

College Council Agenda

Date: 3.2.18 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Topic/Item	Mapping	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
Minutes	<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 2/16/18 meeting 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
Guided Pathways: Pre-College Pipeline	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Dawn Hendricks Darlene Geiger Jaime Clark	15 min	Update on the GP Taskforce progress and Pre-College Pipeline Workgroup efforts.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Environmental Learning Center (ELC)	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Renee Harber	10 min	ELC Facility Update	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Institutional Research Request Form	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Lisa Anh Wang	5 min	Inform the college community about the availability of the IR request form through the CCC Service Desk.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
CCC Library Overdue and Lost Notice Updated Language	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Jane Littlefield Sarah Nolan	10 min	Update our policy language to be in accordance with Orbis Cascade Alliance.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Math Department Updates	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Carrie Kyser Kelly Mercer	10 min	Changes effective summer term for MTH-050 & MTH-098	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document

ISP Reads	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Dru Urbassik	10 min	ISP-160 Course Outline and Course Syllabus Information – 2 nd ISP-360 Credit for Prior Learning – 1 st	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Board Policy – 1st Read	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Denice Bailey	15 min	Review proposed revisions to the following Board policies: BDDH: Public Comment in Board Meetings BF: Policy Development and Review BFC: Adoption and Revision of Policies EB: Health and Safety EBB: Integrated Pest Management EBCD: Emergency Closures ECA: College Safety ECAC: Video Surveillance ECD: Traffic and Parking Controls EDK/KGF: Use of College Equipment and Materials EEBA: Use of College Vehicles EI: Insurance Coverage	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Committee Reports 1. Presidents' Council	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Sue Goff	0 min	No report – meeting cancelled.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input type="checkbox"/> Document
Association Reports 1. ASG 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential	<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
	Assigned Action Items	Assigned to		Notes	Due
	Upcoming Meeting Dates	Start Time	End time	Location	

	March 16, 2018	12:00 p.m.	1:30 p.m.	CC127
Attendance				
<p>College Council Members 17-18: 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 Pruyne (AFaC), Andrea Vergun (AFaC), TBA (AFaC), Sue Caldera (TAPS), Ida Flippo (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Chris Hughes/Joyce Gabriel (TAPS – alternates), Patricia Anderson Wieck (HR), Mickey Yeager (CS), Ali Ihrke (CPR), Sarah Hoover (AS), All Association Presidents, All Deans</p>				
Notes to Self			Deferred Items	
<ul style="list-style-type: none"> College Council Minutes can be found at F:\1MINUTES\College Council\17-18 				

College Council Minutes

Date: 2.16.18 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Item/Presenter	Minutes
Minutes	Minutes from the meeting held on 1/19/18 were previously sent out for review. Any comments and/or corrections, please contact Beth.
Academic Calendar / David Plotkin	David came to share recent changes that were made to our academic calendar. Generally, we follow Portland State University’s calendar start and end dates. We are adjusting our fall 2019 start date to match their corrected version. The calendar dates have been changed to show that we will be starting a week later than we previously stated and adjusting the end dates accordingly. After College Council, it will go to Presidents’ Council and then to the Board for approval. The calendar will then be distributed.
Board Policy – 2st Read / Denice Bailey	<p>This is the second read for the following Board policies. The suggestions have been incorporated into the policies. A recommendation came forward to move to a genderless pronoun. Denice checked with the Oregon School Boards Association (OSBA) who does our policy management. At this time, they have not made a decision on what they plan to recommend. We will keep this in mind as we move through the review process and reconsider this at a later date. Next week these policies will move forward to Presidents’ Council and then to the Board for approval in March.</p> <ul style="list-style-type: none"> ● BBA: Board Powers and Duties ● BBAA: Individual Board Member’s Authority and Responsibility ● BBC: Board Member Resignation ● BD/BDA: Board Meetings/Regular Board Meetings ● BDC: Executive Sessions ● CBG: Evaluation of the President ● CCG: Evaluation – Administrators ● DBF: Auxiliary Enterprises ● DFA: Investment of Funds ● DH: Protection from Employee Dishonesty ● DJ: Purchasing ● DLB: Tax Deferred Annuities ● DLBA: Advance Salary Payments ● DN: Disposal of College Property ● DP: Student Financial Aid ● GBK/JFCG/KGC: Tobacco Use on College Premises

