

# College Council Agenda

Date: 6.2.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Mapping	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
<b>Minutes (5/19/17)</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		NA	Minutes from the meeting on 5/19/17 were previously sent out for review. Any comments/corrections, please contact Beth.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Administrative Regulation – 2<sup>nd</sup> Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Chris Smith	5 min	Title IX & Gender or Sex-Based Misconduct Policy	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>SISTERRS Project</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	BJ Nicoletti Stephen Brouwers Ryan Stewart Max Wedding	15 min	Introduce the New Front Door Experience (Application Process, Online Orientation, Student Data Collection Mechanisms)	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>ARC – 2<sup>nd</sup> Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	John Ginsburg Christina Bruck	25 min	ARC 600 Email Use Policy ARC 601 Expressive Conduct Policy ARC 640 Academic Accommodations Policy ARC 641 Service Animal Policy ARC–ISP 642 Personal Audio and Video Recording Policy	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>CCC Library Changes - Update</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Kerry Leek Sarah Nolan Jane Littlefield	5 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document

<b>Committee Reports</b> <b>1. Campus Use and Development Committee</b> <b>2. Mission Fulfillment Charter</b> <b>3. Presidents' Council</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Bob Cochran Bill Waters Sue Goff	10 min 15 min 5 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Association Reports</b> <b>1. ASG</b> <b>2. Classified</b> <b>3. Part-time Faculty</b> <b>4. Full-time Faculty</b> <b>5. Administrative Confidential</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		10 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
<b>Assigned Action Items</b>		<b>Assigned to</b>	<b>Notes</b>		<b>Due</b>
<b>Upcoming Meeting Dates</b>		<b>Start Time</b>	<b>End time</b>	<b>Location</b>	
Friday, October 6		12:00pm	1:30pm	CC127	
<b>Attendance</b>					
<b>College Council Members 16-17:</b> Sue Goff (Chair), Beth Hodgkinson (Recorder), Dion Baird (ITS), Dave Gates (ITS – alternate), Tara Sprehe (AFaC), Darlene Geiger (AFaC – alternate), Molly Burns (AFaC), Stephanie Schaefer (AFaC), Ryan Davis (AFaC), Scot Pruyn (AFaC), Andrea Vergun (AFaC), Ryan West (AFaC), Sue Caldera (TAPS), Ida Flippo (TAPS) Chris Hughes (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Patricia Anderson Wieck (HR) Jennifer Nelson (CS), Mickey Yeager (CS), Bill Calabrese (CPR), Sarah Hoover (AS), Bob Keeler (AS), All Association Presidents, All Deans					
<b>Notes to Self</b>			<b>Deferred Items</b>		
<ul style="list-style-type: none"> <li>College Council Minutes can be found at F:\1MINUTES\College Council\16-17</li> </ul>					

# College Council Minutes

Date: 5.19.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Presenter	Minutes
<b>Minutes (5/5/17)</b>	Sue Goff	Minutes from the meeting held on 5/5/17 were previously sent out for review. Any comments and/or corrections, please contact Beth.
<b>Testing and Placement Center Updates</b>	Beth Wicklund	Our goal is to place our students in the highest level math and writing class possible to be successful and to help identify the support they need. Our new, improved process uses the Placement Advising for Student Success (PASS), which utilizes student input and multiple other measures, rather than a single test score, to promote the student's choice in determining their best path. PASS advisors, Amanda Coffey for writing and Kurt Lewandowski for math, meet with students for placement advising and providing input on new tools. Together they are helping to develop tools for the placement process. Overall, students placed through the PASS program "saved" 2.20 terms of math classes and "saved" 0.57 terms of writing classes compared to students placed by traditional means and performed just as well.
<b>ITS Updates</b>	Dave Gates	Starting early May through the end of 2017, ITS will be updating faculty, staff and student labs. Computers more than five years old will move to VDI (Virtual Desktop Infrastructure). VDI is a faster, less expensive, and more versatile way to provide desktop computers which allows the employee to access their desktop from any computer, including home. Your dean will have a list that includes the college personnel that will be impacted. Windows 10 and Office 2016 is the current default standard for all Windows computers. Employees not scheduled to get a new computer or VDI will be contacted for the upgrade. Training opportunities will be available.
<b>ARC/ISP 1<sup>st</sup> Reads</b>	Tara Sprehe	These two policies came forward for the first read. <b>ARC 402 Active Military Deployment.</b> It was suggested to add specific language to the ISP for incompletes. <b>ARC 601 Policy Expressive Conduct</b> has been at College Council before, but there were many changes, so it was decided to come back again. There were suggestions: review occasions where the words "may" or "must" has been referenced; review "black-out dates" on #8; review #6 and add language about events that are potentially disruptive, controversial, damaging or could be a liability or risk issue which potentially not approved. Please forward additional comments to John Ginsburg.

