

College Council Agenda

Date: 6.1.18 | 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 5/18/18 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
New CARE/BIT Model	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Tara Sprehe Jennifer Andersen	25 min	Introduction of proposed and enhanced student of concern model; solicit initial feedback and questions; and identify plan for future summer work in order to roll out in the fall.	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input type="checkbox"/> Document
Board Policy Revisions – 2nd Read/Approval	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Denice Bailey	10 min	This is the first read/approval of revisions to the following Board policies: ECACB: Unmanned Aircraft System aka Drone JB: Nondiscrimination Equal Education Opportunity JEC: Admissions JECA: Student Residency Requirements JO: Student Records JO-AR: Student Records-Directory Information JOA: Directory Information KBE: Political Campaigns KI-KJ: Solicitation	<input checked="" 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	Sue Goff Dru Urbassik	10 min	ISP 491 Residency Requirements for Graduation – 2 nd Read ISP 191 Administrative Withdrawal – 2 nd Read ISP 150 Online Courses – 1 st Read	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document

Survey of Surveys	<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	Explain the purpose of the survey and encourage folks to respond with past and upcoming survey information.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Committee Reports 1. Presidents' Council 2. Curriculum Committee	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Sue Goff Jeff McAlpine	5 min 10 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" 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	
	October 5, 2018	12:00 p.m.	1:30 p.m.	CC127	
Attendance					
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 Pruyun (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					
Notes to Self			Deferred Items		
<ul style="list-style-type: none"> College Council Minutes can be found at F:\1MINUTES\College Council\17-18 					

Transitioning BIT to CARE



Education That Works



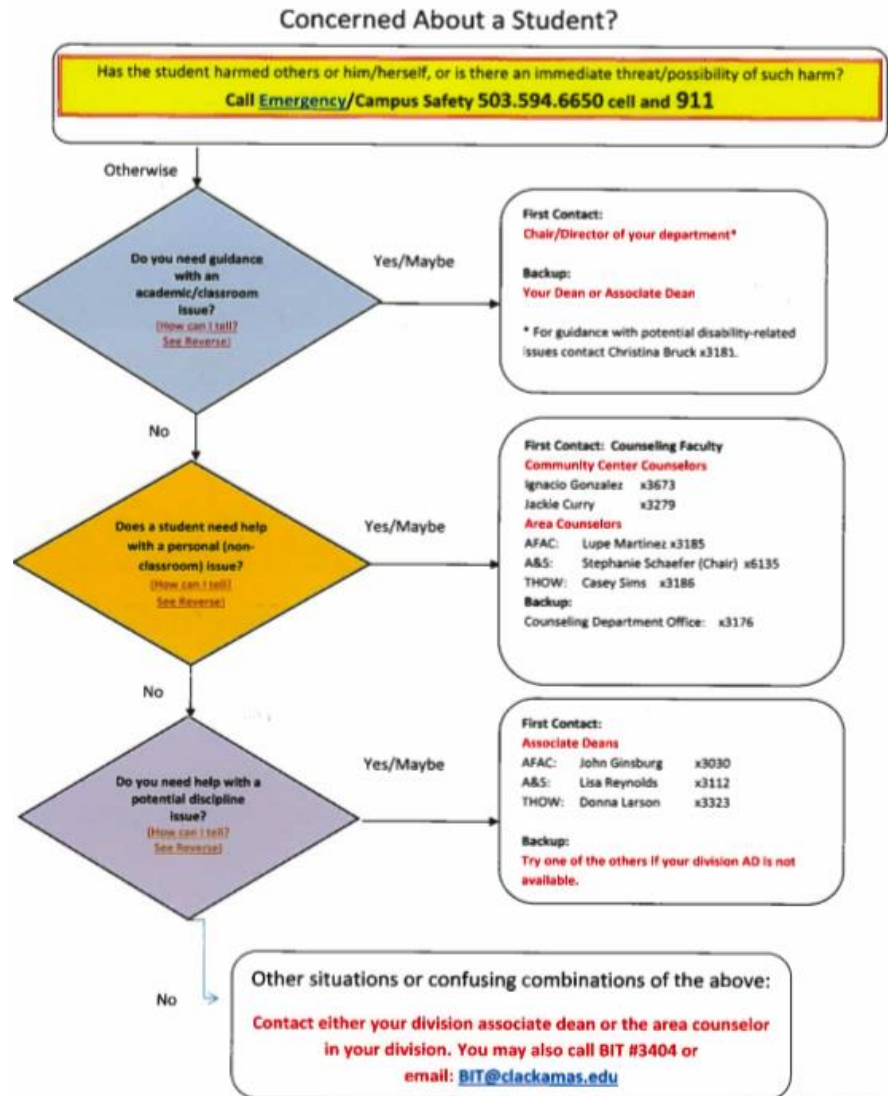
Today's Agenda

- Behavior Intervention Team (BIT)
- CARE Team
- Threat Assessment Team (TAT)
- Conduct Team

Current Model Behavior Intervention Team (BIT)

Concerns with this model:

- Too many decision points
- Limited information sharing
- Not offering full range of resources
- Not effectively connecting the dots
- “BIT” is associated with conduct
- Missing opportunities to be involved earlier.



