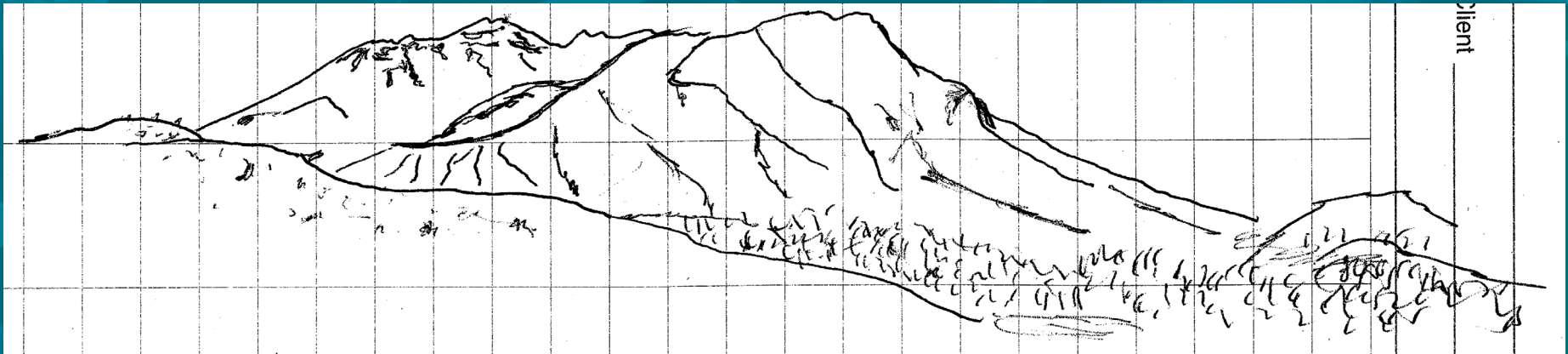


Degrees and Certificates Meeting

June 6th 2020

Remote via Zoom



EAC Membership/ STAND POL Appendix B

Existing	By-Laws	Active		Proposed Approved by EAC 2/26/20		
Students	4	4		5	Students	
Administrators	9	9		5	Administrators	
Faculty - FT	up to 25	9 (1 on sab)		8	Faculty - FT	Academic Affairs
Faculty -PT	up to 5	3		4	Faculty -PT	
Acad. Prof.	3	3		1	Acad. Prof.	
				1	Classified	
				1	Acad. Advisor	Student Affairs
				6	Acad. Prof.	
Classified	2	1		7	Classified	
Student Ldship Coord	1	1		1	Student Ldship Coord	
				4	Operations	
TOTAL	49	30 (29 w/ sab)		43	TOTAL	

Source:
DAC Meeting 3/11/20

Grading Procedures

- Existing
 - G 301 Grading Guidelines
 - <https://catalog.pcc.edu/handbook/g301-gradingguidelines/>
- Proposed
 - G 301 Grading Guidelines--Grades and Transcripts
 - <https://spaces.pcc.edu/display/EAC/June+10%2C+2020+3%3A00-5%3A00PM?preview=/140613716/140615370/G301%20-%20for%20EAC%20-%20June%202020.pdf>
 - G 302 Grading Guidelines—Attendance, Participation, and No Shows
 - <https://spaces.pcc.edu/display/EAC/June+10%2C+2020+3%3A00-5%3A00PM?preview=/140613716/140615371/G302%20-%20for%20EAC%20-%20June%202020.pdf>

Grading Procedures Changes Summary

Academic Policies & Standards

Summary of work completed on "Grading Guidelines"

For EAC approval in June 2020

G301 - "Grading Guidelines"

[Link to current G301 policy in public APS Handbook](#)

G301 was split into 2 new/revised policies

1. [G301 - Grades and Transcripts \[LINK\]](#)
2. [G302 - Attendance, Participation, and No Shows \[LINK\]](#)

Why did we make these changes?

