



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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- Eureka: 7351 Tompkins Hill Road– Board Room – SS 202
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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.

Public Notice—Nondiscrimination

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College of the Redwoods
 Summary of Program Changes: April 12, 2019

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
Certificate of Recognition	Cisco Networking and Microsoft Server Administration	Nonsub Revision	Credit	Removing CIS-33 to reduce total units in response to new lower unit cap for local certificates from the Chancellor's Office.
Certificate of Achievement	Licensed Vocational Nursing	Nonsub Revision	Credit	Adjusting unit totals for courses that have changed unit value, per new requirements from State Board of Nursing.
A.S. Degree	Licensed Vocational Nursing	Nonsub Revision	Credit	Adjusting unit totals for courses that have changed unit value, per new requirements from State Board of Nursing.

College of the Redwoods
Summary of Course Changes: April 12, 2019

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

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MATH	194	Math Lab for Intermediate Algebra for Social Science and Business	Inactivation	4.0 [4.0/0]	C	-	-	A	Course inactivation, in anticipation of AB 705 placement requirements.
MATH	120L	Math Lab for Intermediate Algebra	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	-	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	15L	Math Lab for Elementary Statistics	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	A	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	194L	Math Lab for Intermediate Algebra for Social Science and Business	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	-	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
MATH	25L	Math Lab for College Trigonometry	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	A	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	30L	Math Lab for College Algebra	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	A	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	372L	Math Lab for College Arithmetic	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	-	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	376L	Math Lab for Pre-Algebra	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	-	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	380L	Math Lab for Elementary Algebra	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	-	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.
MATH	5L	Math Lab for Contemporary Mathematics	Inactivation	0.5-1.0 [0/0.5-1.0]	C	-	A	-	The Math Department is inactivating all course-specific labs, now that a repeatable noncredit math lab course is in place (MATH-252). MATH-52 will also continue to be offered, allowing students one semester of credit for Math Lab.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
CIS	1	Computer Information Systems	Revised Course	4.0 [3.0/1.0]	C	A	A	R	Regular 5 year revision. Minor updates to course content; removing remedial English and Math courses from rec prep. <u>Course Learning Outcomes</u> 1. Solve common business problems using appropriate information technology applications and systems. 2. Demonstrate an understanding of information systems used in business. 3. Evaluate the implications of technology on society
CIS	30	CCNA: Computer Network Fundamentals	Revised Course	4.0 [3.0/1.0]	C	-	A	-	Regular 5 year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks. 2. Build a simple Ethernet network using routers and switches. 3. Use common network utilities to verify small network operations and analyze data traffic.
FT	205	CALFIRE Firefighter Basic Training - 300 hour	Revised Course	275-300 hours	N	-	-	-	Regular 5 year revision. Increasing contact hours in response to new CALFIRE requirements, changing TOP code to more appropriate category. <u>Course Learning Outcomes</u> 1. Describe wildland and structure fire fighting strategies and tactics. 2. Identify potentially dangerous situations and conditions and describe how to avoid or mitigate them. 3. Describe the importance of good mental and physical health.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
GEOL	1	Physical Geology with Lab	Revised Course	4.0 [3.0/1.0]	C	A	A	A	<p>Regular 5 year revision. Minor updates to course content; removing remedial English from rec prep.</p> <p><u>Course Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Describe how the scientific method is used to understand natural phenomena. 2. Describe the basic elements of plate tectonic theory, including how internal processes help shape the Earth. 3. Apply classification systems to organize and identify igneous, sedimentary, and metamorphic rock specimens and mineral specimens, and demonstrate how these classification systems are used to understand Earth processes. 4. Apply geologic principles to describe how earth materials and landscapes change over time, including description of how interaction of Earth systems result in geologic change.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