Updated 9/27/2017

Proposing a Change: From BIT to CARE

CARE Stands For:

C = Coordinates

A = Assesses

R = Responds

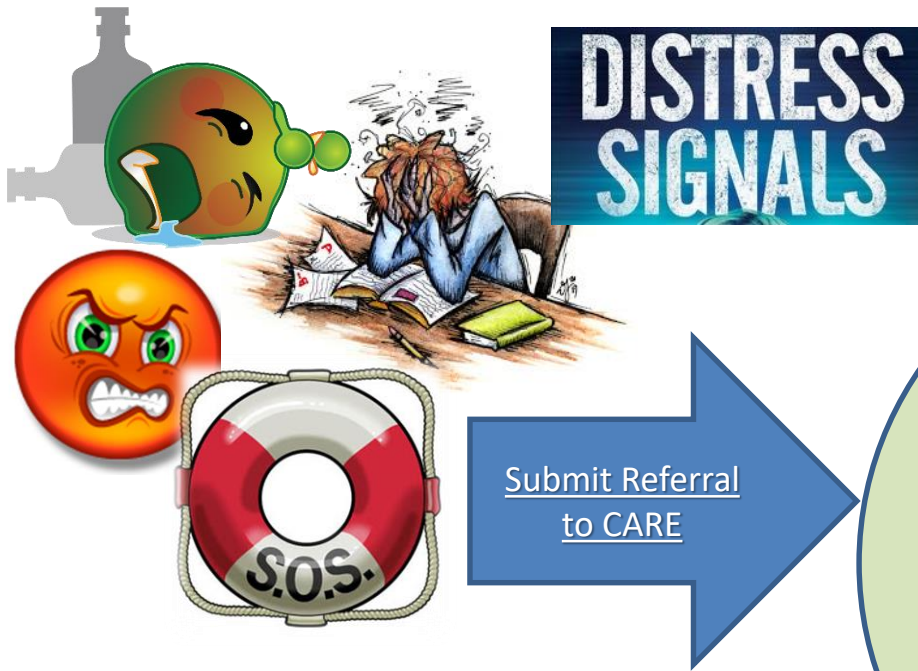
E = Engages

Centralized Referral Process

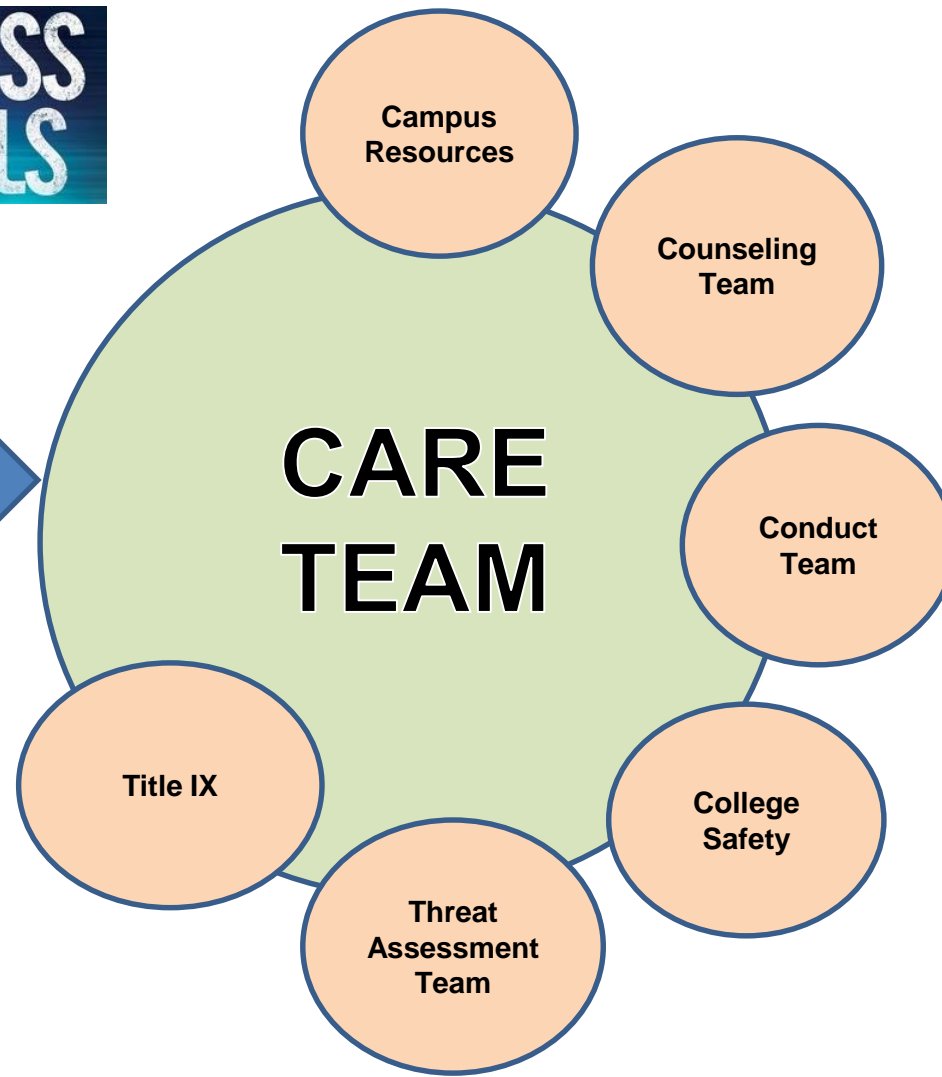
The CARE team responds to all student issues of concern and establishes a single source for reporting distressed, disruptive, or dangerous student behavior to one place.