<p>Tuition and Fees for 2018-19 / Alissa Mahar</p>	<p>The proposed tuition and fee adjustments for 2018-19 have been presented to the Board of Education, Presidents' Council and have been shared with ASG. This is difficult due to the fact that the state's budget is still in flux. The college faces budget challenges including an increase to the PERS rates as well as a decrease in our enrollment. The funding model that provides equalization across the state of Oregon to all of the seventeen community colleges is based on enrollment. The proposed increase would raise in-state tuition by \$7 per credit hour and out-of-state tuition by \$20 per credit hour with a \$5 per term increase for the college services fee. Between now and March, when we go back to the Board, we hope to know the amount of additional funds that the state will provide our budget to determine the 2018-19 tuition and fees.</p>
<p>ISP Reads / Sue Goff</p>	<p>ISP 190 Academic Honesty – 2nd read. No further comments came forward. ISP 260 Placement Assessment – 2nd read. Clarified language that some programs have many separate placement requirements. No further comments or recommendations came forward. ISP-160 Course Outline and Course Syllabus Information – 1st read. Clarified language that syllabi are for credit or continuing education units (CEU) bearing courses. Replaced the retention schedule note with the actual length of time they are supposed to keep the course syllabus which is minimum of three years. Non-credit course requirements was questioned, and this topic will go back to ISP for discussion and will bring back information at the second read.</p>
<p>Disability Resources Center / Christina Bruck</p>	<p>ADA Complaint Flow Chart – During our last audit it was revealed that we didn't have Americans with Disabilities Act (ADA) complaint process for people to follow. As a result, Christina stated that we are implementing an ideal model. Seizure Procedure – Christina worked with Human Resources and Campus Security to create a procedure. It was suggested to add right under the title to immediately call 911. There was some confusion regarding the images and the corresponded directions to aid someone who is having a seizure. Christina will review and confirm prior to finalizing the procedure. Forward additional concerns to be considered.</p>
<p>Navigate / Tara Sprehe, Max Wedding, Lindsay Pierce & Kara Leonard</p>	<p>Tara Sprehe and her team joined College Council with a Navigate implementation update and demonstration. Navigate is a software platform that we purchased from Education Advisory's Board (EAB). The Navigate software will help create a foundation for streamlined onboarding, early alert, and communication systems for new and returning students leading to increased enrollment, retention and completion of CCC students as envisioned through Guided Pathways. Currently, the project is in the testing and training phase while collecting feedback to continue to make improvements. The expected launch is summer term 2018.</p>

<p>Colleague and Student Planning / Chris Sweet & Dustin Bare</p>	<p>There have been multiple requests to include pictures within Colleague, Student Planning and class rosters, so Chris brought forward this proposal to College Council for discussion. It would be advantageous for a variety of purposes. A majority of our student records would have a photo identification attached, but not in all instances. Students who don't come to campus, but are registered for classes such as Advanced College Credit (ACC) or distance learning offerings are not required to have photo id. Another example where you would be unable to see a student photo are those who have a FERPA block (Family Educational Rights and Privacy Act) on their account. The next steps will be to work with IT (Information Technology) to make this happen.</p>
<p>Committee Reports 1. Presidents' Council / Sue Goff</p>	<p>Presidents' Council: Chris Smith from Human Resources brought forward the Title IX Gender-Based and Sexual Misconduct Administrative Regulation. The policy has not been changed. The policy-related language was taken out, so as the laws change, it won't have to be reapproved. No further comments came forward. Environmental Learning Center (ELC) Director, Renee Harber, shared a draft guidelines including updates for using the Environmental Learning Center. Vice President of College Service, Alissa Mahar, talked about the proposal on tuition and fees for 2018-19.</p>
<p>Association Reports 1. ASG / Gabi Romero 2. Classified 3. Part-Time Faculty / Leslie Ormandy 4. Full-Time Faculty / Casey Sims 5. Administrative Confidential / Sunny Olsen</p>	<ol style="list-style-type: none"> 1. ASG: All ASG members will be here to assist with the Clackamas Regional Skills Competition on February 22. The first ASG event that will take place on all three campuses is the Spread Kindness event scheduled on March 12, 13 & 14: Monday at Harmony sharing cupcakes, Tuesday at Wilsonville sharing donuts, and Wednesday at Oregon City sharing flowers and pears. 2. Classified: No report. 3. Part-Time Faculty: Currently, we are working with OEA representatives on some issues. A donation of cash for necessities came in from our membership for the Cougar Cave. 4. Full-Time Faculty: It has been determined that three faculty positions have been approved for the 2018-19 budget: Clinical Lab Assistant, Electrical Engineering and World Languages. Math is on deck for consideration early fall term. 5. Administrative Confidential: We will be volunteering and inviting our classified staff to join us in assisting students at the Skills Competition. Looking forward to the All-Staff Breakfast in March.
<p>Announcements / All</p>	<p>Alissa Mahar – Join us for presentation demos on three difference bookstore models scheduled on February 23 from 12:30-3:30 p.m. in the Gregory Forum. Chris Sweet – Reminder that spring term registration begins Monday, February 26. Faculty will receive an email asking them to spread the word.</p>

Present	Sue Goff (Chair), Stephanie Schaefer, Emilie Azorr, Laura Smith, Dru Urbassik, Lori Hall, Jaime Clarke, Greer Gaston, Denice Bailey, Alissa Mahar, Leslie Ormandy, Lizz Norrander, Kim Kirchhofer, Christina Bruck, Lisa Anh Wang, Chris Sweet, David Plotkin, Chris Hughes, Dave Gates, Patricia Anderson Wieck, Phil Zerzan, Jennifer Anderson, Cynthia Risan, Bill Waters, Matt Goff, Lisa Reynolds, Laurette Scott, Andrea Vergun, Ryan Davis, Stephen Wilks, Kathy Bronson, Tara Sprehe, Kjirsten Severson, Cole Jones, Gabi Romero, Duncan Garcia, Angel Orozco, Rachel Morgan, Sunny Olsen, Max Wedding, Lindsay Pierce, Kara Leonard, Beth Hodgkinson (Recorder)
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Guided Pathways: Pre-College Pipeline

College Council
March 2, 2018



Education That Works



Pre-college Pipeline

Charter & Membership

Guide a team of key stakeholders to ensure that pre-college programs, most notably developmental education (e.g., ABE/GED/ESL) and High School Connections programs (e.g., Advanced College Credit) are considered as on ramps to guided pathways and are implemented as such.