<p><b>ISP – Informational Items</b></p>	<p>Sue Goff</p>	<p>Both <b>ISP 160 Course Outlines and Syllabus Information</b> and <b>ISP 160A Course Syllabus Information</b> were brought forward to gather feedback on the elements that go into both the course outline and syllabus as well as the appendix. A few topics came up that included language around safety; stability in the classroom; and information about Title IX. A subcommittee reviewed and made recommendations for the appendix. These informational items will most likely become a larger conversation where our students can add their input. The items listed under #4 of ISP 160A CCC Information and Expectations that includes: Safety Information (campus and course, if applicable), Disability Resources Information, Civil Discourse Expectation, Learning Center Information, Title IX Information, Moodle Information (if it is used in the class). One topic that was not listed that both faculty and students need to be aware of is mandatory reporting. The syllabus could be a place to ensure that this college-wide information will be in the hands of every student. The subcommittee was concerned that if they read it too many times, it will be overlooked. Maybe the syllabus can reference where these items can be found or a link to take care of our legal requirements. Could these items listed under #4 be listed as the last page, but the faculty in ISP weren't in agreement. Some faculty are concerned that if they were provided with suggested text that it would interfere with their academic freedom. Clearly this topic that needs additional work and further college-wide conversations. Send your feedback and comments to Sue.</p>
<p><b>Committee Reports</b> <b>1. Presidents' Council</b></p>	<p>Sue Goff</p>	<p>Discussion items included graduation updates, legislative updates from Joanne, and logistics of the ISP &amp; ARC committees working together.</p>
<p><b>Association Reports</b> <b>1. ASG</b> <b>2. Classified</b> <b>3. Part-time Faculty</b> <b>4. Full-time Faculty</b> <b>5. Administrative Confidential</b></p>		<ol style="list-style-type: none"> <li>1. ASG – Megan Baumhardt: Summer grants are open for students to apply with the deadline of May 31. Donate items for the college's staff and faculty association food drive to restock the Cougar Cave. The winning association will be announced June 5. Upcoming events: May 24 - Alcohol Awareness Event &amp; May 31 – Field Day. Dead Week Day of Massage runs June 5-8, 10 a.m. – 2 p.m. The Student Leadership banquet is June 7.</li> <li>2. Classified – Ali Ihrke for Enrique Farrera: Elections are currently underway for the officers and bylaws.</li> <li>3. Part-time Faculty – Leslie Ormandy: Elections are in progress for the 2017-18 officers.</li> <li>4. Full-Time Faculty – Nora Brodnicki: Full-time faculty election results: President-elect: Laurette Scott; Treasurer: Kelly Mercer; Secretary: Kathryn Long; Senators: Sharon Parker, Stephanie Schaefer, and Jeff McAlpine. Full-time faculty Suzanne</li> </ol>

		<p>Monroe, Jeff McAlpine, Matthew Warren, Sue Mach, and Camilo Sanchez have been working on an informational flyer / trifold for staff and students with questions related to immigration/undocumented status issues. This document will be available soon (as well as a web page).</p> <p>5. Administrative Confidential – Nora Brodnicki: Incoming president is Jaime Clarke.</p>
<b>Announcements</b>	All	<p><b>Sarah Hoover</b> – 2017 STEM Appreciation Day on May 25 our CCC science, technology, engineering, and math students will be presenting projects in the CC mall.</p> <p><b>Lori Hall</b> – Campus Safety has posted evacuation maps in every classroom on campus.</p> <p><b>Sue Goff</b> – The spring theatre performance, “The Good Doctor” runs May 25-June 4.</p> <p><b>Ryan Davis</b> – CCC annual Compose Creative Writing Conference on May 20.</p>
<b>Present</b>		<p>Sue Goff (chair), Robert Keeler, Jackie Flowers, Stephanie Schaefer, Bill Calabrese, Matt Goff, Alison Ihrke, Jane Littlefield, Molly Burns, Leslie Ormandy, Ryan Davis, Lori Hall, Megan Baumhardt, David Plotkin, Paul Moredock, Joyce Gabriel, Tara Sprehe, Sarah Hoover, Josh Aman, Dion Baird, Dave Gates, Matt Larkin, Andrea Vergun, Laura Lundborg Beth Hodgkinson (recorder)</p>