- **Distressed** - anxious, distracted, isolated, withdrawn, depressed, increased risk of academic failure.
- **Disruptive** – acting out, lack of emotional control, venting, high energy, erratic, changing behavior, appearing to be under the influence of a substance.
- **Dangerous** – self-injurious behaviors/suicidal ideation/talk, threats, focus on weapons, focus on harming others, excessive anger, and/or intimidation.





Submit Referral
to CARE



- Online “student of concern” report form will be provided via web link accessible from anywhere with web connection.
- Forms will automatically be submitted to the Office of Care and triaged appropriately (quickly or in weekly CARE meetings).

Committee Authorization & Membership

The move to CARE clarifies that the *Office of Care* is housed in the AFaC Division – under the authority of the Dean of AFaC.

- Identifies the Associate Dean of Enrollment and Student Services and the Administrative and Project Coordinator for AFaC Division as key individuals in the *Office of Care* responsible for ensuring smooth processes, procedures, follow-up, and triage between the CARE Team and the CCC Community.

Members of CARE (same as BIT)

- Associate Dean Enrollment and Student Services of AFaC (Chair)**
- Associate Dean Arts and Sciences **
- Associate Dean TAPS **
- Director of College Safety *
- Manager of College Safety
- College Resource Officer (SRO)
- TIX Co-Coordinator
- Counseling Department Chair
- Administrative and Project Coordinator for AFaC Division

* College Safety Director Chairs the Threat Assessment Team

** The three identified AD's manage conduct issues across the Divisions and together make up the Conduct Team

Online Forms:

STUDENT OF CONCERN

APPEAL

EXPULSION APPEAL

CARE

- One central referral process (via web).
- Simplifies the referral process.
- Allows for earlier intervention and connecting of pattern behavior.
- Maintains the current multidisciplinary team approach.
- Clarifies that conduct and threat assessment teams are separate groups.
- Implementation Timeline – seeking initial feedback now. Goal to fully roll this out in Fall.

THREAT ASSESSMENT & CONDUCT TEAMS

Threat Assessment Team (T.A.T.)

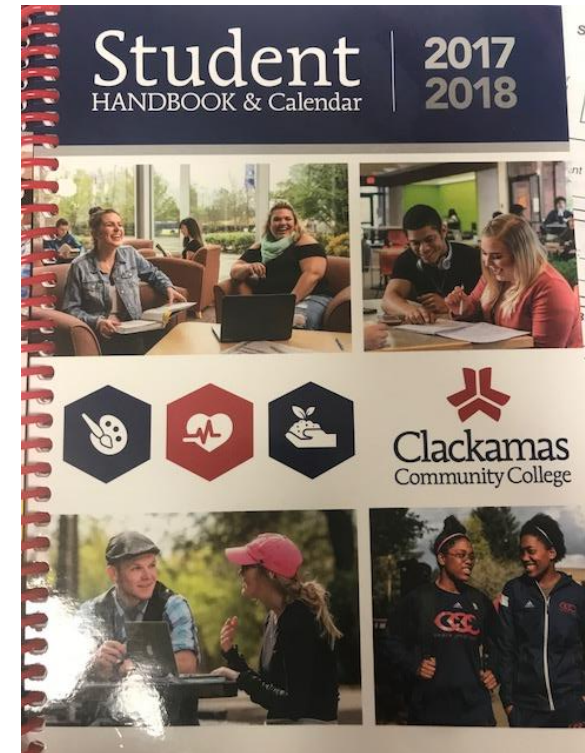
- TAT level 1 is convened as needed by the Director of College Safety on an as needed/in the moment basis.
 - Comprised of the same members as BIT plus a member from HR.
 - Reviews situations to identify and assess the level of risk of threat to do harm to self or others.
 - Creates a plan to intervene, support, prepare, address needs for this situation/event.
 - Time is given during each CARE meeting to review or debrief TAT cases.
- If deemed necessary, the Director will take TAT level 2 recommendations to the County Threat Assessment Team and report back.



