TABLE OF CONTENTS

Academic Policies and Standards Handbook ............................................ 2
  Preamble to the Academic Policies and Standards Handbook .......... 2
Articulation of College Credit for High School Work (Dual Credit) .................. 3
Associate Degree Requirements - Associate of Applied Science Degree (AAS) ................................. 4
Associate Degree Requirements - Associate of Arts Oregon Transfer Degree (AAOT) .................... 5
Associate Degree Requirements - Associate of General Studies Degree (AGS) .................. 6
Associate Degree Requirements - Associate of Science Degree (AS) .................. 7
Associate Degrees - Comprehensive Requirements ..................... 8
Associate Degree Requirements - General Education ................... 9
Advisory Committees ................................................. 10
Academic Standards and Student Progress .......................... 11
Degree and Certificate Substitution Standards ....................... 12
Associate of Science Oregon Transfer-Business Degree (ASOT-BUS) ... 13
Certificates ............................................................ 14
Continuing Education Units (CEU) ................................ 15
Course Challenge ...................................................................... 17
Credit Guidelines ............................................................................ 18
Enrollment ................................................................................ 19
Experimental Courses ...................................................... 20
Grading Guidelines ..................................................................... 21
Granting Degrees and Certificates ........................................ 24
Honor Roll Standards .................................................. 25
Instructor Qualifications .................................................. 26
Library .................................................................................. 27
Related Instruction Requirements for Career Technical Certificates .......... 28
Subject Area Committees (SACs) ........................................ 30
Syllabus Standards for Credit Courses ....................................... 33
Student Membership on College Committees .......................... 34
Use and Sale of Instructor-Authored Printed Packets ................. 35
Advisory Committee Guidelines ........................................ 36
Educational Advisory Council By-Laws ................................... 38
The MTH 65 Competency Exam ..................................... 41
Index ........................................................................... 42
ACADEMIC POLICIES AND STANDARDS HANDBOOK

The Academic Policies and Standards Handbook records academic policies and standards that inform operational academic practices at Portland Community College.

Preamble to the Academic Policies and Standards Handbook

The Academic Policies and Standards Handbook records academic policies and standards that inform operational academic practices at Portland Community College.

The Handbook is divided into discrete, thematic sections. Each section’s format begins with a list of key identifier information, as shown above and described further below.

The Dean of Academic Affairs shall coordinate an annual review of each section of the Handbook for accuracy and currency; sections that contain inaccuracies shall be updated (if the changes are minor) or forwarded to the appropriate committee(s) or unit(s) for revision.

Any entity in the college may request that a section be reviewed for currency and accuracy, or may propose section revisions. These requests are forwarded to the Dean of Academic Affairs, who will forward the request to the appropriate committee(s) or unit(s) for review.

New sections may be requested by any entity in the college. The request will be made to the Dean of Academic Affairs, who, in consultation with the Vice President for Academic and Student Affairs, Dean of Student Affairs, and EAC Leaders, will develop the initial roster of required reviewers, and monitor the process of review and approval.

Proposed changes to college publications (such as the catalog) that are derived from a handbook section shall be attended by revision of the relevant handbook section. For sections in which the language in the handbook and the catalog is identical (such as the requirements for degrees and certificates), the handbook section should be approved as the source of the catalog text, so that the language in the handbook and the catalog remains identical.

Key Identifier Information:

Each section will begin with a list of key information about the section as follows:

Policy/Standard Name: A concise descriptor of the policy or standard.

Policy/Standard Identifier: One alpha character followed by three numerals. Note: Appendices that are included in the Handbook are publications that are related to sections, but are not statements of policy and standards. In general they record operational practice or guidelines that are relevant to sections of the Handbook (e.g., Appendix A, External Academic Advisory Committee Guidelines, are the published operational procedures which are derived from the Policy and Standard section A108 on Advisory Committees).