## TITLE IX & GENDER OR SEX-BASED MISCONDUCT

### Overview and Intent of Policy

Clackamas Community College believes in a zero tolerance policy and is committed to the elimination of gender and sex-based misconduct in its programs, services and intercollegiate activities. Members of the College community, students, guests, volunteers and visitors have the right to be free from all forms of gender and sex-based discrimination as defined in this policy.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. When an allegation of misconduct is brought to a responsible employee's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are immediately stopped, never repeated, and their effects are remediated.

It is the intent of the Board that appropriate corrective action is taken by the College to stop the gender-based or sexual misconduct, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or gender-based/sexual misconduct awareness training, as deemed appropriate. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional gender-based or sexual misconduct awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined by a designated or assigned panel for this purpose.

Additionally, the College may report individuals in violation of this policy to law enforcement officials as required by law.

This policy is intended to define College and community expectations, and to establish a mechanism for determining when those expectations are not met.

### Awareness and Training

The President or designee shall ensure annual awareness training and/or information is provided to all students and staff. Compliance oversight designees responsible for accepting and managing complaints, grievances or incidents will be updated as needed. Designee business phone numbers, addresses or other necessary contact information will be updated as needed. This policy as well as the complaint procedures are available to all students and staff.

## Definitions

**Gender or sex-based discrimination**, as outlined by the College Nondiscrimination Policy, is defined as discrimination based on a person's gender, sexual orientation, perceived or expressed gender identity and/or conformity, or any difference, perceived or actual, concerning topics of gender or sexuality. It may include, but is not limited to, discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to classes; in student discipline; in location and use of facilities; in educational offerings and materials; and/or in accommodating the public at public meetings.

**Gender-based or sexual misconduct** may include, but is not limited to physical touching, graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually in the presence of another, unwanted or unwelcomed discussion or statements about topics of a sexual nature in front of others, or spreading rumors about or rating others (such as appearance, sexual activity, sexual orientation<sup>1</sup>, or performance) when:

1. The conduct is unwelcomed, unwanted, unsolicited, and/or nonconsensual;
2. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits (quid pro quo);
3. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting educational programs, activities, employment, and/or assignment of students and staff;
4. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered may include, **but are not limited to**, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the alleged harassment; number of individuals involved; age of the alleged harasser; where the alleged harassment occurred; and other incidents of gender-based or sexual misconduct involving the same or other College students or staff.

## Grievance Reporting Procedure

This procedure requires an immediate determination whether or not there is a reasonable cause to believe the policy has been violated, then provides for prompt and equitable resolution of complaints about behavior that may violate this policy. The following Complaint and Investigation Process must be followed to ensure due process and consistency throughout the College.

Any responsible employee who has knowledge of conduct in violation of this policy or feels he/she is a victim **must immediately** report his/her concerns to the Title IX Coordinator, Behavioral Intervention Team, department supervisor, or any College administrator. A student may also report concerns to an instructor or staff member who will promptly notify the appropriate College official. The student or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the College against any person who, in good faith, reports or files a complaint, or otherwise participates in an investigation or inquiry of gender or sexual based misconduct.

**Confidentiality Statement:** If one desires that details of the incident be kept confidential, they should speak with on-campus counselors or off-campus health service providers or crisis resources who can maintain confidentiality. Campus counselors are available to help you free of charge. Several options for reporting are available in our Resource Guide at the following link: (add link to guide here, once approved.) You may also access the Oregon Sexual Assault Task Force (SATF) at: <http://campus.oregonsatf.org/>

### **Timeframes**

The following process will begin immediately upon receipt of a complaint, with resources being provided during the complaint intake process. Any responsible employee must report any Title IX complaint to the Title IX Coordinator (or designee) as soon as possible after becoming aware of the incident or issue. A member of the Title IX Team will begin the intake process upon receipt of the complaint. Investigation timelines may vary with the complexity of the case, but should be completed within 60 days of receiving the complaint (unless extraneous circumstances are present, such as a police investigation).