GEOL	2	Historical Geology with Lab	Revised Course	4.0 [3.0/1.0]	C	A	A	A	Regular 5 year revision. Minor updates to course content; removing remedial English from rec prep. <u>Course Learning Outcomes</u> 1. Describe how the scientific method is used to understand natural phenomena. 2. Apply rock and fossil classification systems to organize and identify key indicators of Earth's evolution and history, as well as the major evolutionary stages and extinctions present in the fossil record. 3. Describe the fundamental components, energy transfer, and landforms involved in plate tectonics. Use these principles to describe the supercontinent cycle. 4. Explain the basis of the geologic time scale and recount the milestone events in Earth history.
GUID	205	Supervised Tutoring	Revised Course	2-90 hours	N	-	-	-	Regular 5 year revision. Minor updates to course content, updated CLOs, changing grading standard to P/NP Only. <u>Course Learning Outcomes</u> 1. Analyze and demonstrate an ability to comprehend and reason through the requirements for various assignments in all courses. 2. Demonstrate completion of assignments at a mastery level.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
LVN	121	Nursing of Adults and Children I	Revised Course	6.0 [3.0/3.0]	C	-	-	-	<p>Lab (clinical) hours adjusted in response to new requirements from the State Board of Vocational Nursing and Psychiatric Technician.</p> <p><u>Course Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Describe and discuss the role of the vocational nurse related to fundamental patient care including hygiene, comfort and safety, basic assessment, legal and ethical issues and communication. 2. Define the nursing process and its components. 3. Develop a plan of care for patients experiencing acute and chronic disruptions in health status. 4. Discuss the rationale for the utilization of medications and fluid therapy.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
LVN	122	Nursing of Adults and Children II	Revised Course	15.0 [8.0/7.0]	C	-	-	-	<p>Lab (clinical) hours adjusted in response to new requirements from the State Board of Vocational Nursing and Psychiatric Technician.</p> <p><u>Course Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Describe and apply the Nursing Process within the scope of practice for the vocational nurse when providing patient care in the clinical setting, simulation, or case study applications. 2. Communicate with the RN and/or other healthcare team members as appropriate as a participant in the ongoing development, implementation, and monitoring when providing patient care in the clinical setting, simulation, or case study applications. 3. Write an effective nursing care plan as appropriate within the scope of practice of the vocational nurse. 4. To provide and accurately document the care provided to up to four stable clients in the medical care unit or skilled nursing facility clinical settings.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
LVN	123	Nursing of Adults and Children III	Revised Course	18.0 [11.0/7.0]	C	-	-	-	Lab (clinical) hours adjusted in response to new requirements from the State Board of Vocational Nursing and Psychiatric Technician. <u>Course Learning Outcomes</u> 1. Demonstrate leadership and management skills appropriate for the Licensed Vocational Nurse. 2. Provide safe and effective nursing care for the client with any type of neurological disorder. 3. Describe the changes and medical conditions affecting the female reproductive tract as well as women's health throughout the life span. 4. Develop a solid foundation of knowledge surrounding the perinatal period to adequately care for the pregnant family, the developing fetus and newborn infant. 5. Participate in the care of a pediatric client with consideration given to growth and development, as well as family dynamics.
LVN	110A	Pharmacology - Vocational Nurse I	Revised Course	2.0 [2.0/0]	C	-	-	-	Regular 5 year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Describe the major classifications of drugs presented within the course and compare the nursing implications of each. 2. Utilize principles of patient education to describe teaching needs for the patient within the LVN scope of practice. 3. Problem solve common patient care problems related to pharmacological issues for stable patients using the nursing process.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
LVN	110B	Pharmacology - Vocational Nurse II	Revised Course	2.0 [2.0/0]	C	-	-	-	Regular 5 year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Apply principles of patient education when teaching medication self-administration to clients. 2. Differentiate expected versus unexpected responses to medications. 3. Problem solve common patient care problems of stable clients using the nursing process.
LVN	111	Pharmacology Skills	Revised Course	0.5 [0/0.5]	C	-	-	-	Regular 5 year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1. Safely and accurately administer medications via all routes of administration except intravenous. 2. State legal and ethical components of a healthcare provider's orders. 3. Accurately interpret medical abbreviations as they pertain to medication administration.
LVN	118	Psychology for Vocational Nursing	Revised Course	2.0 [2.0/0]	C	-	-	-	Regular 5 year revision. Minor updates to course content. <u>Course Learning Outcomes</u> 1) Demonstrate the knowledge necessary to provide safe, effective, individualized care to patients with mental health 2) Express the value of personal and professional development.