Conduct Team

- Comprised of the three Associate Deans involved in reviewing and adjudicating potential violations of the CCC Code of Conduct.
- Group meets every week to review conduct cases and discuss potential sanctions and/or review and update materials related to conduct processes and procedures.
- Team model provides consistency across divisions for disciplinary decisions.
- Identified ADs take on cases as appropriate for their division and provide back-up for each other as appropriate.

Conduct Team has revised the CCC Student Code of Conduct & Disciplinary Process and will be working to turn this into an ARC policy in the coming year.



Questions?



Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the community college operating an unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The community college recognizes the academic value of student operation of a UAS as one component of curricula. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. Community college staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

Community college employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other College-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the community college as part of a college-funded UAS operation will belong to the community college, except in instances where agreements with faculty associations have been ratified through the college bargaining agreements. The data gathering by the community college will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The President shall develop procedures for the implementation of this policy.

¹<http://www.osaa.org/governance/handbooks/osaa> #85

Third Party Use

Third party use of a UAS on community college property or at College-sponsored events for any purpose is prohibited, unless granted permission from the President or designee.

If permission is granted by the President or designee, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the community college:

1. Proof of insurance that meets the liability limits established by the community college;
2. Appropriate registration and authorization issued by the FAA when required; and
3. A signed agreement holding the community college harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 174.109](#)

[ORS 192.501](#)

[ORS 341.290](#)

[ORS 837.300 to -837.390](#)

[ORS 837.995](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95, § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights Privacy Act

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85 (2015-2016).

Clackamas Community College

Code: **JB**
Adopted: 9/14/05
Readopted: 5/09/12
Orig. Code(s): 401

Nondiscrimination: Equal Education Opportunities and Freedom of Access

The College shall be open to all applicants who are qualified according to current admission requirements.

The College complies with Titles VI and VII of the Civil Rights Act of 1964, Equal Employment Act of 1965, Age Discrimination in Employment Act of 1967, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Readjustment Assistance Act of 1974 and Americans with Disabilities Act of 1990, the Family Medical Leave Act of 1993, among other state and federal laws related to employment. Review and affirmation of College compliance will be held periodically.

The College does not discriminate on the basis of an individual's perceived or actual race, color, religion, gender, sexual orientation¹, marital status, age, national or ethnic origin/ancestry, mental or physical disability or perceived disability, pregnancy, family status, economic status, veterans' status, or any other protected status in accordance with applicable state and federal laws. The College's commitment to nondiscrimination applies to curriculum activity and all aspects of operation of the College.

END OF POLICY

¹“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.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 341.290\(2\)](#)
[ORS 659.850](#)
[ORS Chapter 659](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.030](#)
[OAR 589-010-0100](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e.
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794.
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683.
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 (2006); 28 C.F.R. Part 35.

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

Clackamas Community College

Code: **JEC**
Adopted: 8/03/94
Readopted: 5/09/12
Orig. Code(s): 414

Admissions

The Board supports welcoming all who can benefit from the instruction offered, regardless of their educational background. College admissions procedures, however, do not guarantee admission to certain programs. Persons seeking entry into certain programs must meet a variety of criteria and be able to ensure a reasonable chance of succeeding in the program.

Persons under 16 years of age and persons 16 and 17 years of age must comply with specific admission criteria.

END OF POLICY

Legal Reference(s):

[ORS 341.290\(7\)](#)
[ORS 341.450](#)
[ORS 341.505](#)
[ORS 341.527](#)
[ORS 341.528](#)
[ORS 341.529](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101.

Student Residency Requirements for Tuition Purposes

The following student residency categories have been established for determining an appropriate tuition assessment:

1. An “in-state student” is a U.S. citizen, immigrant or permanent resident who has established and maintained residency in Oregon, California, Nevada, Washington or Idaho at least 90 days prior to the first day of class, and qualifies for in-state tuition.
 - a. A student registered as an aboriginal with an Oregon tribe will qualify for in-state tuition.
 - b. A minor student whose parent(s) or guardian(s) is a bona fide Oregon resident will qualify for in-state tuition.
2. An “out-of-state student” is a U.S. citizen, immigrant or permanent resident who has not established residency in Oregon, California, Nevada, Washington or Idaho 90 days prior to the first day of class, and qualifies for out-of-state tuition.
3. An “international student” is a citizen of another country who does not have an immigrant Visa. International students pay out-of-state tuition rates. International students do not become residents regardless of the length of residency within the district.