### **Title IX Complaint and Investigation Process and Procedure**

1. Complaint is received.
  - a. Title IX email
  - b. BIT Referral
  - c. Meeting or contact with any responsible employee
    - i. Confidential reporting options are available. If these resources are used, the person receiving the complaint is under no obligation to report it for further investigation or inquiry. These resources include:
      1. Community/Crisis Advocates (on and off campus)
      2. CCC Counseling Department
      3. Off-Campus Health Service Providers
2. Determine if the complaint alleges violations applicable under Title IX. If gender is a component of the complaint, consider Title IX to be applicable.

- a. Gender or Sex-Based Misconduct
  - b. Sexual Harassment
  - c. Discrimination on the basis of Sex
3. Notify the Title IX Coordinator. An investigator will be assigned to respond to the complaint.
4. Investigator will perform the Intake process, including:
  - a. Provide Title IX and SB759 resource document
  - b. Begin Title IX Documentation Worksheet
  - c. Any or all of the following are put into place, if necessary:
    - i. Interim measures
    - ii. Safety plans
    - iii. Police report
    - iv. Medical exam
    - v. Advocate services
  - d. Determine if the claimant wishes to proceed with an investigation and what outcomes are desired.
    - i. If the claimant does not wish to pursue an investigation, the College will take steps necessary to prevent or remediate any violations with any information it has
  - e. Take the details of the claim, including details and any evidence and/or witnesses.
    - i. After notes have been compiled, send to the complainant for review, corrections, additions, and approval.
5. Notify the respondent of the complaint and investigation. Ensure that the notification outlines the allegations, potential policies violated, and non-retaliation verbiage. Request that the respondent schedule an appointment to take their response, including any evidence and/or witnesses.
6. Meet with the respondent to take their response.
  - i. After notes have been compiled, send to the respondent for review, corrections, additions, and approval.
7. Schedule and meet with witnesses, and/or gather applicable evidence.
8. Analyze evidence to determine findings using the “preponderance of the evidence” approach.
9. Write the official report of investigation, outlining relevant details, and findings, stating whether the event was “more likely than not” to have occurred.
  - a. Respondents are either “Found Responsible” or “Not Found Responsible”.
  - b. The report must be reviewed by the Title IX Coordinator prior to release.
10. Provide the written report to both the complainant and respondent, as well as any sanctioning or appeals panels or individuals.
  - a. For students, sanctions are determined by the Behavioral Intervention Team
  - b. For employees of the College, sanctions are determined by a panel to include the supervisor, dean, and a representative of the applicable association. This panel may be adjusted when appropriate based on the relationship of the complainant and respondent.
11. Sanctions are applied by the appropriate panel. Sanctions imposed must be appropriate to eliminate the occurrence of the violation, prevent its reoccurrence, and remediate its effects.
  - a. Sanctions are documented in a sanctions memo by the appropriate panel/individual, and provided to the claimant and respondent.

12. Appeal processes are available to either party that may disagree with the procedure of the investigation and/or the severity of the sanctions imposed. If an appeal is requested, the final outcome will be documented in a letter or memo from the person hearing the appeal.
  - a. Students may appeal to the Dean of AFaC.
    - i. If the Dean of AFaC is a party in the complaint, another administrator at the Dean Level or above will be assigned by the Title IX Coordinator.
  - b. Employees may appeal to the Vice President of their division.
    - i. If the Vice President is a party to the complaint, an appeal may be made to the President (or next level of authority).
    - ii. If the President is a party of the complaint, an appeal may be made to the Board of Education.

### **References and Resources**

Please refer to administrative regulation for:

#### **Gender or Sexual-based Misconduct Complaint Procedure**

[http://policy.osba.org/clackcc/J/JBA\\_GBN%20R%20G1.PDF](http://policy.osba.org/clackcc/J/JBA_GBN%20R%20G1.PDF)

#### **Other Discrimination Complaint Procedure**

<http://policy.osba.org/clackcc/AB/AC%20R%20G1.PDF>

All Title IX leadership personnel are familiar with the “Dear Colleague Letter”. The designees below are authorized to assist staff and students with questions or concerns related to gender or sexual-based misconduct, discrimination, or harassment.