In collaboration with the Curriculum and Collaborative advising subgroups, ensure that pre-college students are supported through transitions and provide clear pathways to reduce time to completion goals.

Activities update: 4 meetings

- Establish charter, membership & milestones; align with Guided Pathways Taskforce
- Provide input for Guided Pathways self-assessment for participation in first cohort
- Identify who is the pre-college student
- Discuss “readiness for change”

Who is the Pre-college student?

Target populations for the pre-college pipeline:

- Current High School Connections students (current high school students)
- Recent high school graduates (including those about to matriculate to CCC)
- Nontraditional students
- ABE/GED/Adult High School Diploma
- English as a Second Language (ESL)

What's next?

Continue meeting through spring term to:

- Discuss models of Integrated Education & Training (IET)
- Identify partnerships among instruction & student services
- Provide recommendation to Guided Pathway Taskforce

Workgroup Name: Pre-college Pipeline (revised 11.30.17)	
Lead: Darlene Geiger	Coordinator: Jaime Clarke
Expected start: 6/1/2017	Expected end: 6/30/2020
Workgroup Charge	
<p>Guide a team of key stakeholders to ensure that pre-college programs, most notably developmental education (e.g., GED & ESL) and High School Connections programs (e.g., Advanced College Credit) are considered as on ramps to guided pathways and are implemented as such.</p> <p>In collaboration with the Curriculum and Collaborative Advising subgroups, ensure that pre-college students are supported through transitions and provided clear pathways to meet individual goals.</p>	
Strategic Priority Alignment	
College Readiness	<input checked="" type="checkbox"/>
Financial Sustainability	<input type="checkbox"/>
Academic Innovation and Relevance	<input checked="" type="checkbox"/>
Guided Pathways	<input checked="" type="checkbox"/>
Estimated Weekly Hours	
Lead:	
Team Member:	
Institutional Partner:	
Team Meeting Frequency: 3-4x per term for 90 min each	
Audience – who is this for?	
Students <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Community <input type="checkbox"/> Other (specify below) <input type="checkbox"/>	
Team Members	
AFaC: Amy Warren Kelly Mercer AJ Smith Molly Burns Ivan Acosta Joan Jagodnik	
A&S: Kerrie Hughes April Chastain	
TAPS: John Phelps	
CPR: Ashlee Hodgkinson	
Other:	
Specific Project Deliverables	
Desired Results	
Contribute to format/design of the naming conventions and pathways for mapping first term curriculum (e.g., 15 credits)	Improved awareness of pre-college population needs for identification of strategies designed for service and instruction integration.
Identify overlapping, first-term, credit-bearing courses within certificate & degree pathways of meta-majors.	Pre-college students will be able to identify pathways when planning for transitions to credit-bearing coursework.
Recommend innovation for classroom integration for wraparound support services	Increased opportunities faculty collaboration among academic departments and within service areas
Integrate basic skill development with entry-level credit-bearing coursework	Resources and professional development opportunities are available for college-wide learning.
Develop IET models with wraparound services for meta-majors	

Integrate pre-college populations in the onboarding, collaborative advising, and program assessment efforts.		Pre-college students accelerate completion with clear pathway design for successful transition rates to onramps with co-enrollment and IET models.	
Major Milestones	Due date	Milestone Owner	DEFCON
Research IET partnerships for models within pathways and make recommendations to GP taskforce	6/29/2018		Select
Implement at least two IET models as part of guided pathways	6/28/2019		Select
Expand options for IET	6/30/2020		Select

Environmental Learning Center

Reservation Guidelines

The Environmental Learning Center (ELC) has long been a treasured asset for the community. We hope its buildings, outdoor amphitheater, parking lot renovations, native plants, walking trails, wildlife and other features encourage many people to visit and enjoy a quiet respite at the water's edge. We welcome everyone to engage with this special place!

Please know that the following guidelines are unique to the ELC due to its, well ... uniqueness. For a full set of guidelines pertaining to the use of campus spaces, see the AR Facility Use & Term Conditions and the Facility Use Guidelines.

ELC Guiding Principles:

- We are charged with being financially self-supporting, and ELC rentals are an important piece of our programming budget.
- We welcome all college departments, divisions and programs to use this space in a way that benefits our staff and students. This includes, the holding of meetings, retreats or staff parties.
- We strive to offer an affordable, relaxing venue for the wider community to rent for purposes such as business meetings, trainings, retreats and private events.
- Many ELC educational programs are held here, therefore, it's important these spaces are available for these purposes. ELC education programs include K-12 activities, community workshops and professional development short courses.