Federal Title IV regulations and the language around "No Show" policy in the current G301 -- it's currently conditional ("Faculty may assign a No Show..."), and we needed to remove the "may" and remove the conditionality in order to be in compliance with federal regulations and thus be able to continue to enable our students to access Federal Student Aid.

APS began substantial work on this project in 2018-19, choosing to split G301 into 2 distinct policies -- one about Grades and Transcripts, and one specifically about No Shows.

When continuing this work in 2019-20, APS made intentional efforts to apply an equity lens and consider how changes to policy/procedure can reduce potential harm to students.

What will the changes mean for faculty?

(G301) Faculty are responsible for knowing the grade options, and the default grade option, for the classes they teach

- In order to make this easier for every instructor and SAC at the college, PCC needs to automatically populate the grade options for all CCOGs from Courseleaf into the CCOGs.
- The grade options could be included between the "course description" and "audit available" in every CCOG.

(G301) When marking an "I" (Incomplete) for a student, faculty will (starting in Fall 2020) need to indicate what grade the "I" will change to if the work is not completed within 1 calendar year

- Currently, all Incompletes transform into an "F" or "NP" if not completed after a year.
- This change enables faculty to identify any grade -- e.g., C or D -- that will automatically replace the Incomplete if the student does not complete the necessary work within a year.

(G302) Week 1 student participation -- a clearer sense of what can constitute "adequate participation," as well as a reminder that attendance requirements and expectations need to be clearly articulated in the syllabus

- Faculty should have more clarity about what could constitute a "academically related" engagement for both online and on-campus classes during the first week.
 - The extant policy was written with the default assumption that all classes are on-campus and meet twice each week. The revisions intentionally encompass all of PCC's instructional modalities.
- Faculty should also have more clarity about when and how they should determine to assign a No Show before the drop deadline.
 - Faculty retain the ability to determine what constitutes "adequate participation" in Week 1, and this information must be clearly stated in the syllabus and clearly communicated to students.
 - Hopefully, this catalyzes some conversations about best practice for Week 1 student engagement, and faculty who have rigid Day 1 policies about being present in the classroom in order to avoid a No Show may need to articulate a clear rationale for how their practices support equitable student success.
 - APS had many long and nuanced discussions about this... Where we arrived was the best possible balance between flexibility for students and clarity for faculty.

What will the changes mean for students?

(G301) Students who repeat a course will experience positive and substantial changes to our policy about transcripts starting in Fall 2020:

- Currently, if a student repeats a course, the grade from the most recent attempt appears on the transcript and is factored into the student's GPA
- After revision, if a student repeats a course, the **highest grade achieved at PCC** (regardless of whether it was the most recent attempt, or the first attempt) will be transcribed and factored into the student's GPA.

- This brings PCC's Incomplete policy into better alignment with more equitable practices nationwide.

(G301) As noted above, students who do an Incomplete agreement will be able to have grades other than F be the default replacement for an Incomplete if not completed within a year

- We hope this change results in greater clarity and opportunity for students.
- This also brings PCC's Incomplete policy into better alignment with more equitable practices nationwide.

The needs of Veteran students accessing VA benefits were considering throughout the revision process

- Colleagues from Veterans services and Financial Aid worked with APS this year to help us craft policy revisions that would be as equitable as possible while also ensuring that we did not unintentionally harm students.

Questions raised by this work, which cannot be answered in the APS Handbook but rather by other parts of the PCC system

How will students know what their "Grading Options" are for each course?

It is currently a "student responsibility" to choose their grade option for each course (A-F; P/NP).

- The revisions to G301 no longer require students to select a grade option "at time of registration," because it's actually impossible for students to do this while registering. The default grade option is automatically selected for students upon registering.
- However, knowing and if necessary changing the grade option remains a "student responsibility."

Neither students nor faculty have an easy way to clearly access information about what the grade options are for each course.

