager nominations go to the Manager's Council for approval; once approved, the Manager's Council forwards the nominations to the President.
  - c. Classified employee nominations go to the Classified Executive Board for approval; once approved, the Classified Executive Board forwards the nominations to the President.
  - d. Administrator and Confidential employee nominations go directly to the President.
- 3) The President will submit all employee nominations with the President's recommendation to the Board of Trustees for final approval.

### Privileges

- 1) A Certificate of Emeritus status awarded at the time of retirement.
- 2) A permanent ID card indicating emeritus status.
- 3) Complimentary admission to College events.
- 4) Authority to use emeritus title in professional work.

Approved: December 2, 1996  
Revised October 7, 2014

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**CONSTITUTION  
OF THE  
ACADEMIC SENATE  
OF THE  
COLLEGE OF THE REDWOODS**

**PREAMBLE**

Fulfilling the Mission of College of the Redwoods (College) is the joint responsibility of its Faculty, Associate Faculty, Administration, Classified Employees, and Board of Trustees. The Faculty and Associate Faculty, who perform the primary tasks for which the College is organized, recognize and accept this responsibility as essential participants in making and implementing decisions that affect and enhance educational policy and process. To discharge fully and effectively this responsibility, the following Constitution is adopted.

**ARTICLE I**

Senate Name

The organization's name is Academic Senate of the College of the Redwoods (Senate).

**ARTICLE II**

Senate Purpose

Section 1. The Senate's primary purpose is to provide the Faculty and Associate Faculty of the College with a representative body that addresses, in a timely manner, academic and professional matters.

Section 2. To carry out its primary purpose, the Senate:

- a. promotes communication and understanding among the Faculty, Associate Faculty, Administrators, Classified Employees, Board, and Students;
- b. makes appropriate recommendations to and forwards resolutions to the College of the Redwoods Board of Trustees (Board).

### **ARTICLE III**

#### **Senate Electorate**

The Senate electorate is composed only of Faculty and Associate Faculty of the Redwoods Community College District (District) where over half of their salary is paid from either the full-time or associate salary scales.

### **ARTICLE IV**

#### **Senate Membership, Election, and Terms of Office**

Section 1. All District Faculty and Associate Faculty are eligible for election to the Senate.

Section 2. For the purposes of the Academic Senate, four Divisions are defined as follows:

- AH: Arts & Humanities (as defined by the Administration on 4/1/2016);
- CTE: Career & Technical Education (as defined by the Administration on 4/1/2016);
- MSBSS: Math, Science, and Behavioral & Social Sciences (as defined by the Administration on 4/1/2016); and
- HSA: Health and Service Areas (all other faculty not otherwise represented or defined above, including Health Occupations, Athletics/Kinesiology/Physical Education, Counseling, Library Science and Administration of Justice)

For the purpose of Senate representation, faculty at the Del Norte Campus shall also be permitted to elect and seat Senator(s) as if they were a Division.

Each Division shall elect one (1) Senator from the Faculty with an assignment in that Division for every five Faculty in that Division. Each Division shall have at least one Senator, shall not exceed one Senator for every five Faculty, and shall not exceed three total Senators. The time, place and manner of holding elections for Senators shall be determined by each Division. The Senate shall be reapportioned each spring for the following academic year based upon the number of Faculty in each Division on April 15 of the current academic year.

Section 3. Associate Faculty shall elect two Senators. The time, place, and manner of holding elections for Associate Faculty Senators shall be determined by the Associate Faculty.

Section 4. Senators are expected to serve a minimum of one two-year term. All terms end upon leaving College employment, and successor Senators may be elected to serve the unexpired terms. Senate elections are held, as necessary, during April each year.

Section 5. Newly elected Senators assume their duties effective July 1 following their election.

Section 6. In the event of a temporary vacancy, the affected Division elects a substitute Senator who serves until the originally elected Senator resumes her/his duties. If a Senate position is shared, only one of the Senators sharing the position may participate at each meeting.

Section 7. The Chief Instructional Officer/Chief Student Services Officer (CIO/CSSO) is an ex-officio, non-voting member of the Senate.