Dept	Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PE	54	Intercollegiate Football	Revised Course	2.0 [0/2.0]	C	A	A	-	Regular 5 year revision. Minor updates to course content; repeatability, and faculty disciplines. <u>Course Learning Outcomes</u> 1. Follow CR and CCCAA intercollegiate football decorum and eligibility policies. 2. Perform and demonstrate football skills/drills at an advanced intercollegiate level of proficiency. 3. Demonstrate an accelerated level of cardiorespiratory endurance. 4. Demonstrate collegiate-level football knowledge and implementation of football strategies.
PE	67B	Theory of Football II	Revised Course	1.0 [0/1.0]	C	-	A	-	Regular 5 year revision. Minor updates to course content; repeatability, and faculty disciplines. <u>Course Learning Outcomes</u> 1. Interpret offensive and defensive formations, their strengths and weaknesses and then determine the best tactic in game situations. 2. Distinguish individual offensive and defensive players' strengths and weaknesses and then adapt the best strategy in game situations. 3. Comprehend offensive, defensive, and special teams' strategy based upon down, distance, and field position.

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Nomination of Professor Steve Brown for Emeritus Status

4/15/2019

As a colleague of Professor Steve Brown and pursuant to AP 7384, I hereby nominate him for emeritus status.

Professor Brown has been a professor of Drafting and Industrial Technology at College of the Redwoods for 27 years and thus meets the longevity requirement for emeritus status. He has taught across a wide variety of disciplines in support of Career Education and he has served in a wide variety of leadership roles, both within his discipline and in the broader College. His devotion to teaching and his students is clearly demonstrated by the many ways he has gone above and beyond expectations.

Here is a partial list of Professor Brown's accomplishments:

- Co-president, Academic Senate,
- Division Representative, Academic Senate for 9 years
- Executive Committee Member, Academic Senate
- Chair, Academic Standards and Policies Committee
- Faculty of the Year
- Dean, CTE
- Division Chair, Business and Technology
- Department Chair, Applied Technology
- Member, State Academic Senate committee for Occupational Education
- Co-authored and managed 3 National Science Foundation grants.
- Developed, maintained, and managed the CAD Lab facility by regularly seeking grant funds.
- Authored the initial and 2 subsequent ATMAE accreditation self-studies for CR's Construction, Drafting, and Manufacturing programs and represented the college at the ATMAE Board of Accreditation Hearings.
- President, ATMAE Community College Division
- Authored two successful grant requests to the Chancellor's Office to conduct professional development seminars for community college faculty on the topic of design visualization.
- Regularly represent CR and the Drafting Technology program at career fairs, college nights, and other outreach activities.
- Regular presentations at CR's Science Night.
- Attended countless staff development conferences and trainings to maintain technological and pedagogical literacy.
- Visiting team member for 2 ACCJC visits (E. LA and Lassen).
- Team Chair for 11 ATMAE accreditation visits.
- Developed and delivered a non-credit STEM Guitar Building course.

It has been an honor to have Steve Brown as a colleague and a member of our college community and I commend him to the Academic Senate as a candidate for Emeritus status.

Michael Dennis

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Nomination of Professor Michael Richards for Emeritus Status

4/15/2019

As a colleague of Professor Mike Richards and pursuant to AP 7384, I hereby nominate him for emeritus status.

Professor Richards has been a professor of Automotive Technology at College of the Redwoods for 20 years and thus meets the longevity requirement for emeritus status. His contributions to College of the Redwoods and to his discipline have been exceptional. While I have not have the privilege of having had Professor Richards as a colleague as long as many others or the opportunity to know him as well as they have, I can vouch for his dedication and professionalism.

Here is a partial list of Professor Richards' accomplishments:

- Service as Co-President of the Academic Senate during the 'Show Cause' period, with the result that the College's accreditation was preserved.
- 16 years service on the Academic Senate and multiple terms of membership on the Executive Committee of the Academic Senate.
- Developing and implementing the Program Review process, including two years service as Co-Chair of the Program Review Committee.
- Seeking, attaining, and maintaining NATEF Accreditation for the Auto Technology Program.
- Service as Vice-President, President of California Automotive Teachers Association 2 years
- Service as Board Member for North American Conference of Automotive Teachers 3 years
- Service on Vocational Leadership Institute of Academic Senate for California Community Colleges 3 years
- Presented Seminar on Advisory Committee Roles Responsibility for Vocational Leadership Institute ASCCC
- Service as NATEF Evaluation Team Leader for multiple Site Visits of Auto Programs in CA, OR, TX, OK.
- Service on NATEF Committee, Herndon, VA that developed Standard 11, Online Education Standards
- Service on NATEF Committee, Herndon, VA that developed MLR Accreditation Standards
- Developed outstanding relationships with local Automotive Industry Leaders
- Placed 100% of Program Completers desiring local employment for 20 years
- Provided leadership for high quality Automotive Training Program and earned trust of local industry
- Authored numerous grants to acquire tools, equipment, and training for Auto Tech Program
- Led effort to acquire multiple vehicle donations to be used for training purposes
- Developed and implemented Hybrid Vehicle Training into AT Curriculum