- Not in the CCOG. Not on their screens in MyPCC when registering. Not really anywhere that they would be looking.
- Unlikely that all faculty are aware of the grading options in every course they teach.

How do we auto-populate this information from Courseleaf into something which faculty and students can readily access and see?

- It is inequitable and unethical for PCC to make students "responsible" for choosing their grading options when we do not give them clear and readily accessible

information that enables them to make a good choice, or to even know what their choices are.

Can all faculty please have access to a "Course Details" page, which currently only OL faculty have access to?

This could create a space where faculty can identify their assignment types and grading practices.

- If faculty have their syllabus ready before the term begins, they could post it here.
- Would respond to student concerns about equity issues related to not having any knowledge about their instructors' grading "policies" and practices before Week 1.

Religious Observance Procedure

Religious Observance Procedures – Student Requests for Religious Accommodations

Purpose

Portland Community College (PCC) is enriched by a diverse student body and respects the importance of religious beliefs and practices. PCC supports a student's right to religious observance, including, but not limited to, prayer, meditation, diet, attire, ablation, absence for religious holidays, or other practices grounded in religious belief.

Portland Community College expects all faculty, staff, and administrators to provide reasonable accommodations for religious observances for all students in accordance with PCC's policy on religious accommodations, which states:

Upon the timely request of a student, reasonable accommodations will be made available for the religious practices and beliefs of students. Such reasonable accommodation will be provided if it does not create an unreasonable hardship on PCC or fundamentally alter an educational requirement of PCC. PCC need not provide reasonable accommodation for religious preferences. PCC may limit religious practices or behavior that would put public safety, health, or human rights and freedoms of others at risk. PCC may also limit religious practices or behaviors that are in violation of other PCC policies or the law.

Definitions

1. **Reasonable Accommodation:** A change to an academic course, program, or activity that enables a student to observe their religious beliefs or practices and does not create an undue hardship on PCC or fundamentally alter an educational requirement of PCC. The reasonable accommodation provided need not be the accommodation requested.
2. **Undue Hardship:** Undue hardship is a significant or substantial burden taking into account in all relevant circumstances. Undue hardship generally requires a showing of more than a 'de minimis' impact, and an undue hardship must be genuine and not merely speculative.
3. **Religious Belief or Practice:** A practice or observance that is sincerely held and is religious in nature from the perspective of the individual requesting the religious accommodation.

6/4/2020 - Student Development Committee (SDC) - Contact: W. Butler-Paisley

4. **Religious Preference:** An activity or custom that is not part of a religious belief but rather an individual's preference in time, place or manner of expressing or fulfilling a religious belief or practice.

Procedures for Students

Accommodation within a PCC Instructional Course:

Requests for religious accommodations will be evaluated on a case-by-case basis. To seek an accommodation for a PCC course due to religious observance or practice, a student should inquire about accommodations with the student's instructor(s) at least two weeks in advance (when possible), by use of PCC email that includes,

1. Student Name
2. Student's college identification number (G#)
3. Class CRN and title, or name and location of class
4. Specific date(s) of absence or other requested accommodation
5. Optional: suggestion of reasonable accommodation (examples could include, alternative exam time, assignment deadline extension, contact classmate to get notes, or alternative assignment)

**Students are not required to provide third-party documentation verifying need for accommodation.*

The PCC instructor who receives the email is expected to respond within one week and engage in an interactive discussion or process with the student to determine if the request can be accommodated without creating an undue hardship. If the student's requested accommodation would create an undue burden, the instructor and student should explore alternatives. The instructor is encouraged to contact their direct supervisor for advice and guidance if necessary.

In accordance with PCC guidelines, absence from classes or examinations for religious reasons does not excuse students from fulfilling any part of the course work required during the period of absence. If the student fails to satisfactorily complete any alternative assignment or examination, the faculty member may apply the same grading consequences as for other students.