Authority: External or internal rules, regulations, policies, agencies, or entities that define or dictate elements of the section. A section may have more than one source of authority. Examples include (but are not limited to): Board Policies, College Policies, Oregon Administrative Rules (OARs), Northwest Commission on Colleges and Universities (NWCCU) standards, Code of Federal Regulations (CFR), Oregon Joint Boards Articulation Commission (JBAC).

Unit responsible for review and update: Committees or positions that are required to review and recommend the section. Each recommending group assumes responsibility to consult with relevant stakeholders as appropriate. The list is assumed to be sequential but groups listed within brackets may review in any order, or simultaneously.

Approval: Identifies the position within the college giving final approval to revisions or new sections. For most sections this is the District President.

Responsibility: Identifies the position within the college ultimately responsible for the proper execution of these policies and standards. For most sections, this is the Vice President for Academic and Student Affairs.

Date of Final Approval: Typically, the date that the most current version was signed by the District President.

Effective Date: Identifies the date on which the most current version took (or takes) effect. The relationship between the approval date and the implementation date depends on the nature of the section. In general, the section will become active on the first day of the term following approval but some sections may be implemented as soon as approval is secured, and others will be later.

Prior Versions: The URL and link to the web page from which all prior sections of the section may be accessed.

Other Considerations

Format: The Handbook shall be published in a format that is consistent and accessible. The sections are to be posted online and printable as PDF documents.

Links: Extensive links are not recommended in Handbook sections, and should be included judiciously, because changes in the targeted sites may result in broken links that go undetected or unreported for long periods of time, and may be difficult to restore. If links are necessary, it is recommended the stability of the targeted site be considered carefully. The name of the document will be presented as a hyperlink, and the URL provided parenthetically as text.

Policy/Standard Name: Preamble to the Academic Policies and Standards Handbook
Policy/Standard Identifier: A100
Authority: N/A
Units responsible for review and update: Educational Advisory Council, Vice President for Academic and Student Affairs
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: June 2012
Effective Date: June 2012
Prior Versions: None
Articulation of College Credit for High School Work (Dual Credit)

Portland Community College will allow college credit for work completed in high school, following the policy for Dual Credit Programs in community colleges as outlined in the Oregon Administrative Rules (OAR).

A specific articulation agreement between the high school/school district and Portland Community College is required prior to the awarding and transcripting of courses. The Vice President for Academic and Student Affairs will initially approve and annually review all articulation agreements.

High school courses for which PCC will give college credit shall meet the course outcomes as determined by the SAC, and be taught and students assessed at a level commensurate with the PCC course. Prior to the Vice President for Academic and Student Affairs' approval, the high school course content or curriculum guide shall be reviewed by the appropriate SAC.

Career Technical programs may initiate block or program articulation agreements when course-by-course articulation is not feasible and program requirements can be identified as having been met by the high school program.

High school courses articulated with PCC courses shall be taught by faculty who meet PCC instructor qualifications [I301] unless waived by the Vice President for Academic and Student Affairs.

High school students must register for the PCC courses using the specific CRN (course reference number) designated for their HS class(es), and follow applicable PCC Academic Policies and Standards.

Policy/Standard Name: Articulation of College Credit for High School Work (Dual Credit)
Policy/Standard Identifier: A101
Authority: OAR 589-007-0200
Units responsible for review and update: Degrees and Certificates Committee, Registrar
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2010
Effective Date: May 2010
Prior Versions: Yes
Associate Degree Requirements - Associate of Applied Science Degree (AAS)

The Associate of Applied Science (AAS) degree is awarded to students in career technical programs who meet the requirements listed below. Many career technical programs require more than 90 credits for an associate’s degree.

The Associate of Applied Science is awarded to students who meet the following:

1. Associate Degree Comprehensive Requirements

2. Associate of Applied Science Requirements

   a. 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. Students may apply to the department chair for an exception to this requirement if they can demonstrate currency in the field.