*Title IX Coordinator, Patricia Anderson Wieck  
Dean of Human Resources  
503-594-3300*

*Deputy Title IX Coordinator, Christopher Smith  
Human Resources Compliance Specialist  
503-594-3302*

**State legal definitions** of domestic violence and/or dating violence can be found at the following site: [The Clery Center for Security on Campus](#)

**Student Conduct Process** can be viewed in the “Student Rights & Responsibilities” section of the current [Student Handbook](#).

END OF POLICY

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#### **Legal Reference(s):**

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e.

#### **Cross Reference(s):**

AC-Nondiscrimination

JB - Nondiscrimination: Equal Education Opportunities and Freedom of Access

<sup>1</sup>Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

Approved by President's Council: TBA

(Date)

DRAFT

# ARC 600

## Email Use Policy

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### PURPOSE

Establishes the policy and expectations for student and staff use of official Clackamas Community College (CCC) email communication.

### SUMMARY

Email is the official method of communication between the College and CCC students. All students admitted to CCC are provided a College-issued email address and are expected to use this as their primary form of email communication with the College.

The accompanying procedures encompass both student and college employee responsibilities with regards to email communication including, but not limited to: appropriate use of CCC email, authentication and privacy, troubleshooting issues, etc.

END OF POLICY

### APPROVALS

Last Reviewed	Date:
Maintained By	CCC Registrar
ISP Committee – if appropriate	Date: N/A
College Council – first reading	Date:
College Council – second reading	Date:
President's Council – if appropriate	Date:

# ARC 601 - Policy

## Expressive Conduct

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### PURPOSE

Establishes regulations for time, place, and manner of speech and other related activities on CCC campuses.

### SUMMARY

Clackamas Community College recognizes, values, and supports the freedom of speech, thought, expression, and assembly. The exercise of these freedoms is central to the fulfillment of the College's academic mission.

These regulations ensure the daily functioning of the College and its activities by setting forth reasonable regulation of time, place, and manner of speech activities on the College campus. These regulations are not to be interpreted or enforced in a way that targets any speech activity on the basis of its content.

For the purposes of this document, speech activities include petitioning, leafletting, speech-making, demonstrating, picketing, and rallying. Other types of activities may also be included under the umbrella of speech activities. For posting on campus bulletin boards, see CCC signage guidelines and procedures

### POLICY

The College outlines policies regarding speech activities on campus as follows:

1. (Time): Speech activities are limited to times when classes are in session (which may include day, evening, and weekend times during the academic year). When classes are not in session, then speech activities are limited to regular business hours of the College (typically Monday-Friday, 8a-5p).
2. (Place): Speech activities may take place on any College grounds outside of campus buildings, as long as such areas are not designated for authorized or limited access only. However, organized speech activities may not occur in areas dedicated to a specific purpose that would be disrupted thereby, such as parking lots, athletic areas, or walking trails.
3. (Place): Interior locations may not be used for petitioning, leafletting, demonstrating, picketing, or rallying. Interior locations may be used for invited speaker events, as defined below.
4. (Manner): No speech activities may impede pedestrian and vehicular traffic or unreasonably disrupt regular or authorized activities in classrooms, offices, laboratories and other College facilities or grounds. Such activities must take place at least 25 feet from all building entrances.
5. (Manner): No speech activities may be conducted at a sound volume or otherwise in a manner which disrupts the normal use of classrooms, offices, laboratories, and other College facilities.
6. (Manner): No speech activities shall be conducted in a manner that is unlawful, that endangers the safety of the College community or public, that causes damage to College facilities and property, violates CCC policy or procedures or misrepresents/implies that the College sponsors, supports, or endorses any view, belief, or statement being expressed.

### Special Guidelines for Rallies and Demonstrations

1. Recognized College student organizations who wish to schedule a demonstration, rally, or equivalent activity must request space through the regular reservation procedure with the Student Life and Leadership Office and submission of the Rallies and Demonstration Space Request Form.
2. Students, staff, faculty, campus departments, or members of the public who wish to schedule a demonstration, rally, or equivalent activity must request exterior space through the regular reservation procedure with the Facilities Reservations Office and submission of the Rallies and Demonstration Space Request Form. Contact information for the organizer must be provided, as well as the nature of the activity.