ELC Scheduling Guidelines:

To ensure that ELC spaces are available for meeting the above listed principles, we ask the following:

- College classes that wish to meet in an ELC building should reserve the space as early as possible. The college will be booking other ELC activities well in advance, so if it's important that a college class meet at the ELC, then book it as soon as you know the meeting date.
- The college discourages people from scheduling recurring, week-to-week or month-to-month meetings (e.g., every third Tuesday), without checking with the ELC program director. Recurring events would make it challenging to fit in new, innovative opportunities.
- On occasion, it may be necessary to displace college reservations to make room for paying events. If that should happen, the college will make every effort to provide you with a minimum of two weeks' notice and assist in finding an alternative site.
- In addition to the required dean's approval, sponsored events at the ELC must be pre-approved by the ELC program director.

Overdue and Lost Item Notices

If you keep an item past its due date, an overdue notice will be sent to your email address.

- First notice is sent to you one day after the due date. A 5 day grace period begins on this day for CCC library material. There is no grace period for Course Reserves materials and Summit materials.
- Second notice is sent 7 days later.
- Replacement bill for lost item is sent 14 days after the second notice for regular circulating materials (21 days after original due date). If you are a CCC student, a registration hold will be placed on your record and you will be prevented from registering for classes or obtaining official transcripts until the fines are paid.
 - *CCC Library material more than 3 weeks overdue will be declared "lost" and you will be charged up to 50% of the replacement cost, plus \$15 fees.*
 - *Summit Libraries material more than 3 weeks overdue will be declared "lost" and you will be charged \$75.00 plus \$15.00 service charge.*
- When responding to overdue notices via email, please do not reply to the original notice email. Send all inquiries to ill@clackamas.edu, or call the circulation desk at (503) 594-3491.

Staff and Faculty

CCC Faculty and Staff may accrue overdue and lost item fines on materials loaned through Interlibrary Loan and Summit. CCC Faculty and Staff are responsible for paying these fines.

Billing

Delinquent Library accounts are submitted to the CCC Business Office, for any of the following reasons:

- Account has item(s) marked "lost" for at least three weeks
- Account charges exceed \$25.00.

Once the library account has been submitted to the CCC Business Office, contact Admissions in Roger Rook for more information.

Lost or Damaged Items

Items considered lost will be billed to your CCC account. The lost item charge for CCC items returned within 1 year of the billing date may be partially credited. Overdue fines and processing fees may still apply. Refunds for Summit and ILL are determined by the lending library, not CCC Library.

All patrons' borrowing privileges will be temporarily suspended if library charges exceed \$5.00 and they will be reinstated when those charges have been resolved.

The borrower is financially responsible for lost, stolen, or damaged library materials and/or equipment. Regardless of whether payment has been made for an item, library items remain the property of the college. Materials cannot be purchased from the library. Any person who has falsely claimed to have lost materials simply to retain possession can be charged for illegally possessing state property. If library items are damaged, especially by water, please return them immediately to Circulation so appropriate measures can be taken.

Course Description and Outcomes

Math 098

We are proposing a change in the number of credit hours for this course, from 5 credit hours to 4 hours, effective Summer of 2018.

This is a relatively new course for the Math Department and for the college, and our outcomes and course description have also changed since the original outline was submitted in 2014-15.

Description:

In our society, we see and hear about important topics and trends that involve numbers. In this class, participants work to understand what these numbers mean. Students will use percentages to make comparisons, interpret and construct graphs to describe phenomena, compare ways of describing quantities through unit conversions, explore the ways we use the idea of “average”, and use rates and ratios to describe how things grow and change. Learning happens in small student groups, using technology, and through writing. The class is project-based, meaning that students complete projects to demonstrate what they’ve learned.

Outcomes

Upon successful completion of this course, students should be able to

1. demonstrate a willingness to engage with scenarios involving numbers and graphs¹,
2. interpret² quantitative information presented in written, graphical, and tabular form,
3. create³ work products that communicate numerical information,
4. demonstrate an appreciation⁴ of quantitative displays as useful ways to communicate about real-world phenomena.

¹ A “willingness to engage” is feeling like you can participate in math, in conversations that are about numbers, data, and trends. This includes being willing to make mistakes in math.

² “Interpret” means it comes in through your eyes and goes into your brain and you interpret it there - it is simply the input process - we measure this when students write about what they see. This is just an understanding of a problem to be solved, a graph to be read, or a table to be used.

³ “Create” is different than interpret - students are synthesizing the information they have been presented with in order to present a coherent picture of a situation or a solution to a problem

⁴ “An appreciation of quantitative displays...” is simply the ability to realistically describe the utility of quantitative literacy in typical life in our culture. We do not mean that students can describe jobs that require math or that they see intellectual benefit in math - these are qualities most students arrive with. Rather, we would like students to identify as people that use math and have an extended view of what it means to use math. We would like students to express common mathematical uses rather than highly specialized cases of people using math in their careers.