   All candidates must earn 24 credits from PCC that apply to the specific program requirements excluding courses used solely for the General Education requirements. See specific program requirements in the Catalog.

   b. General Education Requirements: Students must earn a minimum of 16 credits of General Education taken from the General Education Distribution/Discipline Studies List. These credits must come from courses taken in the following categories:

      • Arts and Letters
      • Social Sciences
      • Science/Math/Computer Science

   The 16 credits must include at least one course with a minimum of three credits from each category. No more than two courses may come from courses required by specific programs. Because of these restrictions, it is possible a course is acceptable as General Education for some students while it is not acceptable for others. Students should consult an advisor or faculty member in an Associate of Applied Science degree program for advice on General Education courses appropriate to their goals and interests. General Education requirements will be waived for students who enroll at PCC with an AA, AAS, AGS, AS, BA, BS degree or higher from a regionally-accredited United States institution or foreign equivalent. Program-specific General Education requirements for some AAS degrees will not necessarily be waived. Students should consult the Career/Technical program department for specific courses required for General Education.

   c. PCC Basic Competency Requirements for Writing and Math in the AAS Degree:

      Writing: Competency in writing must be demonstrated by either:

      • 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

      Students with AA, AAS, AGS, AS, BA, BS degrees or higher from a U.S. regionally-accredited institution or foreign equivalent will have the basic competency in writing (WR 121) waived. Other writing requirements specified by the program remain in effect.

      Math: Competency in mathematics or computation must be demonstrated by:

      • 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 three 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

   d. Program Requirements:

      All AAS candidates must complete a program of approved coursework in the major field. The Programs and Disciplines section of the Catalog contains these coursework requirements. No more than three credits (100-level and above) in Physical Education (PE) may be applied to an AAS degree unless specifically required by the program.

   * See the Course Descriptions in PCC Catalog for a complete list.

Policy/Standard Name: Associate Degree Requirements-Associate of Applied Science Degree (AAS)

Policy/Standard Identifier: A102

Authority: Degrees and Certificates Committee, Registrar

Approval: College President

Responsibility: Vice President for Academic and Student Affairs

Date of Final Approval: May 2016

Effective Date: Fall 2016

Prior Versions: Yes
Associate Degree Requirements - Associate of Arts Oregon Transfer Degree (AAOT)

The Associate of Arts Oregon Transfer degree is an opportunity for students to complete lower division degree requirements at PCC.

Any student having the Associate of Arts Oregon Transfer (AAOT) degree recognized on an official college transcript will have met the lower division general education requirements of baccalaureate degree programs of any institution in the Oregon University System.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing or GPA, and requirements for specific majors, departments or schools are not necessarily satisfied by an AAOT degree.

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses.

The Associate of Arts Oregon Transfer degree is awarded to students who meet the following:

1. **Associate Degree Comprehensive Requirements**
2. **Associate of Arts Oregon Transfer Degree Requirements:**
   All courses must be passed with a grade of "C" or "P" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT is awarded.
   a. **Foundational Requirements:** Courses must be a minimum of three credits (except for Health/Wellness/Fitness courses, which may be any number of credits)
      • **Writing**: 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.
      • **Oral Communication**: COMM 111 or COMM 112 or COMM 214 or SP 113.
      • **Math**: 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.
      • **Health/Wellness/Fitness**: One or more courses totaling at least three 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).
   b. **Discipline Studies:**
      Students must complete at least 11 Discipline Studies courses from the General Education/Discipline Studies List. All courses in Discipline Studies must be a minimum of three credits. A course may count toward Foundational Requirements or Discipline Studies but not both.
      • **Arts and Letters**: Complete at least three courses chosen from at least two disciplines in this area
      • **Social Sciences**: Complete at least four courses chosen from at least two disciplines in this area
      • **Science/Math/Computer Science**: Complete at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science
   c. **Elective Credit Requirements:**
      All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective courses may be any number of credits. Elective credits may include any lower division collegiate course. A maximum of 12 credits of Career and Technical Education courses may be applied to this degree. One-credit Management/Supervisory Development (MSD) workshops may not be applied to this degree. A maximum of three credits of Physical Education (PE) may be applied to this degree.