3. Rallies and demonstrations are restricted to occur in exterior locations only and must follow all other general guidelines above.
4. Persons desiring to conduct a rally or demonstration must notify the applicable office at least one full (24 hour) business [\(is this enough time to notify all appropriate college personnel?\)](#) Campus Safety indicated it was enough time for them, and had actually pointed out that in some instances, it would be preferable to have the speech occur in the moment and not be forced to wait. day prior to the rally or demonstration in order to ensure public safety and appropriate staffing. Groups wanting to use tables or chairs must provide three full (72 hour) business days [\(and why is it 72 hours for some groups but two weeks for others?\)](#) I am not aware where it says two weeks. notice for the activity. Rental rates apply for off-campus groups.
5. Rallies or demonstrations may not take place in any location where another organization has previously reserved the space.
6. Organizers for rallies and demonstrations must check in with the Student Life and Leadership office or the Facilities Reservations Office (or with Campus Safety if during a time these offices are closed) upon arrival to campus.
7. Length of Rallies and Demonstrations. Rallies and demonstrations are limited to take place during the same calendar day for a maximum of 12 hours.
8. Black-out dates. Rallies and demonstrations shall not occur on the dates of the following occasions: All-Staff Kickoff of In-Service, Fall Student Kickoff, and Graduation. [How was the decision made regarding these specific events?](#) > These dates are ones in which significant numbers of the campus staff would be otherwise engaged and unable to monitor speech event.

### Special Guidelines for Invited Speakers

1. Student organizations and campus departments shall have the right to invite speakers to address audiences on campus, and should follow the normal reservations process, either through the Student Life and Leadership Office or the Facilities Reservations Office.
2. Invited speaker events may take place within designated spaces that are typically used for such purposes, including classrooms and auditoriums. Regardless of location, the event may not interfere with the College's mission of instruction and related services and business operations.
3. The right of speakers to speak and audiences to hear free from undue disruption and interference shall be protected. Members of the community who wish to conduct expressive conduct related to an invited speaker must follow all guidelines above.
4. Sponsoring groups must not imply the College's endorsement of the invited speaker or the speaker's views, unless so indicated by a staff member authorized to represent the College.
5. Materials given or advertisements for event may not insinuate in any way the College is sharing views, content or responsibility for those leading and/or participating in events unless the College's Public Information Officer has given written consent to use the College logo(s), or permission to advertise on behalf of the College.

### Applicability

This policy applies to property owned or controlled by Clackamas Community College. In the case of leased or rented property, it applies only to the confines of the property under control by CCC, not to a greater property area outside of CCC control and owned by a third party.

### Enforcement

CCC Campus Safety, in partnership with the Departments of Student Life and Leadership and Facilities Reservations, shall enforce the provisions of this policy.

END OF POLICY

# ARC-ISP 640

## Academic Accommodations Policy

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### PURPOSE

Establishes college standards for reasonable academic accommodations.

### SUMMARY

Clackamas Community College ensures that all students have equal access to post-secondary education that is free of barriers by providing reasonable accommodations to those students who qualify in accordance with the Americans with Disabilities Act of 1990 (ADA).

A reasonable academic accommodation is an adjustment to a course or program that provides equal access or opportunity to qualified students who have documented disabilities, but does not impact the learning outcomes. The accommodations are for these students to have equal opportunity or to enjoy the same benefits and privileges as are available to students without disabilities.

The Disability Resource Center (DRC) is responsible for the determination of reasonable accommodations for students in accordance with the 2008 amendments to the Americans with Disabilities Act. Recent amendments to this act state that the documentation process may not be burdensome nor create barriers to students' equal access to educational opportunity.

In following federal guidance, the college will take into consideration two of three sources or an observable disability, in no particular order, when evaluating whether a student qualifies for reasonable accommodations at Clackamas Community College:

1. any documentation from a qualified provider that is submitted,
2. DRC staff interactions or observations, and/or
3. student's self-report.

In using defined guidelines the DRC will determine reasonable accommodations for each student. DRC staff will then work with faculty to coordinate the accommodations.

END OF POLICY

### APPROVALS

ISP Committee – if appropriate	Date: 04/28/2017
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ARC Committee	Date: 02/13/2017
College Council – first reading	Date: 05/05/2017
College Council – second reading	Date
President’s Council – if appropriate	Date:

# ARC-ISP 641

## Service Animal Policy

### PURPOSE

To establish guidelines for services animals in class or other campus areas.