6/4/2020 - Student Development Committee (SDC) - Contact: W. Butler-Paisley

Non-Instructional Accommodation:

To seek an accommodation for a non-instructional activity due to religious observance or practice, a student should inquire about accommodations with the PCC staff member leading the activity at least two weeks in advance (when possible), by use of PCC email that includes,

1. Student Name
2. Student's college identification number (G#)
3. Class CRN and title, or name and location of college event
4. Specific date(s) of absence or other accommodation
5. Optional: proposal of reasonable accommodation (e.g., alternative activity or date)

**Students are not required to provide third-party documentation verifying need for accommodation.*

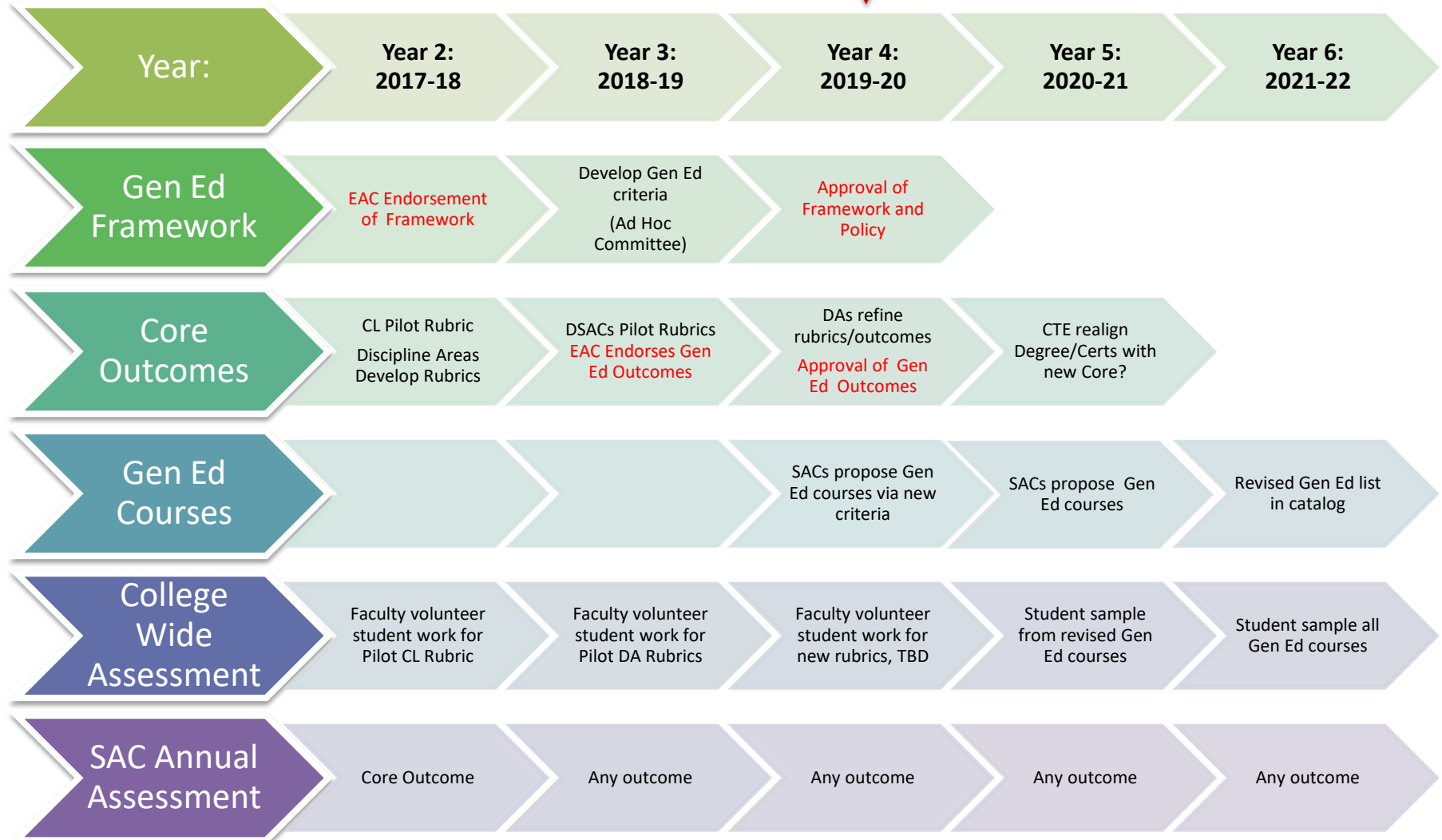
The PCC employee who receives the email is expected to respond within one week and engage in an interactive discussion or process with the student to determine if the request can be accommodated without creating an undue hardship. If the student's requested accommodation would create an undue burden, the PCC employee and student should explore alternatives. The PCC employee is encouraged to contact their direct supervisor for advice and guidance if necessary.