* Basic Competency Requirements for writing and math will be met by successfully completing these courses. The Information Literacy requirement is satisfied by successful completion of the Writing courses.

The Guidelines for the Associate of Arts Oregon Transfer Degree were approved by the Joint Boards Articulation Commission on November 9, 2009.

**Policy/Standard Name:** Associate Degree Requirements - Associate of Arts Oregon Transfer (AAOT)

**Policy/Standard Identifier:** A103

**Authority:** Oregon Joint Boards Articulation Commission (JBAC), Oregon Community College Workforce Development

**Units responsible for review and update:** Degrees and Certificates Committee, Registrar

**Approval:** College President

**Responsibility:** Vice President for Academic and Student Affairs

**Date of Final Approval:** May 2016

**Effective Date:** Fall 2016

**Prior Versions:** Yes
Associate Degree Requirements - Associate of General Studies Degree (AGS)

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. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution.

The Associate of General Studies is awarded to students who meet the following:

1. Associate Degree Comprehensive Requirements

2. Associate of General Studies (AGS) Requirements:

   A. General Education Requirement: Students must earn a minimum of 16 credits of General Education taken from the General Education /Discipline Studies List. These credits must come from courses taken in the following categories:

      • Arts and Letters
      • Social Sciences
      • Science/Math/Computer Science

   The 16 credits must include at least one course with a minimum of three credits from each category. General Education requirements for the AGS degree will be waived for students who enroll at PCC with an AA, AAS, AGS, AS, BA, BS degree or higher from a regionally accredited institution or foreign equivalent.

   B. Basic Competency Requirements in writing and math for the AGS degree:

      Writing: Competency in writing must be demonstrated by either:

      • 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

      Students with AA, AAS, AGS, AS, BA, BS degrees or higher from a regionally accredited institution or foreign equivalent, will have the basic competency in writing (WR 121) waived

      Math: Competency in mathematics must be demonstrated by:

      • 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

   C. Elective Credit Requirements - All students must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective credits may apply from any course numbered 100 or higher (either lower division collegiate or career technical). Elective credit limitations are:

      • Maximum of six credits (100 level and above) of Physical Education (PE) may apply
      • Maximum of six one-credit Management/Supervisory Development (MSD) workshops may apply
      • Maximum of 24 credits of Occupational Skills Training (OST) classes may apply

Policy/Standard Name: Associate Degree Requirements-Associate of General Studies (AGS)
Policy/Standard Identifier: A104
Authority:
Units responsible for review and update: Degrees and Certificates Committee, Registrar
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2016
Effective Date: Fall 2016
Prior Versions: Yes
Associate Degree Requirements -
Associate of Science Degree (AS)

The Associate of Science degree is designed for students planning
to transfer credits to baccalaureate degree programs at four-year
institutions. It allows more freedom in course selection than the
Associate of Arts Oregon Transfer degree, but does not guarantee
that students will be accepted as having completed all lower division
comprehensive and General Education requirements for a baccalaureate
degree. In selecting coursework, students should contact advisors at PCC
and at the institution to which they will transfer in order to determine the
requirements of their baccalaureate major.

The Associate of Science (AS) degree is awarded to students who meet
the following:

1. **Associate Degree Comprehensive Requirements.**
2. **Associate of Science Requirements:**
   a. Courses listed below must be completed with a grade of “C” or “P”
      or better.
      - **Writing**: All candidates must complete 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
      - **Health**: 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).
      - **Math**: 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
   b. **Discipline Studies Requirements**: Students must earn a minimum
      of 21 credits taken from the General Education/Discipline Studies
      List. A minimum of 7 credits must be earned in each of the
      following distribution areas:
      - Arts and Letters
      - Social Sciences
      - Science/Math/Computer Science
   c. **AS Elective Credit Requirements**: All candidates must complete
      elective credits to meet the overall requirement of 90 credits
      for this degree. Elective credits may include any lower division
      collegiate courses (course level of 100 or higher). A maximum of
      3 credits of Physical Education (PE) courses may be applied to
      this degree.