I am honored to have had Michael Richards as a colleague and call on the Academic Senate to recognize the long and distinguished service he has provided our students, our College, and our community.

Michael Dennis

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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

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 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.

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.

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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;
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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.

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.

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Faculty Qualifications Committee Petition to Change Qualifications for Discipline

Discipline:

Current guidelines in Chancellor's Office manual:

link to handbook:

<https://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

Page 6 of the handbook states:

“Districts may establish local qualifications beyond the minimum standards defined in the disciplines lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.”

Proposed qualifications for discipline (qualifications cannot be below the minimum):

Reason for proposed change.

How does this change impact the student learning experience?

List names faculty consulted with. (All faculty members of the discipline throughout the district should be consulted with. Change should be a result of a majority vote of all Full-time Faculty in the discipline.)

Are there any faculty members in the discipline that are not in favor of the change? What are the arguments against the change?

Faculty signature

Dean signature

Date

This form must be forwarded from the discipline faculty to the Dean/Director. The Dean will then send this form to the Faculty Qualifications Committee. The FQC will forward the form to the Academic Senate.

Date approved by FQC

Date approved by Senate

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Syllabus for _____ (class)

Course Information

Semester & Year:
Course ID & Section #:
Instructor's name:
Day/Time or *Online:
Location or *Online:
Number of units:

Instructor Contact Information

Office location or *Online:
Office hours:
Phone number:
Email address:

Required Materials

Textbook Title
Edition
Author
ISBN
Other requirements: materials, equipment or technology skills <i>*required for online</i>

Catalog Description

[Add description from College Catalog]
--

Course Student Learning Outcomes *(from course outline of record)*

1.
2.

Evaluation & Grading Policy

[Should include information such as final grade calculations, rubrics, late assignment policy, process to petition for EW, and other grading practices]

Prerequisites/co-requisites/ recommended preparation

[If applicable]

The following items are required only for online courses but are recommended for all (see page2).

Student feedback policy

[Communicate to students how you will provide timely and substantive feedback on course work.]
--

Proctored Exams

[Only include if Proctoring is required, and if so, provide information on the available options. For online course instructors must include both on and off campus options for proctoring]

Student Accessibility Statement and Academic Support Information

[See recommended support links and accessibility statement]

Recommended syllabus content - class policies and practices

The following syllabus content, although not required, may be helpful for students. Please consider adding the following content to your syllabus. Sample text and examples are provided for your reference. *Note some of these Items are required for online courses.*

Contents

Course Information.....	1
Instructor Contact Information.....	1
Required Materials.....	1
Catalog Description.....	1
Course Student Learning Outcomes (<i>from course outline of record</i>)	1
Evaluation & Grading Policy	1
Prerequisites/co-requisites/ recommended preparation	1
Student feedback policy	1
Proctored Exams	1
Student Accessibility Statement and Academic Support Information.....	1
Recommended syllabus content - class policies and practices	2
Institutional Policies.....	4
Special accommodations statement (<i>required for online classes</i>)	4
Student Access (<i>required for online classes</i>)	4
Admissions deadlines & enrollment policies.....	4
Academic dishonesty	4
Disruptive behavior.....	5
Policies for this Class.....	5
Class participation and Attendance policy	5
Communication Guidelines	5
Regular effective contact (<i>required for online classes</i>)	5
Policies - additional	5
Information for this Class.....	5
Class schedule.....	5
Recommended textbooks & other materials	6
Proctoring (<i>relevant especially to online courses</i>)	6
Preferred Name in Canvas.....	6
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Technology skills, requirements, and support (required for online classes).....	6
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Emergency procedures / RAVE 7

Del Norte Campus Emergency Procedures 7

Eureka campus Emergency Procedures 7

Klamath Trinity Campus Emergency Procedures..... 8

Student Support Services 8

Institutional Policies

[Special accommodations statement \(required for online classes\)](#)