Complaint Process

If a student believes that a reasonable accommodation was not provided, the student should submit an [online complaint form](#) found in the "Formal Complaint Process" section of the [Appeals, complaints, and feedback page](#). A student may also contact the Dean of Students office on any campus.

6/4/2020 - Student Development Committee (SDC) - Contact: W. Butler-Paisley

Revision of Gen Ed/Core Outcomes



[illegible]

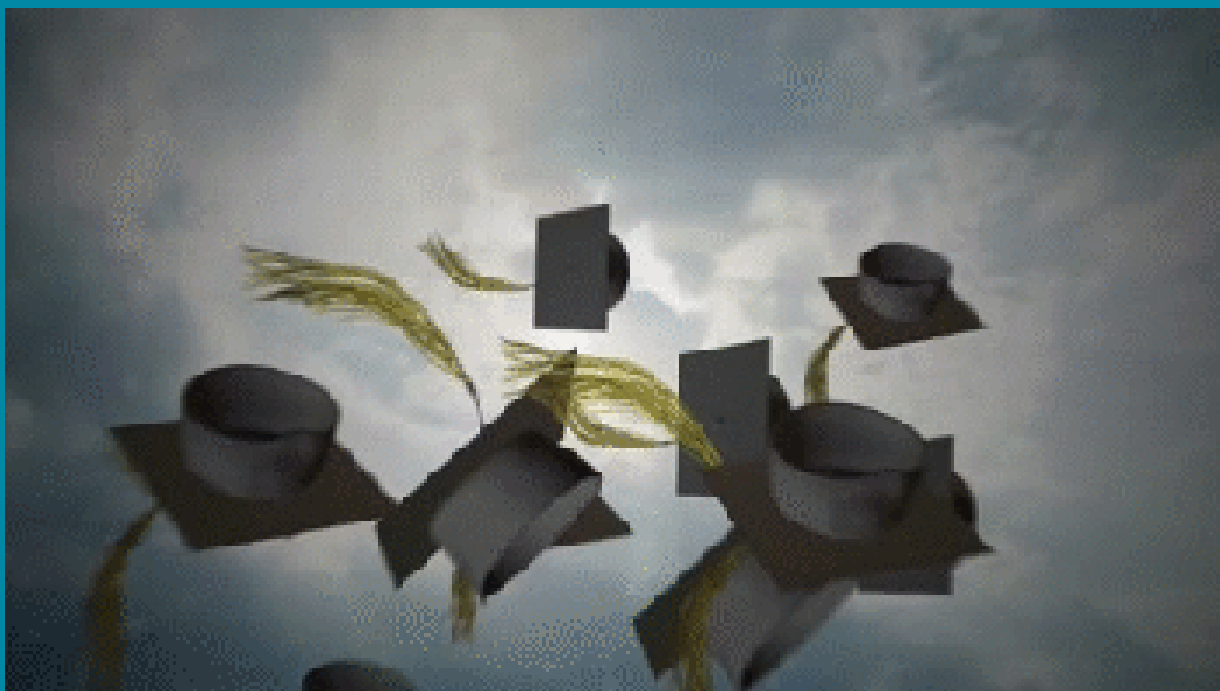
Must also meet Associate Degree comprehensive requirements: 30 credits residency, 24 of which apply to specific associates degree etc. ...		AGS	AS	AAOT	ASOT-B	AAS
Degrees Granted 2018/2019		1,060	1,042	550	76	1,059
Purpose		The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursue a specific college major or career technical program.	The Associate of Science degree is designed for students planning to transfer credits to baccalaureate degree programs at four-year institutions.	The Associate of Arts Oregon Transfer degree is an opportunity for students to complete lower division degree requirements at PCC.	The Associate of Science Oregon Transfer-Business (ASOT-BUS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Business program.	The Associate of Applied Science (AAS) degree is awarded to students in career technical programs.
# of credits		90	90	90	90	90-108
Basic Competencies (AGS, AS & AAS) Foundational Requirements (AAOT & ASOT-B)	WR	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better 	A minimum of 6 credits in English Composition. The 6 credits must include WR 121 , or include other lower division collegiate WR courses that have WR 121 or WR 122 as a prerequisite.	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of Writing; WR 123 may be used to complete the eight credits.	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of writing; students may need to complete WR 121 and either WR 122 and WR 227 to the eight credit requirement.	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better
	MTH	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63 or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum of three credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite 	Complete a minimum of 4 credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite. <div style="border: 1px dashed black; padding: 2px;"> † AS basic competency courses must be completed with a grade of "C" or "P" or better. </div>	Complete a minimum of four credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite.	A minimum of three MTH courses for which Intermediate Algebra is a prerequisite. One course must be Statistics.	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63, or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum 3 credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite, or Completing with a grade of C or P or better a career-technical computation course of three or more credits that aligns with and supports the program goals or intended outcomes, or Completing with a grade of C or P or better all courses that comprise 90 hours of embedded related instruction in computation that aligns with and supports the program goals or intended outcomes