* Basic writing and math competency will be met by these
  requirements.

**Policy/Standard Name:** Associate Degree Requirements-Associate of
Science (AS)
**Policy/Standard Identifier:** A105
**Authority:**
**Units responsible for review and update:** Degrees and Certificates
Committee, Registrar
**Approval:** College President
**Responsibility:** Vice President for Academic and Student Affairs
**Date of Final Approval:** May 2016
**Effective Date:** Fall 2016
**Prior Versions:** Yes
Associate Degrees - Comprehensive Requirements

Students earning an associate's degree from Portland Community College (PCC) must successfully complete the Associate Degree Comprehensive Requirements listed below along with additional requirements for specific associate's degrees. In addition, each degree requires basic competencies in Writing and Math. Competency requirements vary by associate's degree. Please check the competency requirements for specific degrees.

Comprehensive Requirements

1. All candidates must earn a minimum of 90 credits which count toward an associate's degree. Credit courses numbered below 100 cannot be used to fulfill the 90 credit minimum requirement for any degree.

2. Residency Requirement:
   • All candidates for a degree at PCC must accumulate at least 30 quarter hours of satisfactory work at PCC to establish residency. Non-traditional credit, credit transferred from another institution, or challenge credit cannot be used to establish the 30 quarter-hour residency requirement.
   • Twenty-four of the credits earned at PCC must apply to the specific associate's degree the student is pursuing.

3. All candidates for a degree must have a 2.0 grade point average (C average) or higher.

4. Associate Degree Comprehensive Requirement limits are:
   • PCC courses approved to be repeated for credit other than Cooperative Education may only be applied once in meeting a PCC degree or certificate requirement. Students may take a course additional times for credit, if the course is so designated, but those additional credits may not be used toward fulfilling PCC degree or certificate requirements. Certain CTE programs have exceptions to this requirement. Contact programs for information.
   • A maximum of 12 credits of Cooperative Education courses may be applied to the degree. Specific AAS degrees that deviate from this maximum will state the degree maximum up to 24 credits (12 credits per year) in the degree requirements for the specific AAS Degree.
   • A maximum of 9 credits of 199 or 299 experimental courses may be applied to the degree.
   • A maximum of 24 credits of English for Speakers of Other Languages (ESOL) courses may be applied to the degree.
   • A maximum of 24 credits of “P” (Pass) grades will apply to any degree. Specific AAS degrees that deviate from this maximum will state the degree maximum in the degree requirements for the specific AAS degree.

Policy/Standard Name: Associate Degrees-Comprehensive Requirements
Policy/Standard Identifier: A106
Authority:
Units responsible for review and update: Degrees and Certificates Committee, Registrar
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2012
Effective Date: September 2012
Associate Degree Requirements - General Education

The Philosophy Statement

The faculty of Portland Community College affirms that a prime mission of the College is to aid in the development of educated citizens. Ideally, such citizens possess:

- understanding of their culture and how it relates to other cultures
- appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- understanding of themselves and their natural and technological environments
- ability to reason qualitatively and quantitatively
- ability to conceptually organize experience and discern its meaning
- aesthetic and artistic values
- understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate’s degree programs represents a major part of the College’s commitment to that process.

Approval of General Education Requirements

General Education requirements for degrees are recommended to the administration for approval by the EAC Degrees and Certificates Committee and the EAC. Candidates for any PCC associate’s degree must satisfactorily complete the specific General Education requirements for that degree. Check specific degree requirements for details.