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath Trinity: 530-625-4821 Ext 23

[Student Access \(required for online classes\)](#)

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

[Admissions deadlines & enrollment policies](#)

Fall 2019 Dates

- *Last day to add a class: 8/23/19*
- *Last day to drop without a W and receive a refund: 9/6/19*
- *Census date: 9/9/19*
- *Last day to petition to graduate or apply for certificate: 10/31/19*
- *Last day for student-initiated W (no refund): 11/1/19*
- *Last day for faculty initiated W (no refund): 11/1/19*
- *Veteran's Day (all campuses closed): 11/11/19*
- *Fall break (no classes): 11/25/19 – 11/30/19*
- *Thanksgiving (all campuses closed): 11/28/19 – 11/29/19*
- *Final examinations: 12/14/19 – 12/20/19*
- *Semester ends: 12/20/19*
- *Grades available for transcript release: approximately 1/6/20*

[Academic dishonesty](#)

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Policies for this Class

Class participation and Attendance policy

Explain how participation is evaluated.

Communication Guidelines

Consider including: response times to emails and messages, availability, times you will not be checking email or messages, your preferred means of contact and any other preferences, such as specifics of email subject lines, encouragement to attend office hours, or similar. You may also want to include a statement on student privacy rights, including the legal rights of students that prevent information from being disclosed to anyone (including parents/guardians) without the student's prior written consent.

Regular effective contact (*required for online classes*)

Required by the ACCJC and Title 5 for Online Classes: *"Instructor should initiate frequent interactions with all students, both individually and collectively, and that students should have frequent opportunities to regularly interact with each other"*. Be sure that your communication guidelines describe how you will initiate regular effective contact and maintain substantive interaction by including elements such as timely and substantive feedback on course assignments, threaded discussion forums and weekly announcements. Instructor-prepared materials are required in addition to any publisher-created materials to create a virtual equivalent of face-to-face classes. Your description must be consistent with the methods of Regular Effective Contact in the DE Course Proposal form.

Policies - additional

Describe additional policies you have including late work/make-ups, tardiness, and use of personal technological devices.

Information for this Class

Class schedule

Include the scheduled dates for each of the class meetings, and indicate finalized or tentative readings, assignment due dates, quizzes, and exams. Note that this is tentative.

The First Day the Class Meets should be made clear here (since our semesters start on Saturdays, which confuses people). Dates of Holidays and non-class days (Spring Break, Fall Break, Lincoln Day) should also be listed in the CLASS schedule, along with the last regular class meeting, finals week information, AND the last date that late work will be accepted.

Any meetings scheduled outside of normal class time (such as field trips) should be clearly indicated. *Note that the Canvas LMS automatically adds a class schedule to your syllabus if you choose to use this option.*

Example schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Text Chapters & Activities</i>	<i>Assignments/Due Dates</i>
<i>1</i>				
<i>2</i>				
<i>3</i>				

Recommended textbooks & other materials

Title, edition, author, ISBN. Note: these books are not covered by EOPS book vouchers.

Proctoring (*relevant especially to online courses*)

[Instructor: explain whether or not proctoring is required, and if so, what proctoring options are available. Please note that for an online course you must include both an off campuses option in addition to our on campus testing center. Typically it has been up to the student to choose and arrange for an approved off campus proctor, however this process can be both complicated and time consuming for both student and instructor. CR can now offer proctoring through Canvas and Proctorio, a proctoring software and lockdown browser. This can be a good option for students who have limited local resources or mobility issues.

Preferred Name in Canvas

Students have the ability to have an alternate first name appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 6 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials,

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills - [instructor: identify the computer skills necessary for students to succeed in your course.]

Technology Requirements (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

Technology Support - [instructor: identify your role in providing technology support]

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Gender-Inclusive Language in the Classroom

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 can exclude women's or men'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.

Emergency procedures / RAVE

College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#). In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

- a. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
- b. Dial 911, to notify local agency support such as law enforcement or fire services.
- c. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
- d. Public Safety shall relay threat information, warnings, and alerts through RAVE emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
- e. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
- f. If safe to do so, notify key administrators, departments, and personnel.
- g. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.