ISP 160

Course Outline and Course Syllabus Information

PURPOSE

Establishes parameters for both the course outline, which aligns the course with accreditation requirements, and the course syllabus, which provides information about course content and operation for students so the instructor and students have a mutual understanding of performance expectations and learning outcomes. (Course outline documents can be found at the Curriculum Committee myClackamas site and course syllabus requirements appear in ISP160A Course Syllabus Information and Format.)

SUMMARY

A course outline will be developed for each course by department faculty. All instructors will provide students with a syllabus for every ESL, PIE, and credit-/or-CEU bearing course section offered that contains, as a minimum, the information referred to in ISP160A.

STANDARD

1. Every course and workshop will have an outline developed by the department and a copy will be kept in the Curriculum Office.
2. The course outline will be reviewed at least every five years and revised and necessary.
3. Instructors who teach ESL, PIE, or credit-/or- CEU bearing courses will provide each student with a syllabus for each section taught.
4. Course syllabi will be kept in the department office for a minimum of three years.
5. Department chairs will work closely with faculty to ensure reviews of course outlines and syllabi. Department chairs or directors (or in their absence, a faculty curriculum lead) will work closely with faculty to ensure reviews of course outlines and syllabi.

REVIEW HISTORY

ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	November 21, 2014
ISP Committee	Minor Changes/renumber	November 8, 2013
College Council	Reviewed	November 5, 2010
College Council	Reviewed	April 17, 2009
College Council	Reviewed	April 7, 2006
ISP Committee	Reviewed/No changes	November 2, 1999
Instructional Council	Adopted	August 10, 1994

ISP 360

Credit for Prior Learning

PURPOSE

Awards credit for College courses for experiential learning acquired outside the College. The general philosophy of the College is to make as many courses open to Credit for Prior Learning (CPL) as possible. Credit, wherever offered and however delivered, is based on documented student achievement and awarded in a manner consistent with other college policies.

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SUMMARY

CPL can be awarded for courses for which the College maintains an active course outline.

STANDARD

1. No more than 25% of degree or certificate requirements can be satisfied by portfolio CPL credit, not to exceed 30 credits. For all other forms of CPL, credit may exceed 25% of the total credits needed for a certificate or degree.
2. CPL cannot be awarded for non-credit courses
3. Departments may exempt courses from CPL. (For exceptions list see ISP 360A Non-Challengeable Course List)
4. Credit for a course is granted on the recommendation of a faculty member approved to teach that course.
5. The recommending faculty member approves the awarding of credit for a particular course based on either:
 - a. Direct assessment by the faculty member of a student's achievement (this might include consideration of how a student performed on external assessments, portfolio assessment, or student performance on a test); OR
 - b. Department or program guidelines. Program faculty will propose standards for granting students credit for an acceptable level of performance on an externally administered assessment or assessments. For example, students who have completed a specific number of hours of externally assessed training will receive a predetermined number of credits as approved by the department.
6. To earn credit, a student must document the connection between what they have learned in another setting and the theoretical foundation, knowledge and skills as defined by the course-specific learner outcomes of the credit to be awarded. A student must, at a minimum, document achievement of the student learning outcomes associated with the course at a level similar to a student passing the course with a grade of C or better. (Departments can set this threshold higher at their discretion.)
7. Only enrolled students can receive CPL. To be considered an "enrolled student" at CCC for this purpose, a student must either:
 - a. Complete a minimum of three non-CPL credits at the college during the quarter in which CPL credit is requested; OR
 - b. Have received a minimum of 12 non-CPL credits from CCC in previous terms.

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Portfolio prep classes taken as part of CPL attempts will count toward these totals, since credits earned in those classes are independent of CPL credit awards.