	HE/PE	none	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299). †	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299).	none	none
	OC	none	none	COMM 111 or COMM 112 or COMM 214 or SP 113	COMM 111 or COMM 112 or COMM 214 or SP 113	none
	CA	none	none	none	successful completion of BA 131 or CAS 133 , and CAS 170 or CAS 171 .	none
General Education (AGS, AS & AAS) Discipline Studies (AAOT & ASOT-B)	AL	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least three courses chosen from at least two disciplines in this area	at least three courses chosen from at least two disciplines in this area	at least one course with a minimum of 3 credits
	SS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses chosen from at least two disciplines in this area	at least four courses chosen from at least two disciplines in this area. A minimum of two courses in Microeconomics and Macroeconomics must be included	at least one course with a minimum of 3 credits
	SMCS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science	at least four courses in at least two disciplines. At least three of these courses must be laboratory courses in the biological or physical sciences. The fourth course can be one of the three MTH courses from the Foundational Requirements	at least one course with a minimum of 3 credits
	CL	none	none	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	none
	Total	minimum of 16 credits	minimum of 21 credits	at least 11 courses	at least 11 courses	minimum of 16 credits, no more than two courses may come from courses required by specific programs (will change to 4 courses in 2020/2021 catalog)
Elective Credits		LDC or CTE courses 100 level or higher; up to 6 credits PE; up to 6 one credit MSD workshops; up to 24 credits OST courses	LDC courses 100 level or higher; up to 3 credits PE	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	As specified by AAS degree. <div style="border: 1px dashed black; padding: 2px;"> Additional Readiness Requirement: the final 16 credits that apply to the degree must include at least eight credits at PCC that apply to the specific program requirements, excluding courses used solely for the General Education requirements. </div>
Grade Requirements		2.0 grade point avg. or higher (comprehensive degree requirement)	2.0 grade point avg. or higher (comprehensive degree requirement)	All courses must be passed with a grade of "C" or "P" or better.	All courses must be passed with a grade of "C" or "P" or better.	2.0 grade point avg. or higher (comprehensive degree requirement)