2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command..
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

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Goal: Student Success, Access & Equity
Objectives

1) Provide accessible, affordable, high-quality education.
2) Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
3) Deliver strong individual support for students.
4) Promote and encourage a learning community among students, faculty, and staff.
5) Strive to eliminate achievement gaps across student groups.

Annual Planning Actions

Annual Plan Item #	Ed Master Plan. Goal. Objective. Action	Vision for Success Goal	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
1	3 5		Increase the number of students completing core SSSP services, aligning with funding formulas.	Director of Adult Ed VPSD/CSSO	Fall 2018	How many students were evaluated? What is the percentage increase?
2	2		Assess feasibility of hiring an instructional designer to support Distance Education instructors	VPI/CIO Cabinet	TBD	Has rationale been included in program review?
3	3		Assess changes to AP 4020 and AP 4021 processes made in accordance with Recommendation 5 (II.A.15) from the ACCJC visiting team report of January 2018.	President VPI/CIO Academic Senate	Fall 2018	What are the results of the assessment?
4	6,7	Completions Transfers Unit Accumulation	Develop first-year sequences for Guided Pathways. Provide materials for student advising	Guided Pathways VPSD	Fall 2019	How many programs have been mapped? Where are materials made available?

5		Unit Accumulation	Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.	Guided Pathways VPI	Spring 2020	How many programs have been evaluated?
6	7	Completions Transfers	Increase outreach to students near completion or who have left	Counseling & Advising Instructional Deans	Spring 2020	How many students were contacted?
7	6	Workforce Transfers	Add (and market) support for students who complete and have transferred or entered the workforce.	Counseling & Advising	Spring 2020	How many students were contacted?
8	4,5	Equity	Develop a CR Homeless/Food Insecure Program at all instructional sites	VPD	Spring 2020	How many students have been served at each location?

Goal: Engage All Students
Objectives

- 6) Engage in excellent communication, coordination, and collaboration across campuses
- 7) Engage and empower students, particularly those from under-represented communities

Annual Planning Actions

Annual Plan Item #	Ed Master Plan. Goal. Objective. Action	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
9	6/7	Completions Transfers	Expand course offerings offered via telepresence from Eureka to alternate locations	IT VPI	Spring 2020	How many sections are being offered? What disciplines were offered?

10	6		Review process for updating published materials (printed and web)	Executive Director of College Advancement VPSD/CSSO	TBD	Has this process been published and where?
11	6	Completions Transfers	Update GE Area E outcomes.	Assessment Committee	Spring 2020	Provide list of program outcomes.
12	7		Implement solution for remote advising.	TPC VPSD/CSSO	Fall 2019	What tools are being used?
13	3,5,7	Completions Transfers Unit Accumulation	Implement support courses for transfer level math and English	Guided Pathways VPI Academic Senate	Spring 2020	What are the success rates of transfer level math and English? How many courses have been implemented?

Goal: Community Partnerships & Workforce Training

Objectives

- 8) Effectively respond to regional workforce needs through workforce training
- 9) Effectively partner with community stakeholders to respond to the needs of the community
- 10) Serve as a hub of cultural, social, and economic activities
- 11) Establish partnerships that enhance success by supporting the safety, health, and wellness of our students

Annual Planning Actions

Annual Plan Item #	Plan. Goal. Objective. Action	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
14	8/9	Workforce	CTE expand partnerships, internships, externships with employers, other colleges, high schools, and local, state, and federal agencies.	CE Dean	Fall 2019	List examples where this has been done.
15	11	Workforce	Streamline enrollment process into Coop Work Experience courses	VPI Academic Senate Enrollment Services	Spring 2020	What changes have been implemented?
16	8,9,10	Completions Workforce	Create short-term certificates that can be offered as needed in the community	Adult Ed CTE	Spring 2020	Describe analysis done to determine need and what programs was developed as a result.

Goal: Institutional Effectiveness & Planning

Objectives

- 12) Employ state-of-the-art technology, equipment, and facilities throughout the district to support learning and institutional performance
- 13) Employ clear and transparent processes for core operations and decision making

Annual Planning Actions

Annual Plan Item #	Plan. Goal. Objective. Action	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
17	12		Identify strategies for equipment replacement.	BAC	2019F	Has a plan been presented?