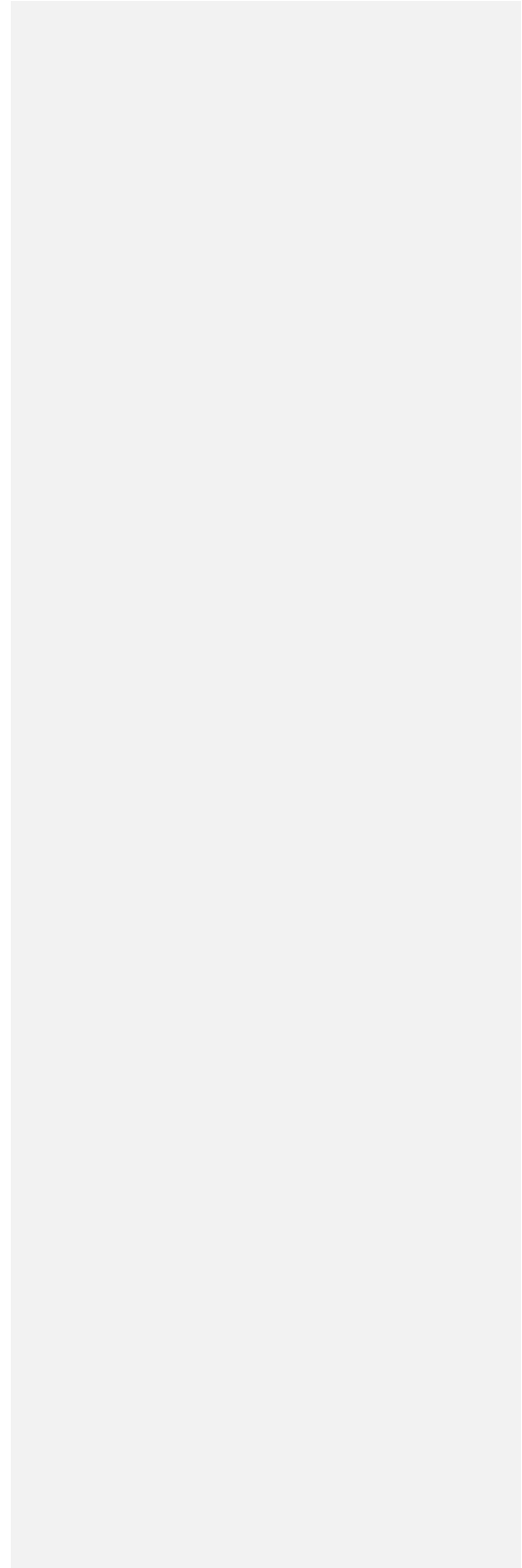
8. All CPL credit must be based on sufficient evidence provided by the student, the college, and/or an outside entity. Evidence required must be based on academically sound CPL assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications. Departments may use any combination of the following formats to assess and document student competencies in order to decide whether CPL should be granted:
 - a. CCC-administered assessments
 - i. Portfolio
 - ii. Challenge Test (produced by department)
 - iii. Performance Assessment (produced by department)
 - iv. Any Combination of a, b, and c that includes at least one of the above methods (i, ii, iii).
 - b. Externally administered assessments
 - i. External Exam (external test, such as CLEP)
 - ii. ACE-transcribed credit
 - iii. Industry Certification
 - iv. Professional Licensure
 - c. Externally administered at secondary level (covered in other ISPs)
 - i. Advanced Placement (“AP”) Examination
 - ii. International Baccalaureate (“IB”) Examination
 - d. Other
 - i. Authentic assessment to award CPL credit
9. How Transcribed/Grades:
 - a. Grades earned via CPL will always include a CPL notation on the student’s transcript;
 - b. Successfully earned CPL credit will be noted either with a grade of A-C or Pass at the department’s discretion.
10. Students may request CPL for the same course more than once.
11. Students may not request CPL credit for a course they have already taken or received transfer credit for at CCC.
12. CPL credit will not be paid for by financial aid funds

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REVIEW HISTORY

ISP Committee	Updated Format Reviewed	August 3, 2016December 08, 2017
ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	March 21, 2014
ISP Committee	Reviewed/Housekeeping update	November 10, 2011
College Council	Reviewed	February 15, 2008
College Council	Reviewed	May 4, 2001
Instructional Council	Adopted	August 10, 1994

2.C.3



Public Comment in Board Meetings

All meetings of the Board, with the exception of executive sessions, will be open to the public. The Board invites citizens to attend Board meetings to become acquainted with the program and operation of the College. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids and services.

Auxiliary aids and services for ~~disabled~~ persons with disabilities will be available at no charge to the individual.

All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

Audience

During an open session of a Board meeting, members of the public ~~are specifically~~ may be invited to present comment during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

The Board may exclude from any such public or executive session, during the examination of a witness, any or all other witnesses in the matter being investigated by the Board.

Request for an Item on the Agenda

A member of the public may request the President to consider an item of concern to be placed on the agenda of a regular Board meeting. This request should be made in writing and presented to the President for consideration.

Procedures for Public Comment in Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively comment in Board meetings for the best

interests of the individual, the College and its patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

Letters, Petitions or Written Comments

Letters, petitions or written comments may be accepted at any Board meeting. No action will be taken in response to a letter, petition or written comments before the next regular meeting. Letters, petitions or written comments will be referred to the President for consideration and recommendation.

Criticisms of Comments Regarding Staff Members

Speakers may offer objective criticism of College operations and programs, but the Board will not hear complaints concerning comments regarding any individual College personnel staff member. The Board chair will direct the visitor to the appropriate means procedures in Board policy [KL - Public Complaints] for Board consideration and disposition of a legitimate complaints involving individuals a College staff member. A commendation involving a staff member should be sent to the President, who will forward it to the employee, his/her supervisor, and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)
[ORS 192.610 to -192.690](#)
[ORS 341.283](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

BDDC - Board Meeting Agenda

Policy Development and Review

Development

The Board has the authority and responsibility to establish policy. The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the Board will exercise its leadership in the operation of the College.

The policies shall be consistent with Oregon Revised Statutes, Oregon Administrative Rules and all federal laws and regulations. Policies do not encompass all laws relating to the College's activities. All College employees will be expected to know and will be held responsible for observing all provisions of law pertinent to their activities as College employees.

The President will furnish necessary information and make recommendations on new policies and on policy changes.

Adoption

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

Any formal motion or action of the Board which, as a revision of existing policy, creates, amends or supplements policy will be called to the attention of the Board when reviewing the minutes for formal adoption.

Board policy documents will be made available in printed or electronic form. When additions, deletions or amendments are made to Board policy, the addition, deletion or amendment will carry the adoption date and the corrected copy will be made available at the earliest opportunity.