Section 8. The Associated Students of College of the Redwoods Senate Board may appoint one student representative to serve as an ex-officio, non-voting member of the Senate. The student representative shall serve for one academic year and be given a training by at least one of the Senate Co-Presidents prior to participating on the Senate. The student representative shall serve no more than two one-year terms.

## **ARTICLE V**

### **Senate Officers and Election of Officers**

Section 1. The officers of the Senate are Co-Presidents, elected annually by a majority of the members eligible to vote, excluding the Co-Presidents and ex-officio, non-voting members.

- a. Senate Co-Presidents are elected from among tenured Senators past or present only. Upon the election of a Co-President, a new Senator may be elected to represent the Co-President's Division if the Co-President-elect vacates an active term as Senator.
- b. Senate Co-Presidents represent the Senators, and thus all faculty and associate faculty of all Divisions. They do not otherwise represent the discipline(s) or Division(s) in which they work as faculty.
- c. In a process described in the Academic Senate Bylaws, an Academic Senate Co-President Nomination Committee shall generate a slate of qualified candidates for the role of incoming Senate Co-President. At the end of the process, the Senate shall vote by ballot to elect the incoming Co-President.

Section 2. Co-Presidents shall serve staggered two-year terms to commence on July 1 after election. Co-Presidents shall normally serve no more than one (1) two-year term.

Section 3. Either Co-President may be removed by a majority of the members eligible to vote, excluding the Co-Presidents and ex-officio, non-voting members. Removal (recall) vote is initiated by a removal (recall) petition signed by no less than one fifth of the Senate membership. Upon removal, the Co-President is no longer a member of the Senate.

Section 4. A Co-President vacancy is filled by majority Senate vote by ballot at the next regularly scheduled Senate meeting following the effective date of the vacancy.

Section 5. A Co-President elected to fill a vacancy assumes her/his duties immediately upon election.

Section 6. Of the Co-Presidents, only the presiding Co-President shall vote, and then only when the vote will change the outcome.

## **ARTICLE VI**

### **Senate Duties and Responsibilities**

Section 1. The Senate is the primary voice of Faculty and Associate Faculty in academic and professional matters for the College, and is empowered to present its views, resolutions, and recommendations directly to the administration, classified employees, Board, state, and national organizations. According to California state law (Title 5), the Board and/or its designee must rely primarily upon the advice and judgment of the Senate or reach mutual agreement with the Senate when developing policies on the following academic and professional matters:

- a. Curriculum, including establishing prerequisites and placing courses within disciplines
- b. Degree and certificate requirements
- c. Grading policies
- d. Educational program development
- e. Standards or policies regarding student preparation and success
- f. College governance structures, as related to Faculty roles
- g. Faculty roles and involvement in accreditation processes
- h. Policies for Faculty professional development activities
- i. Processes for program review
- j. Processes for institutional planning and budget development
- k. Other academic and professional matters as mutually agreed upon between the governing Board and the Senate

Section 2. Requests for discussion of the issues set forth in Section 1 may be initiated by Senators, the College President, Administrators, Board members, Divisions, legitimate student organizations, Classified Employees, Associate Faculty, or any Faculty.

Section 3. Senate resolutions, recommendations, views, and decisions are included in the appropriate Senate minutes. The Senate forwards resolutions and recommendations to the Board and expects a response within thirty (30) days of receipt. The Senate expects a written communication explaining any rejection or amendment of Senate resolutions and recommendations.

Section 4. The Senate expects that any resolution and/or recommendation not responded to within thirty (30) days of receipt by the Board be forwarded in a timely manner to a joint committee composed of three (3) Board members selected by the Board President and three (3) Senators selected by the Senate Co-Presidents for interest-based principled mediation of differences.

Section 5. Documents supporting agenda items shall be submitted to the Senate at least one (1) week prior to the next regularly scheduled Senate meeting. The Senate agenda is the responsibility of the Senate Co-Presidents, subject to approval by the Senate Executive Committee.

Section 6. The official minutes of Senate meetings will be posted and distributed as required by law.

## **ARTICLE VII**

### **Senate Meetings**

Section 1. The Senate shall meet at times designated in the Bylaws or when called by the Co-Presidents.