END OF POLICY

Legal Reference(s):

[ORS 316.117](#)
[ORS 316.127](#)
[ORS 341.527](#)
[ORS 341.528](#)

[ORS 351.647](#)
[ORS Chapter 660](#)
[OAR 589-002-0200](#)

Student Records

The privacy of student records is protected under provisions of the General Education Act and the Family Educational Rights and Privacy Act of 1974 (FERPA). These statutes govern access to student records maintained by the College as well as the release of such records. The privacy and security of student records systems is also mandated by ORS 341.290.

The College registrar serves as our custodian of student records and provides oversight to the procedures established that ensure student records are accessed and released in accordance with the above. College awareness and student notification will be administered as follows:

1. Institutional policies related to student records, FERPA and directory information will be published in our *Schedule of Classes* quarterly and in our *Student Handbook* and *College Catalog* once a year;
2. FERPA training and awareness for College staff will be provided on an ongoing basis via the web, during inservice, at new employee orientations and at specifically scheduled times each year.

The oversight of related student records are as follows:

1. Financial aid and scholarship records are under the jurisdiction of the Director of Student Financial Services;
2. Veterans records are under the jurisdiction of the Director of Student and Academic Support Services;
3. Behavioral and student discipline records are under the jurisdiction of the Associate Dean of Academic Foundations and Connections;
4. Campus traffic, incident and crime records are under the jurisdiction of the Director of College Safety.

END OF POLICY

Legal Reference(s):

[ORS 341.290\(17\)](#)
[OAR 166-450-0000 to -0125](#)
[OAR 589-004-0100 to -0750](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; Family Educational Rights and Privacy, 34 C.F.R. Part 99.

Student Records - Directory Information

The College will comply with and adhere to the requirements of the Federal General Education Act, and Family Educational Rights and Privacy Act of 1974 (FERPA) for maintaining the privacy and appropriate disclosure of student record information.

The College designates the following items as directory information and may disclose any of these items without prior written consent from the student:

1. Full name
2. Enrollment status and terms of enrollment;
3. Enrollment dates
4. Verification of certificate or degree award;
5. Residency status;
6. Major (program of study);
7. Athletic participation (including height and weight of team members);
8. The following information may also be released as directory information by the dean of academic foundations and connections or registrar:
 - a. Student name, address, telephone number;
 - b. Class location to Campus Safety in cases of health or safety concerns.

The College may disclose nondirectory information from a student's record only with prior written consent from the student which may include faxed and electronic signatures. Exceptions to this will be administered by the registrar and in keeping with FERPA regulations as well as AACRAO best practices.

The College will provide a "FERPA Restriction" option for students requesting that both directory as well as nondirectory information not be disclosed.

Approved by President's Council: June 12, 2012
(Date)

Directory Information**

The College will comply with and adhere to the requirements of the Federal General Education Act, and Family Educational Rights and Privacy Act of 1974 (FERPA) for maintaining the privacy and appropriate disclosure of student record information.

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information¹ may be released to the public through appropriate procedures:

1. Full name
2. Enrollment status (e.g. half-time, full-time, and including number of credits)
3. Enrollment dates
4. Verification of certificate, degree, or honors and awards
5. Residency status
6. Major/Program
7. Participation in athletics and activities (including weight/Height of team members)

Public Notice

The College will give annual public notice to students. The notice shall identify the types of information considered to be directory information, the College’s option to release such information and the requirement that the College must, by law, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless students request the College withhold this information.

Exclusions

Exclusions from all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the Registrar by student.

Directory information shall be released only with administrative direction.

Directory information considered by the College to be detrimental will not be released.

At no point will a student's Social Security Number or student identification number be considered directory information. The College shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 341.290\(17\)](#)

[OAR 589-004-0100 to-0200](#)
[OAR 589-004-0500](#)

HB 3464 (2017)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).
R9/28/17 | SL

Clackamas Community College

Code: **KBE**
Adopted: 1/11/06
Readopted: 6/20/12
Orig. Code(s): 406

Political Campaigns

College funds will not be used to influence political campaigns.

END OF POLICY

Legal Reference(s):

[ORS 260.432](#)
[ORS 294.100](#)

[ORS 341.290](#)

Clackamas Community College

Code: **KI/KJ**
Adopted: 4/06
Readopted: 6/20/12
Orig. Code(s): AR 717-006

Solicitation

Sales solicitation and/or distribution of literature for marketing products and services on College property must adhere to *Vendor Guidelines*.

END OF POLICY

Legal Reference(s):

[ORS 294.100](#)
[ORS 341.290\(2\)](#)

32 OR. ATTY. GEN. OP. 209 (1965)
46 OR. ATTY. GEN. OP. 239 (1989)
46 OR. ATT'Y GEN. OP. 239 (1989).

ISP 491

Residency Requirements for Graduation

PURPOSE

Establishes definition and criteria for residency as it is used as a graduation requirement.

SUMMARY

To establish residency for graduation, students must earn a minimum of 25% of credits and a minimum 2.0 GPA at CCC to earn a degree or certificate.