Revision

Board policies will be subject to alteration, addition or deletion only upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular meeting.

A proposed change in policy will not be made at the meeting in which the change is proposed unless an emergency arises. A majority vote of the Board is required to declare an emergency situation.

Suspension

In the event of emergency or special circumstances, the operation of any section or sections of policies not established by law or specifically listed in collective bargaining agreements may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

Review

To keep written policies current and relevant, the Board will ~~annually~~ regularly review and update its policies. The Board also will evaluate the implementation and effect of such policies. The President has continuing responsibility to alert the Board of all policies that may need revision.

Annual Filing Requirements

The College shall file annually between December 1 and January 1 either any policy revisions made or a statement that policies currently on file with the Community College Commissioner are being continued.

END OF POLICY

Legal Reference(s):

[ORS 341.283](#)

[ORS 341.290\(2\)](#)

[OAR 589-008-0100](#)

Oregon School Boards Association Selected CC Sample Policy

Code: **BFC**
Adopted:

Adoption and Revision of Policies

Board policies will be subject to alteration, addition or deletion only upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular or special meeting.

A proposed change in policy will not be made at the meeting in which the change is proposed unless an emergency arises. A majority vote of the Board is required to declare an emergency situation.

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

When additions, deletions or amendments are made to Board policy, the addition, deletion or amendment will carry the adoption date and the corrected copy will be published at the earliest opportunity.

The operation of any individual policy, section or sections of policies not established by law or specifically listed in the current collective bargaining agreement may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

The policy manual will be regularly reviewed to keep it current.

END OF POLICY

Legal Reference(s):

[ORS 341.283](#)

[ORS 341.290\(2\)](#)

[OAR 589-008-0100\(1\)\(1\), \(2\)](#)

HR6/30/16 | SL

Clackamas Community College

Code: **EB**
Adopted: 8/09/06
Readopted: 12/14/11
Orig. Code(s): 614

Health and Safety

It is the policy of the College to ensure a safe and healthful campus for all its employees and students. This College will maintain an effective health and safety program that involves all employees in the effort to eliminate workplace hazards.

It is the responsibility of all staff to work safely and participate in a manner that helps prevent workplace injuries and illness.

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others from fire, natural disasters, mechanical and electrical malfunction and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers and other safety devices required by state and federal laws and regulations.

The President or designee will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

END OF POLICY

Legal Reference(s):

[ORS 654.003 - 654.022](#)
[ORS 654.176](#)
[ORS 654.182](#)

[OAR 437-001-0765](#)
[OAR 437-002-0020 to -0081](#)

[OAR 437-002-0100](#)
[OAR 437-002-0140](#)
[OAR 437-002-0144](#)
[OAR 437-002-0145](#)
[OAR 437-002-0180 to -0182](#)
[OAR 437-002-0187](#)

[OAR 437-002-0260 to -0268](#)
[OAR 437-002-0360](#)
[OAR 437-002-0368](#)
[OAR 437-002-0377](#)
[OAR 437-002-0390](#)
[OAR 437-002-0391](#)

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629; Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656.

Cross Reference(s):

EBB - Integrated Pest Management

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the College shall adopt an integrated pest management plan (IPM)¹ which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of College buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes College staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;

¹See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The College shall designate the Dean of Campus Services or designee as the Integrated Pest Management Plan Coordinator giving the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensuring identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the ~~Material Data~~ Safety ~~Data~~ Sheet (SDS);
 - c. The brand name and USEPA² registration number of the product;
 - d. The approximate amount and concentration of pesticide applied;
 - e. The location of where the pesticide was applied;
 - f. The type of application and whether the application was effective;
 - g. The name(s) of the person(s) applying the pesticide;
 - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - i. The dates and times for the placement and removal of warning signs; and
 - j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;

²U.S. Environmental Protection Agency

10. Conduct outreach to College staff about the College's IPM plan.

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)

[ORS 634.700 to-750](#)

Cross Reference(s):

EB - Health and Safety

Clackamas Community College

Code: **EBCD**
Adopted: 8/22/06
Readopted: 12/14/11
Orig. Code(s): AR 717-007

Emergency Closures

In case of hazardous or emergency conditions, the President or designee may alter class schedules as are appropriate to the particular condition. Such alterations include closure of all departments/campuses, closure of selected departments/campuses, delayed openings, and early dismissal.

The President or designee will develop and maintain such plans and procedures as are necessary to carry out alternate schedules.

At the beginning of each academic year students and staff will be informed of the procedures used to notify them in case of an emergency closure.

END OF POLICY

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)

Clackamas Community College

Code: ECA
Adopted: 8/09/06
Readopted: 12/14/11
Orig. Code(s): 407

College Campus Safety

The College will work with community agencies to reduce the opportunity for criminal/anti-social activities and providing a safe and secure environment for staff and students.

The College shall provide for and maintain a safe and secure educational environment, structured to provide for the personal and public safety interests of students, faculty, staff and community campus users. It shall be the primary responsibility of the College's campus Safety Office to provide certified professional staff members, charged with enforcement of law and college board policies maintaining a safe college.