Section 2. In compliance with the Brown Act, written notice of each Senate meeting and its agenda shall be posted and distributed at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. On those occasions where a Senator participates remotely and desires to vote via telephone or other telecommunication medium, an agenda shall be posted at that location at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. If a Senator desires to vote via telephone or other telecommunications medium, the votes shall be cast by roll call.

Section 3. If a Senator realizes that s/he will be absent for a given Senate meeting, that Senator should seek a substitute from his/her Division provided that the Senator notifies the Senate office of this substitution at least 72 hours prior to a regular meeting or

at least 24 hours prior to a special meeting. Requirements placed upon Senators as stated in the Senate's Constitution and Bylaws (especially Constitution Article VII Section 2 above) shall apply to substitutes.

Section 4. All meetings are open to the public except closed sessions as permitted by law for personnel matters.

Section 5. Unless otherwise stated in this Constitution, a quorum consists of a majority of the Senate membership, excluding ex-officio, non-voting members. No Senate meetings may be conducted without a quorum.

Section 6. Non-members may speak when recognized by the presiding Senate Co-President during the public comment section of the meeting on non-agenda matters or at the time an agenda item is taken up by the Senate.

Section 7. Senate meetings shall be conducted pursuant to Roberts Rules of Order.

## **ARTICLE VIII**

### **Senate Constitutional Amendments**

Section 1. Amendments to the Constitution of the Academic Senate of the College of the Redwoods may be proposed by any Senator.

Section 2. A proposed amendment must be in writing and must be presented to the Senate at least one (1) week before a vote is scheduled on the amendment.

Section 3. An amendment is adopted when approved by two thirds of the Senate membership eligible to vote, including the presiding Co-President and excluding ex-officio, non-voting members. The adopted amendment shall take effect at the next Senate meeting.



# APPENDIX I

## TO CONSTITUTION OF THE ACADEMIC SENATE

### DEFINITIONS

- **Ad Hoc Committee** – A committee created for a specific task or purpose, whose existence ceases with the attainment of its goal.
- **Associate Faculty** – The individual is paid on the Associate Faculty salary scale.
- **At Large** – An election in which one or more candidates are chosen by all the voters.
- **Contract Responsibility in an Administrative Position** – The individual is paid on the administrative salary scale.
- **Ex Officio** – “by virtue of the office.”
- **Faculty** – The individual is paid on the full-time Faculty salary scale.
- **Quorum** – The number of members who must be in attendance to make valid the votes and other actions of the Academic Senate.
- **Senate Electorate** – Faculty and Associate Faculty who elect the Senators.
- **Student** – The individual meets the Associated Students of College of the Redwoods Senate Board’s criteria for an eligible student representative.
- **Temporary Vacancy** – The absence of a Senator from one or more meetings.
- **Division** – An organizational unit defined by the College Administration and used by the Senate for purposes of Senate and Committee membership.

Academic Senate Constitution Approved April 5, 2002

Amended March 19, 2004

Amended May 2, 2008

Amended February 5, 2010

Amended September 20, 2013

Amended January 15, 2016

Amended April 15, 2016

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### **11.02 S17 Expansion of the Online Course Exchange**

Whereas, The 2013-2014 Budget Act enacted the governor's Online Education Initiative to expand access to online education in the California Community College System and allocated \$16.9 million for that purpose, and furthermore the Chancellor's Office established the California Community College Online Education Initiative to realize this legislation through the creation of the Online Course Exchange ("Exchange");

Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through a centralized exchange, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion, and the 2016-2017 Budget Act (AB 1602) appropriated an additional \$20,000,000 to "expedite and enhance the adaptation and development of courses that are available through the online course exchange of the Online Education Initiative";

Whereas, It is important that efforts to expand the courses offered and colleges participating in the Exchange not compromise course quality or instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations;

Resolved, That the Academic Senate for California Community Colleges remind the Online Education Initiative (OEI) that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;

Resolved, That the Academic Senate for California Community Colleges insist that high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the Exchange; and

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative to develop enrollment management criteria for managing the number of courses individual colleges have on the Exchange and managing the selection of courses offered on the Exchange.