STANDARD

1. Residency defined:
 - a. Students interact with CCC faculty while the required credits are earned.
 - b. Students have access to instructional and student services
 - c. Students who have earned a minimum of 25% of their credits and a minimum 2.0 GPA at CCC
2. Residency is required for every Career Pathway, Less-Than-One-Year Certificate, One-Year Certificate, AAS, AS, AGS, ASOT, and AAOT.
3. Alternative credits which do not count toward residency include: Advanced Placement Exams (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), Military Credit, and transfer credit.
4. Credit for Prior Learning and Challenge Exam credits count toward residency, assuming that there is interaction between the student and faculty during the evaluation.

Example of Residency 25% Minimum Credits Requirement by Degree Restated in Credits:

DEGREE	ASOT/AAOT AGS/AS	AAS	1 year Certificate of Completion	Less-Than-1 year Stand-Alone Certificate of Completion	Career Pathway Certificate of Completion
Credit approval of degree	90-108 credits	90-108 credits	45-108 credits	12-44 credits	12-44 credits
25% minimum equivalency as stated in credits	23-27 credits	23-27 credits	12-27 credits	3-11 credits	3-11 credits

REVIEW HISTORY

ISP Committee	Updated format	August 3, 2016
ISP Committee	Updated with example table	November 9, 2012
College Council	Reviewed	March 2, 2012

ISP 191

Administrative Withdrawal

PURPOSE

Establishes guidelines which allow instructors to withdraw students from courses for non-attendance and/or for inability to demonstrate compliance with published course prerequisites and/or co-requisites.

SUMMARY

Faculty ~~will submit~~ requests to administratively withdraw students ~~are will be~~ submitted to Registration and Records according to the following course-length information:

Course Length	Administrative Withdrawal Request Due Date
Two weeks or less	Prior to the second class meeting
Three to four weeks	During the first week of class
Five weeks or longer	During the first two weeks of class

STANDARD

One or more of the following conditions must occur:

1. Student ~~doesid~~ not show up for the first class meeting and did not notify the instructor of the first class absence prior to the time specified in [ISP 191P](#)the [table above](#).~~provide the instructor with advance or reasonable notice of the first class absence.~~
2. For online classes, student ~~doesid~~ not participate by the beginning of the second week of the class and did not provide the instructor with advance or reasonable notice for this lack of participation.
3. Student is unable to demonstrate fulfillment of the class prerequisite requirement that is stated in the catalog.
4. Student is not able and/or willing to sign up for required co-requisite course(s).

REVIEW HISTORY

ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	May 15, 2015
College Council	Reviewed	June 7, 2013
ISP Committee	Reviewed/No Change	October 17, 2008

ISP 150

Online Courses

PURPOSE

Establishes the standards for online courses, aiming for best practices and effective teaching and learning. Especially important are the ideas of designing, starting, communicating within, managing, and improving the course.

SUMMARY

Online courses are equivalent to face-to-face courses in content and quality, including equivalent contact time expected for the credit hours of the course. To help students achieve the learning outcomes, online courses should be designed with student engagement, interaction and reflection in mind. Clackamas does not endorse self-paced courses that require little or no instructor and student engagement.

To best ensure quality of online courses, all instructors assigned online courses must be given adequate preparation and training. The focus should always be on effective teaching of the material. From the design of the course through its implementation and ending, instructors should strive for substantive interaction and active engagement with all students. If instructors wish to improve their online courses, Clackamas fully supports their professional development in this area. It is imperative that all CCC classes provide high quality and meaningful educational experiences.

STANDARD

1. **Assigning the course.** No faculty shall be expected to teach an online course without adequate preparation and training (see article 12.C of the full time faculty contract, article 2.Q of the part time faculty contract [2016-9]). If a department has no set training procedure, it is highly advisable that an instructor contact Instructional Support and Professional Development (ISPD) at least three months before teaching an online course for the first time.
2. **Designing the course.** Even before the course meets, instructors should design their courses with consideration for the different parameters of an online class. This includes different modes for active learning and accessibility. All online classes must comply with both copyright law and the Americans with Disabilities Act (for instance, using closed caption videos, webpages that will work well with screenreaders, and so on). Given that students' primary interface with the course will be online, instructors should be mindful of their responsibility to provide course materials that help diverse learners attain the outcomes for the class.
3. **Starting the course.** Instructors have a particular responsibility to establish course expectations in the first week of the class. They should ensure that the course is visible, its content is functional, and that the syllabus is prominently available (see ISP 160A for required syllabus content). Students should be made aware of academic and other support resources (e.g. the Disability Resource Center and the Learning Center). Instructors should also establish how (and how frequently) students are expected to interact with course content, the instructor, and each other.