### SUMMARY

Clackamas Community College is committed to reasonably accommodating people with disabilities in compliance with applicable state and federal laws who require the assistance of a service animal to access college courses, programs, and activities. This policy complies with the [Americans with Disabilities Act \(ADA\)](#) of 1990 as amended; Section 504 of the Rehabilitation Act of 1973 (P.L. 93-11) and [45 CFR Part 84](#); ORS 346.610; and ORS 346.640.

A service animal as defined by Oregon Statute is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or task a dog has been trained to provide must be directly related to the person's disability.

Dogs that are not trained to perform tasks that mitigate the effects of a disability, including dogs that are used purely for emotional support e.g. comfort, therapeutic benefit, companionship, etc. are not service animals and are not permitted access to college courses, programs, or activities.

### STANDARD

As a general rule, Clackamas Community College will modify policies, practices, and procedures to permit the use of a service animal by an individual with a disability with in guidance of the following definitions and guidelines;

- a. Service Animal is defined as the following a dog (or miniature horse) that has been individually trained to do work or perform tasks for the benefit of an individual with a disability.
- b. Other animals, whether wild or domestic, do not qualify as service animals.
- c. Individuals with mental disabilities may use service animals that are individually trained to perform a specific task.
- d. Individuals must keep the service animal under their direct control at all times, such as by a harness, leash, or other tether; however, if the use of a harness, leash, or other tether interferes with the service animal's safe, effective performance of work or tasks, or if the owner's disability prevents the use of

such devices, then the service animal must be under the owner's control through voice control, signals, or other effective means.

- e. A “service animal trainee” means any animal undergoing training to assist a person with a physical impairment and has the same rights as a fully trained dog when accompanied by a trainer.

### **1. Conflicting Disabilities**

If an individual with a disability and a service animal is registered in a course or present in a college area and another person arrives with serious allergies to animals, the first person cannot be removed to accommodate the second person. Individuals with serious allergies or respiratory medical issues are encouraged to meet with the Disability Resource Center Coordinator to discuss possible solutions to the situation.

### **2. Threat to Safety**

If a service animal is determined to be out of control or threatening others as reported by students, staff, or administration, the infraction will be referred to Public Safety and B.I.T. Consequences may include but not be limited to muzzling a barking dog, refresher training for both the animal and individual with a disability, or exclusion of the service animal from college facilities.

### **3. Access to College Premises**

An individual with a disability shall be permitted to be accompanied by a service animal in all areas of the college where members of the public, participants in services, programs, or activities, are allowed to go. The Disability Resource Center Coordinator can be contacted and will review any situations on a case by case basis where there is anticipation of potential risk for the individual with the disability, service animal, other students, etc.

END OF POLICY

### **APPROVALS**

ARC Committee - if appropriate	Date 04/10/2017
ISP Committee - if appropriate	Date 04/28/2017
General Council	Date
College Council - first reading	Date 05/05/2017
College Council - second reading	Date
President's Council - if appropriate	Date

# ARC-ISP 642

## Personal Audio and Video Recording Policy

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### PURPOSE

To establish guidelines for personal audio and video recordings in class or other campus interactions between students, faculty and staff of the college.

### SUMMARY

Clackamas Community College acknowledges that there are many reasons why students would want to record lectures, other class content, or campus interactions to enhance their educational learning experience. The college also acknowledges that still photography, video, and audio recordings can in some cases conflict with copyrighted material, confidentiality, or other privacy concerns of other campus community members.

The policy sets forth guidelines in compliance with Oregon law and Section 504 of the Rehabilitation Act of 1973 for the use audio recordings in a classroom to support personal educational learning while respecting federal copyright laws.

### STANDARD

Any recording with a concealed recording device for personal, non-educational purpose, and without the knowledge and consent of others, whether in class or not, is prohibited (ORS 165.540). Recording for this policy is defined as any still photography, audio and/or video recording on any type of concealed device in class or in other campus interactions between students, faculty and staff of the college.

#### 1. Classroom Standard

Clackamas Community College course materials are generally protected by federal copyright laws and should not be recorded unless one of the following conditions are met:

- a. With prior permission of the instructor; or
- b. As a reasonable academic accommodation established by the Disability Resource Center.