Degrees and Certificates (DAC)

- ❖ Ensures the **value, viability, and vitality** of **PCC degrees and certificates** to students, employers, transfer institutions, faculty and state.
- ❖ **6 New Degrees and Certificates/60 Revised Degrees & Certificates**
 - AAS-CCI: Creative Coding & Immersive Technologies
 - AAS-INTP: ASL/ English Interpreting Program
 - ACERT1-DFST: Deaf Cultural Studies One –Year Certificate
 - ACERTP-EMTE: Emergency Medical Technician Less Than One-Year Career Pathway Certificate
 - ACERTP-EXYT: Yoga Teacher Less Than One-Year Certificate Career Pathway Certificate
 - ACERT-MECH: Mechatronics Less than One-Year Certificate
- ❖ **Change in AAS Gen Ed requirement 16 credits → 4 courses**
Implementation year: 26 AAS degrees needed to revise course requirements due to credit total falling below 90 credit minimum.
- ❖ **Fall Retreat** discussion with VPAA Katy Ho on using equity lens when evaluating degrees and certificates.
- ❖ **Next year new Chair Stacie Williams**

Ongoing & Upcoming Discussion Items...

- Gen Ed Outcomes & Institutional Learning Outcomes
- Cultural Literacy for all PCC Degrees
- Remote Attendance of Meetings
- Membership
- Residency Requirement
- Holistic Review of Degree Requirements



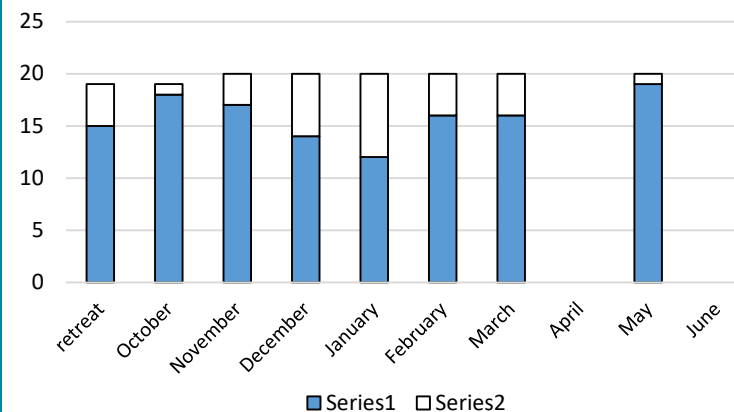
Source:
DAC Meeting 6/08/20

DAC 2019/2020	updated 11/013/2019		
Voting Members	Campus		Discipline/Department
Kristin Bryant (sab f&w 2019/20)	SY	FAC-LDC-AL	Composition & Literature
Laurie Chadwick	SE	AP-WF	Career Pathways
Dorina Cornea-Hasegan	RC	FAC-CTE	Microelectronics Technology
Mererdith Farkas	SY	FAC	Library & Media Studies
Beth Fitzgerald	CA	FAC-CTE	Multimedia
Ben Foster	SY	FAC-LDC-AL	Composition
Wendy Fresh	RC	FAC-LDC-SMCS	Math
Amanda Gallo	CA	AP-ADV-CTE	Advising
Farin Hajardizadeh	RC	FAC-CTE	Bioscience Technology
Jamie Heberlein	SY	FAC-CTE	Early Education and Family Studies
Janeen Hull	CA	ADM-DivD	Div Dean CTE
Deb Lippoldt	SY	FAC-LDC	Foods & Nutrition
Elizabeth McGlasson	SY	FAC-LDC-SS	Health
Poulami Mitra	RC	FAC-LDC-SMCS	Biology
Eriks Puris (chair)	SE	FAC-LDC-SMCS	Geology & General Science
Don Ritchie	SE	AP-ADV	Advising
Adrian Rodriguez	RC	FAC-LDC-CL	College Success & Career Guidance
Julianne Sandlin	SY	FAC-LDC-AL	Art History
Cheryl Scott	RC	ADM- DOI	Dean of Instruction at Rock Creek
Irene Seto	SE	FAC-CTE	Buisness Administration
Stacie Williams	RC	FAC-LDC-AL	Communications Studies