4. **Communicating within the course.** Online instructors should strive for frequent, active, and meaningful communication with their students. Ideally, students should receive instructor response within 48 hours (or 2 business days) for emails or discussion board questions, and within one week for feedback on assignments.
5. **Managing the course.** Instructors should engage with their students through interactive and frequently updated course materials as well as assignments. Instructors should also monitor their students actively, communicating and adapting as the situation requires (e.g. providing notifications to non-participants, intervening to redirect inappropriate behavior, and referring students to resources that might benefit them). Students should be given meaningful opportunities to ask questions and to provide feedback to the instructor about their learning experience.
6. **Improving the course.** Any instructors who wish to improve their online teaching abilities – at any point before, during, or after teaching a course – can contact the Instructional Support and Professional Development department. ISPD is open to questions about accessibility, copyright law, technology options, and pedagogical strategies, among other topics. Additionally, ISPD houses a document entitled Online Teaching Best Practices that offers strategies for many of the points discussed above.

REVIEW HISTORY

ISP Committee	Adopted	[Date]
College Council	Reviewed	[Date]

STANDING COMMITTEE
ANNUAL REPORT TO COLLEGE COUNCIL
Clackamas Community College

DUE DATE:

Submission Date:

Year:	Committee Name:
<p><i>Committee Chair:</i> Jeff McAlpine</p>	<p><i>Committee Members:</i> Karen Ash, Dustin Bare, Dave Bradley, Nora Brodnicki, Rick Carino, Elizabeth Carney, Carol Dodson, Jeff Ennenga, Megan Feagles, Jackie Flowers, Bev Forney, Sharron Furno, Sue Goff, Barry Kop, Donna Larson, Kara Leonard, Lupe Martinez, Mike Mattson, Lilly Mayer, Jeff McAlpine, Suzanne Munroe, Tracy Nelson, David Plotkin, Scot Pruyn, Lisa Reynolds, Cynthia Risan, April Smith, Tara Sprehe, Dru Urbassik, Bill Waters, MaryJean Williams</p>
<p><i>College Council Liaison:</i> Jeff McAlpine</p>	
<p><i>Location of Minutes:</i> http://webappsrv.clackamas.edu/committees/CC/index.aspx?content=meetings#body</p>	
<p><i>Committee Meeting Schedule:</i> Every first and third Friday of the month (October-June)</p>	
<p><i>Committee Rotation Schedule:</i> Every 3 years, Chair and Alternate Chair rotate every 2 years</p>	
<p><i>Charge of Committee:</i></p> <p>The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee, and other college entities as necessary</p>	
<p><i>Mission Statement of Committee:</i></p> <p>In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as necessary.</p>	
<p><i>Goals/Objectives for Year:</i></p> <ul style="list-style-type: none"> - Review backlog of edited outlines from when CCC had a three year review cycle - Focusing on General Education and Related Instruction reviews 	

- Cleaning up “placement into RD-115” language in course requisites
- Changing MTH-050 from 3 credits to 4 credits

Other Issues Dealt With, if applicable:

- Implementation Times

Outcomes of Year’s Goals and Objectives:

- Currently have 15 outlines left from the old 3 year review cycle
- Created review teams for General Education and Related Instruction certifications
- Created General Education and Related Instruction checklists that reflect state requirements
- Due to newer placement tests, students can no longer place into RD-115. The committee updated the requisites for 118 courses to reflect accurate placements
- The committee updated 37 programs to reflect new credit hours as a result of MTH-050 moving from 3 credits to 4 credits

Current and Future Issues:

Foundational Curriculum

Curriculum Committee 2017-18 Annual Report



Education That Works



Curriculum Committee Membership

Karen Ash

Dustin Bare

Dave Bradley

Nora Brodnicki

Rick Carino

Elizabeth Carney

Carol Dodson

Jeff Ennenga

Megan Feagles

Jackie Flowers

Bev Forney

Sharron Furno

Sue Goff

Barry Kop

Donna Larson

Kara Leonard

Lupe Martinez

Mike Mattson

Lilly Mayer

Jeff McAlpine

Suzanne Munroe

Tracy Nelson

David Plotkin

Scot Pruyn

Lisa Reynolds

Cynthia Risan

April Smith

Tara Sprehe

Dru Urbassik

Bill Waters

MaryJean Williams

Curriculum Committee Mission

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as necessary.