The College prohibits sexual assault, domestic violence, dating violence or stalking, as defined in federal and state laws. Individuals violating this policy will be subject to discipline up to and including dismissal or separation from the College, regardless of whether they are facing criminal or civil charges for their actions.

The College will provide students and staff with education programs, as described in the Campus Sexual Violence Elimination Act, to promote the awareness of and strategies intended to prevent rape, acquaintance rape, sexual assault, domestic violence, dating violence and stalking, before they occur.

The College campus Safety Office shall be primarily responsible for carrying out the mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Security and Access

The Board seeks to provide an atmosphere of openness for the encouragement of collegiate activity at College-controlled facilities. This must be balanced by controls on access which are designed to promote security in College facilities.

Reporting of a Crime or Other Emergency

College personnel shall cooperate fully with local, state and federal law enforcement agencies as they seek to protect life and property, to prevent anti-social behavior and preserve a secure environment at the college in the locations where classes are held and offices are located. It is the responsibility of students and staff to report all crimes, even those considered minor, to local law enforcement and the Campus College Safety Department Office. All suspicious activity and other emergencies should be reported to the the Campus College Safety Department Office or another administrator, as promptly as possible.

The President or designee shall develop administrative regulations necessary to implement this policy and to meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 30.866](#)

[ORS 107.705](#)

[ORS 163.467](#)

[ORS 163.525](#)

[ORS 163.732](#)

[ORS 341.290](#)

[OAR 437-002-0040 to -0043](#)

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (2006).

Section 304 of Violence Against Women Authorization Act (VAWA) of 2013.

The Campus Sexual Violence Elimination Act (Campus SaVE) (2013).

Video Surveillance

The Board authorizes the use of video cameras on College property to ensure the health, welfare and safety of all staff, students and visitors to College property, and to safeguard College facilities and equipment. Video cameras may be used in locations as deemed appropriate by the President.

The College shall notify staff and students through handbooks or other notices that video surveillance may occur on College property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

~~Video recordings may become a part of a student's educational record or a staff member's personnel record as per collective bargaining agreement.~~ Video recording data is maintained and controlled by the Director of College Safety. This data will not be shared or reviewed without the permission of the Director of College Safety, in consultation with the Vice President of College Services. The College shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 - 192.505](#)

[OAR 166-450-0090](#)
[OAR 166-450-0120](#)
[OAR 589-004-0100 to -0750](#)

Traffic and Parking Controls

The President or designee shall authorize parking areas and post notices on College property designated for staff, student, visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be cited and/or towed away and stored. All charges for towing and storing will be the responsibility of the owner or operator of the vehicle. Any person failing to abide by the College's parking requirements may be ~~further prohibited from bringing any vehicle on campus~~ excluded from campus and/or subject to disciplinary action as appropriate. Persons refusing to comply with this exclusion are subject to arrest for criminal trespass in the second degree (ORS 164.205).

The President shall develop additional rules as necessary for the ~~policing~~, control and regulation of traffic and parking of vehicles on property under the jurisdiction of the College.

END OF POLICY

Legal Reference(s):

[ORS 341.300](#)

Americans with Disabilities Act of 1990; Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630; 28 C.F.R. Part 35.

Cross Reference(s):

KGB - Removal/Exclusion of Person(s) from Campus

Authorized Use of College Equipment and Materials

The Board recognizes that College equipment and materials are purchased to provide for and/or enhance students' educational programs. ~~It is the Board's responsibility to establish policies to protect and maintain this equipment.~~ The President or designee is responsible for establishing guidelines concerning equipment and materials and conditions under which they may be used. Equipment and materials will be available to College employees through their programs and authorized use shall be consistent with ORS Chapter 244.

In all cases, equipment and materials shall not be used for private financial gain.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 341.290\(2\)](#)
[OAR 589-006-0050](#)

OR.ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Cross Reference(s):

KG - Community Use of College Facilities

Clackamas Community College

Code: **EEBA**
Adopted: 11/15/05
Readopted: 12/14/11
Orig. Code(s): AR 713-003

Use of College Owned Vehicles

The Board may approve the purchase of vehicles to be used by staff for College business.

Personal use of College vehicles is prohibited, except where authorized by contract or with prior approval of the President or designee.

The President or designee will develop and maintain regulations that define the appropriate use and care of College vehicles and the responsibilities of College staff using those vehicles.

In all cases, vehicles shall not be used for private financial gain.

END OF POLICY

Legal Reference(s):

[ORS 341.290\(2\)](#)
[ORS 801.455](#)
[ORS 811.210](#)
[ORS 820.105](#)

[ORS 820.110](#)
[ORS 820.120](#)
[OAR 437-002-0220 to -0227](#)

Clackamas Community College

Code: **EI**
Adopted: 8/03/94
Readopted: 12/14/11
Orig. Code(s): 707

Insurance Coverage

The College will maintain a risk and insurance management program for the protection of life, health, property and financial resources that meets all applicable laws or statutes for College coverage.

END OF POLICY

Legal Reference(s):

[ORS 30.260 - 30.265](#)
[ORS 278.005 - 278.215](#)