Non-voting Members

Members	Role
Hannah Alzgal	Student Representative – ASPCC
Joshua Andersen	Curriculum Support Services
Emily Biskey	Student Records
Kendra Cawley	Dean of Academic Affairs
Ryan Clark	Registrar
Anne Haberkern	Division Director Transfer & Curricular Innovation
Joy Killgore	Curriculum Specialist
Jessica Morfin	Degree Audit & Transfer Articulation Specialist
Susan Watson	Curriculum Coordinator
Susan Wilson	Academic Affairs

DAC 2019-2020 Meetings Voting Members



Source:
DAC Meeting 6/08/20

Focus Award Guidelines

1. Focus Awards are a way to help students see beyond individual courses to a cluster of related courses, the successful completion of which is worthy of recognition. Full-time faculty members who share an interest create the award. Focus Award faculty advisors identify LDC (lower division collegiate) courses addressing a theme and lay out possible combinations of courses students can complete to earn the award. Focus Award faculty advisors are responsible for keeping the list of courses and requirements for the award up to date, recruiting, advising and mentoring students pursuing the award, and disseminating information about the award and its subject matter throughout PCC and beyond.
 - Focus Awards have a minimum of 12 credits, with 12-20 credits seen as the standard range. *Focus Awards of greater than 20 credits may be approved if it can be demonstrated that the additional credits do not negatively impact degree completion.*
 - Focus Award courses are selected based on the CCOGs, so that the course will meet award requirements no matter where or how PCC offers the course or which faculty member teaches the course.
 - All Focus Award courses must also meet transfer criteria for AAOT, AS, and/or OTM.
 - With permission of the Focus Award advisor, it is possible to substitute one course to meet Award requirements even though it is not specifically listed as a Focus Award course. This would occur when a student completes one particular section of a non-listed course that supports the Focus Award requirements. *For example*, a section of WR 121 could be built around a set of readings having to do with China and be counted towards the Asian Studies Focus Award; even though WR 121 is not on the list of courses for that award, it has a focus that is consistent with the Focus Award.
2. Each Focus Award must demonstrate a connection with an academic major at one or more of PCC's transfer institutions. PCC Focus Award faculty advisors should not only review course requirements with 4-year colleagues but also explore ways in which students can be "handed off" to the major program at the transfer institution and seek specific scholarship opportunities for PCC students moving up. Ideally, students would have specific contacts (e.g. faculty and advisors) at each transfer institution, so the transfer to the degree program is seamless.
3. Written material describing the Focus Award must clearly state that it is not a certificate or degree officially sanctioned by the state and does not appear on the student's transcript. It also identifies an administrative office for student contact, program award tracking and presentation of the completed award.
4. Proposals for a new Focus Award and revisions to a Focus Award must be submitted to and approved by the Degrees and Certificates Committee of the EAC before faculty advisors can make the award.
5. To ensure each Focus Award is up to date and aligns with the current guidelines, the Focus Award faculty will be advised by the Degrees and Certificates Committee if the guidelines change and if revisions to the Focus Award are needed.

Operational

Faculty wishing to propose a new Focus Award or revise an existing Focus Award should contact the Curriculum Coordinator in the curriculum office prior to the Degrees and Certificates Committee submission deadline for the catalog year in which the new/revised Award will appear.

<http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-committee/meetings.html>

Updated Guidelines from Degrees and Certificates Committee February, 2014