18	12		Identify strategies to fund the budget for capital repairs and maintenance.	BAC	2019F	Has a plan been presented?
19	12/13		Pilot Assessment in eLumen product.	Assessment Committee	Fall 2019	How many assessments have been created? How many instructors reported?
20	13		TPC/FPC develop/update master plans	TPC/FPC	Fall 2019	Have the master plans been published to the web?
21	12	Unit Accumulation	Assess the implementation of Project Glue which automates math and English placement	IS, EMC	Fall 2019	How many students are receiving placement? How does this implementation affect number of students who apply but don't register?
22	13	Completions Transfers	Improve communication between faculty and Counseling/Advising.	Counseling/Advising	Fall 2019	How many times has an advisor been in the classroom to explain pathways?
23	13	All	Align the educational master plan with the vision for success goals	IEC	Fall 2019	Has the revised Ed Master Plan been published?
24	13		Align the budget with the annual and Ed Master Plan	IEC BAC	Spring 2020	Has the budget plan been published?

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**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

Institution Name: College of the Redwoods

Date: [Click or tap here to enter text.](#)

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs of study</u>

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

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A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Guided Pathways Coordinators are meeting with faculty across disciplines to define the College’s “Guided Pathways” or “Meta-Majors” that umbrella the College’s existing ADT and LA degrees.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Create a first-year sequence of courses for undecided students. Solidify and begin marketing pathways and modify campus website accordingly.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – spring 2020</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> All Career Education programs have community advisory committees comprised of industry partners who help inform curricular offerings to ensure that our programs are well-designed and are meeting industry needs. Some Career Education programs have a cooperative work experience requirement. Greater efforts are being made across campus to partner with Humboldt State University faculty and advisors. Multiple counseling and in-discipline</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>events are bringing HSU faculty and advisors to campus to consult with students about specific disciplines.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Websites for Career Education Programs include Fast Facts about student outcomes, employment opportunities, wages, job growth, and job openings.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Websites for programs in the liberal arts will be developed to show employment opportunities, wages, etc.</p> <p><i>Timeline for implementing next steps:</i> Spring 2019 – Spring 2020</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Guided Pathway Coordinators are working with faculty to identify 1st year course sequences that will allow students to branch off into several specific programs of study. [Maybe add Veteran AP] add ADTs and career education programs have clear course sequences.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Provide clearer paths for majors such as social work, environmental studies, nursing, Kins, etc. Especially on the website to improve navigation for all college students.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020 – Fall 2021</p>
<p>e. Required math courses are appropriately aligned with the student’s field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Advising materials have been created clearly showing which math course a student should take based on their major of study. Math pathways for students with a liberal arts program, career education program, STEAM program, and programs requiring statistics are distinct and clearly presented. An informed consent form has been developed that students must sign</p>	<p><i>Next steps:</i> Assess the pathways to see if students are entering into the correct path based on their desired program of study. Self-reported data on the informed consent process will indicate students opting for remedial coursework, and why they are doing so.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		acknowledging that they are aware of AB 705 and the research about remedial coursework. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2020	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Placement workshops and orientations are available for all students. A new enrollment services advisor position was created to provide one-on-one support for students. The course My Future, My Plan was developed to help students develop a 10-year education plan. Short math review courses are in place for students needing math review to help them with math and chemistry.</p> <p><i>Term, if at scale or scaling:</i> Spring 20201</p>	<p><i>Next steps:</i> Identify additional courses that could benefit from a math co-requisite support.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020 – Spring 2021</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Embedded Peer Instructional Cohort (EPIC) leaders have been embedded in several gateway courses. Math and English support courses have been developed for academically underprepared students. The writing center has been revamped to support all students through drop-in. Math review courses serve to help STEM students in chemistry and nursing.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Evaluate the effectiveness of review/support courses and identify additional courses for which students might benefit from such support.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020 – Spring 2021</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale</p>	<p><i>Progress to date:</i> Math support courses are in place for all of the gateway “first-year” math courses: Math 52 (and Math 252, non-</p>	<p><i>Next steps:</i> Evaluate the effectiveness of support courses, and the percentage of students completing transfer-level</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p>credit): Math Lab courses that provide support for students taking liberal arts or career education math requirements (Math 5 or 10) Math 15S (support course for Statistics course) for students taking transfer-level statistics Math 30S (support course for College Algebra course) for students taking transfer-level algebra for STEM</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p>math at the end of each term and/or academic year.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> An English support course for transfer-level has been developed for academically underprepared students. A drop-in writing center staffed by tutors is available to students. A non-credit READ-260 is available to all students. Intermediate ESL non-credit courses are offered. An ESL Task Force is meeting to revise the placement process and to develop support for English Learners taking credit courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2021</p>	<p><i>Next steps:</i> Develop a new placement process for ESL students in collaboration with local high schools. Create credit-bearing ESL coursework.</p> <p><i>Timeline for implementing next steps:</i> Spring 2018 – Spring 2021</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> General Studies (GS) courses are available. GS-6 First Year Experience are offered each semester. EOPS students are highly recommended to enroll. GUID-205 Supervised Tutoring is offered to students needing support in transfer-level courses outside of math and English. A variety of non-credit courses are offered to support adult learners. Embedded Peer Instructional Cohort (EPIC) leaders are placed into math and English sections for additional support.</p>	<p><i>Next steps:</i> Develop additional support for students who are English Learners.</p> <p><i>Timeline for implementing next steps:</i> Spring 2018 – Spring 2021</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : Spring 2021	
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The college just develops GS-7 My Future, My Plan. Several high schools would like to dual enroll students in the course. A pilot is occurring in fall 2019. Four local high schools also offer career education courses in welding, construction, and computer information systems.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Expand General Studies dual enrollment offerings to all highschools in CR's service area.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2021</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Counseling performed a half way there campaign for students with 30+ units. The KT site does a mid-semester celebration to honor academic progress, and they carefully monitor the progress of all students.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>Provide additional outreach to students who are not making progress towards their comprehensive education plan.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020 – Spring 2021</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Students can run a degree audit for a select program. The college hired a consultant to help enhance the accuracy of the programming rules used by the degree audit system.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Spring 2019</p>	<p><i>Next steps:</i></p> <p>Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Click or tap here to enter text.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>Counselors and advisors discuss progress towards SEPs in one-on-one appointments. Financial aid evaluates to see if students who are close to their maximum unit cap are following their education plan. Career education has done advising campaigns calling all students who are close to completing a program to provide them with help to finish missing coursework.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>Provide additional outreach to students who are not making progress towards their comprehensive education plan.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020 – Spring 2021</p>