Contact: Cheryl Aschenbach, Executive Committee

## **17.0 LOCAL SENATES**

### **17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans**

Whereas, The Governor of California and state legislature have been instrumental in producing legislation that has transformed and continues to transform educational standards in the California Community College System, such as the Institutional Effective Partnership Initiative (IEPI), Strong Workforce Program (SB 66, 2016/Leyva), Adult Education/Non-Credit Initiative (AB86, Education Omnibus Trailer Bill, 2013-2014) and Student Success and Support Programs (SSSP) Initiative (SB1456, 2012/Lowenthal), and other special grants such as Zero Cost Textbook Degree (AB798, 2012/Bonilla);

Whereas, These state initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview including student success, processes for program review, curriculum development, institutional planning, budget development and more;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, The timeline for participation in these initiatives, programs, and grants are frequently hurried and do not allow for the collegial consultation process to occur;

Resolved, That the Academic Senate for California Community Colleges urge local senates to remain vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include mechanisms, including a local academic senate signoff, that ensure local senate involvement in and approval of all state grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

**17.02 S17 Adequate Support and a Designated Point Person for Formerly Incarcerated Students**

Whereas, SB1391 (2014, Hancock) increased the California community college course offerings inside state prisons so that California community colleges are now teaching in-person in 32 of the state's 35 correctional facilities;

Whereas, Proposition 57 (2016) will increase the number of individuals being released from state correctional facilities, and will prioritize those individuals who are pursuing college courses while incarcerated;

Whereas, Individuals being released are encouraged to continue their pursuit of higher education when they return to their communities; and

Whereas, Formerly incarcerated students, like other special populations of students, face dramatic obstacles to accessing college service and academic programs without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to designate and publicize a point of contact responsible for supporting formerly incarcerated students and helping those students connect with appropriate support services at the college; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in their efforts to support formerly incarcerated students to access college programs and to achieve their academic goals at the college.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

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# SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

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February 23, 2017

**To:** Superintendents/Presidents/Chancellors, Member Community  
College Districts

**From:** Ellie R. Austin *ERA*  
Schools Legal Counsel

**Subject:** Requirement to Highlight Courses in Online Campus Course  
Schedule That Use Free Digital Course Materials Exclusively -  
Education Code 66406.9 (SB 1359)  
Memo No. 05-2017(CC)

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Effective January 1, 2018, Education Code section 66406.9 requires community college districts to identify courses in the online campus course schedule that exclusively use digital course materials that are free of charge to students.

Specifically, community college districts must clearly highlight, using a symbol or logo on the online course schedule, which courses utilize digital course materials that can be accessed by students without a fee. Such digital course materials must be accessible to students with disabilities in accordance with the Americans with Disabilities Act, 42 U.S.C. § 12101 *et seq.* and must be in compliance with the Copyright Act of 1976.

Digital course materials under the new law may include open educational resources, campus library materials, and other properly licensed materials. Open educational resources are public domain materials that are no longer subject to an intellectual property license, making them free to use and repurpose. Such open educational resources may include full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, or other tools, materials or techniques that support access to knowledge.

A copy of section 66406.9 is provided as an attachment to this Legal Update for your convenience.

## Recommendations

In preparation for the law's implementation, districts should review their course



offerings and make every effort to provide properly licensed course materials free of charge to students. Districts should also plan a method of highlighting applicable courses in the online campus course schedule beginning with courses offered on or after January 1, 2018.

Please contact our office with questions regarding this Legal Update or any other legal matter.

*The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.*

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**State of California****EDUCATION CODE****Section 66406.9**

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66406.9. (a) Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

(2) Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

(b) For purposes of this section, the following terms have the following meanings:

(1) “Course schedule” is a collection of available classes, course sections, or both, published electronically, before the start of an academic term.

(2) “Open educational resources” are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. “Open educational resources” include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

(c) This section shall become operative on January 1, 2018.

(Added by Stats. 2016, Ch. 343, Sec. 1. (SB 1359) Effective January 1, 2017. Section operative January 1, 2018, by its own provisions.)