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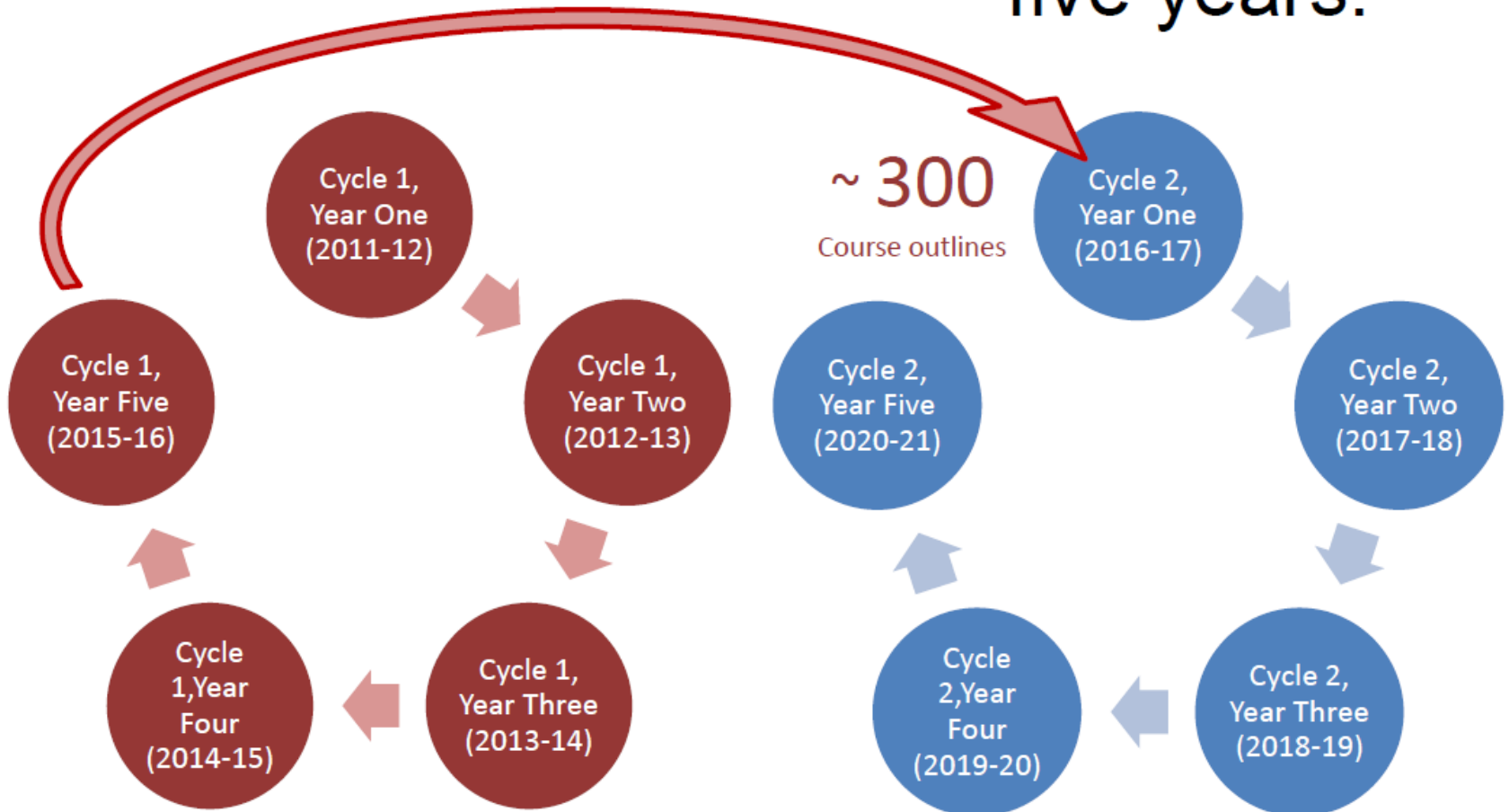
The Curriculum Committee works with:

- The Curriculum Office
- Instructional Standards & Procedures (ISP) Committee
- The Assessment Committee
- and other college entities as necessary

2017-18 Approvals

- New Courses: 23
- Course Edits: 247
- New Programs: 3
- Program Amendments: 65
- Program Suspensions: 1

All course outlines are reviewed every five years.



Goals/Objectives for Year

- **Review backlog of edited outlines from when CCC had a three year review cycle**
 - Currently have 15 outlines left
- **Focusing on General Education and Related Instruction reviews**
 - Created review teams for both of these certification areas
 - Created checklists for review that reflect state requirements

Outcomes of Year's Goals and Objectives

- **Cleaning up “placement into RD-115” language in course requisites**
 - Students can no longer place into RD-115
 - Updated the requisites for 118 courses to reflect accurate placements
- **Changing MTH-050 from 3 to 4 credits**
 - Updated 37 programs to reflect new credit hours

Other Issues: Implementation Times

- Approved October 6, 2017
- Distinguishes implementation times for:
 - AS and CTE programs
 - AAOT, AGS, ASOT-Business, and ASOT-Computer Science
 - New courses and course changes
 - Related Instruction certification
 - General Education certification
- Some changes go into effect during the current academic year and others go into effect at the start of the following academic year

<http://webappsrv.clackamas.edu/committees/CC/meetings/AdditionalDocuments/Implementation%20Times.docx>

Future Work

- **Foundational Curricula**

- The Foundational Curriculum is intended as a starting point for students who plan to transfer to a university, but are unsure as to their intended major or transfer destination
- Two pathways: General Pathway and STEM Pathway
- Expected that all classes to transfer to meet at least 30 credits of general education requirements

Thank you!