<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Students can meet with Counselors and Advisors in one-on-one counseling appointments.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore alternative viable paths for students who are unlikely to be accepted to the nursing program.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2021</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Two-year course sequences are published on the college website for programs. Programs with cancelled classes and low enrollments are reviewed through the AP 4021 Program Revitalization and Discontinuance Process.</p> <p><i>Term, if at scale or scaling:</i> Spring 2020</p>	<p><i>Next steps:</i> Develop an easier process for ensuring that 2 year schedules are updated and followed during scheduling.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Advisory committees meet to identify workplace skills. Some transfer disciplines have systematically undertaken this alignment effort. Articulation ensures that courses have outcome that align with transfer institutions.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> General Education outcomes and requirements via curricular review and assessment ensure that students think critically, solve problems, and work to communicate effectively with others. Active and applied learning happens throughout the curriculum.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Career Education students in Welding and Construction Technology are engaged in project-based learning as a part of the cross-disciplinary “Tiny House” project which also includes transfer pathway students in Art. Agriculture students in leadership classes engage in group community service projects outside of class, including helping to organize a county-wide “Ag Field Day” for local high school agriculture students. Cooperative work experience courses are available to all students and</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

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		<p>required of a few programs. The college has a coordinator to help students find relevant experiences. Health Occ and human services programs have ample clinical experiential requirements.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Faculty regularly participate in SLO assessments. All course, program, general education, and institutional learning outcomes are assessed on a regular cycle.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Faculty regularly participate in SLO assessments. All course, program, general education, and institutional learning outcomes are assessed on a regular cycle.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Some disciplines (art, drafting) have students gather portfolios showcasing their work.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> The graphic design certificate will have students develop a portfolio of work to present to employers.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE)</p>	<p><input type="checkbox"/> Not occurring</p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i> The Diverse Learning Environments Survey from the Higher Education Research Institute will be</p>

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<p>or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p> <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>The college regularly administers the Noel Levitz Student Satisfaction Inventory (SSI). The SSI was administered this spring 2019.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>administered to students and will be used to target professional development.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>