Instructors may request that during personal small group interactions, or other class activities involving peer discussion which are not instructor led, that recorders be turned off unless the group consents to be recorded.

#### 2. Campus Standard

Recording on the Clackamas Community College for classes or other campus interactions shall be done for personal educational benefit only as permitted by Oregon law (ORS 165.540(6) (b)) with a recording device in open and plain view. The following guidelines must be followed:

- a. Any photos or recordings will not be released to others or shared in postings on the internet, website, or any other social media.
- b. Course photos, recordings or materials will not be disseminated in any part, to others, or in any way that would prevent a Clackamas Community College instructor's ability to copyright lecture.
- c. Photos, recordings, and materials will only be used under personal fair use guidelines and not infringe upon copyrights of instructors or others.

- d. Personal discussions or confidential information will not be recorded in private without the knowledge and consent of the other parties.
- e. Students who have received an academic accommodation to record lectures from the Disability Resource Center (DRC) must complete a recording agreement with the DRC.

Violation of any section of this policy could lead to conduct and disciplinary action.

END OF POLICY

## **APPROVALS**

ISP Committee – if appropriate	Date 04/28/2017
General Council	Date 03/16/2017
ARC Committee	Date 02/13/2017
College Council – first reading	Date 05/05/2017
College Council – second reading	Date
President’s Council – if appropriate	Date

# Mission Fulfillment Committee Charter Content

(Draft)

**Committee Name:** Mission Fulfillment Committee

**Committee Leadership:** VP of Instruction & Student Services/Accreditation Liaison Officer

**Membership:**

- President (Ex Officio)
- VP, Instruction & Student Services
- VP, Campus Services
- Faculty
- Classified Staff
- Part Time Faculty
- Student – One student for the year
- Assessment Committee Chair/Assessment Coordinator
- Director, Institutional Research & Reporting
- Director, Community Education
- Dean, Curriculum, Planning and Research
- Dean, TAPS or Representative
- Dean, A&S or Representative
- Dean, AFAC or Representative
- Dean, ITS or Representative
- Dean, CS or Representative
- Dean, HR or Representative
- Dean, Business Services or Representative
- CBI Representative

**Reports to:** Presidents' Council

**Relationships:** College Council, Access, Retention and Completion Committee and Assessment Committee.

**Purpose:** The Mission Fulfillment Committee oversees the establishment of the college's core themes and related, meaningful indicators, and the institution's integrated assessment of outcomes at the institution, service area, program, and course levels. The committee ensures the integration of strategic, division, and department planning into the college's Mission Fulfillment work. To achieve this purpose the committee ensures that the college designs and implements a robust institutional assessment process that addresses mission fulfillment core themes, strategic priority objectives, and outcomes. The committee also oversees strong processes for connecting assessment results to continuous improvement activities that drive our planning and budgeting processes. The committee is responsible for oversight of all accreditation reporting and compliance.

## Key Duties:

### Accreditation Process

1. The Mission Fulfillment Committee will oversee compliance with NWCCU standards.
2. The committee will educate the college community in the meaning of the accreditation standards and regulations as established by the Northwest Commission on Colleges and Universities and their impact on the College.
3. The committee will guide and engage the college community in drafting documents, meeting deadlines, and implementing the accreditation process.

### Mission Fulfillment Assessment and Strategic Plan Assessment

1. *Robust Assessment Processes* – The committee will work collaboratively with a range of college stakeholders to: operationally define mission fulfillment and respective strategic priority indicators; advise for strong data collection methods; and engage in the analysis and reporting out of results to the college community.
2. *Continuous Improvement of our Assessment Programs* – While the Assessment Committee does not report directly to the Mission Fulfillment Committee, its charter includes annual review of CCC's assessment practices and reports the results of that assessment and recommendations to the Mission Fulfillment Committee, which will have oversight to ensure that accepted recommendations are carried out.
3. *Transparent and Timely Communications* – The committee will ensure the college community has strong processes for communicating mission fulfillment and strategic priority findings throughout the college – instructional, student services, and campus services environments.
4. *Continuous Improvement Core to Planning and Budgeting* – the committee will ensure the college community has planning processes in place that use mission fulfillment and strategic priority findings throughout the college (i.e., instructional, student services, and campus services environments) and that the reflection on these findings results in the identification of continuous improvement activities that are integrated and aligned with college budget processes.