The General Education credits must come from the approved PCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

* Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from an advisor or counselor.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum/General Education Committee of the Educational Advisory Council.
Advisory Committees

Advisory Committees guide the development of and provide ongoing assistance to career technical education (CTE) programs.* The Advisory Committee and the faculty and staff of the corresponding CTE program are to work together to ensure that the program addresses current business, industry, labor and/or professional employment needs.

Advisory Committees for non-CTE programs may be developed with the approval of the Vice President for Academic and Student Affairs.

When the establishment of a new CTE program is under formal consideration, an ad hoc Advisory Committee shall be formed to guide the development of the program. When full state approval for the program is granted, a permanent Advisory Committee shall be established using the Advisory Committee Guidelines, which gives guidance about the membership and duties of Advisory Committees.

Advisory Committee membership and meeting minutes shall be recorded with the office of the Dean of Academic Affairs [academicaffairs@pcc.edu].

* Includes occupational preparatory and occupational supplementary courses and/or programs.

Policy/Standard Name: Advisory Committees
Policy/Standard Identifier: A108
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: June 2015
Effective Date: Summer Term 2015
Prior Versions: Yes
Academic Standards and Student Progress

Portland Community College degree-seeking students who are not making satisfactory academic progress will be provided the opportunity to access services and resources designed to support learning and achievement of academic goals.

Individuals not making satisfactory academic progress, as defined in this policy, may be denied early registration opportunities or continued admission.

Standards of Satisfactory Academic Progress (SAP)

Currently enrolled student who have declared a major must maintain satisfactory academic progress in the following two ways:

1. Maintain a cumulative Grade Point Average (GPA) of 2.0 or higher
   AND
2. Successfully complete 2/3 (66.67%) of attempted credits per term

Students will be classified in one of four levels of academic standing, based on their academic progress:

1. Good Standing
2. Academic Warning
3. Academic Probation or Continued Probation
4. Academic Suspension

Students failing to meet the Standards of Satisfactory Academic Progress (SAP) shall be alerted by the College and provided information regarding resources, as well as procedures designed to support improved academic performance.

Policy/Standard Name: Academic Standards and Student Progress
Policy/Standard Identifier: A109
Authority: Units responsible for review and update: Student Development Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: June 2011
Effective Date: June 2011
Prior Versions: Yes
Degree and Certificate Substitution Standards

Students have the right to petition for the substitution of alternate coursework to meet degree and/or certificate requirements.

Petitions for substituted coursework in the AS, ASOT, AAOT, and AGS degrees are only approved in cases of documented disability. Students must follow the established process to petition for a substitution within one of these degrees.

Substitution of coursework in the major field for AAS degrees and CTE certificates requires approval by the chair of the department from which the student is earning the degree/certificate or program advisor, if so designated by the chair. Substituted courses must be consistent with degree outcomes. A rationale for the appropriateness of the substitution is required with the approval.

All substitutions must meet state guidelines for each degree or certificate as established by the state (CCWD) degree/certificate rules. The Registrar’s office provides institutional approval for substitution decisions based on accreditation standards, government regulations, and degree outcomes.

Substituted coursework cannot exceed 30% of the student’s major-specific coursework, including electives. General Education, foundational competency requirements, and related instruction courses cannot be substituted with alternate coursework, except in cases of documented disability.

Disagreements between the Registrar and the Faculty Department Chair may be appealed to a three-dean panel including the involved Division Dean, the Campus Dean of Instruction and a third dean of the administration’s choice.

Policy/Standard Name: Degree and Certificate Substitution Standards
Policy/Standard Identifier: A110
Authority:
Units responsible for review and update: Degrees and Certificates Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2016
Effective Date: Fall 2016
Prior Versions: No
Associate of Science Oregon Transfer-Business Degree (ASOT-BUS)

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. Students completing the ASOT-BUS will have met the lower-division General Education requirements of an Oregon public university’s baccalaureate degree program. Students transferring will have junior status for registration purposes.

Admission to the Business School of an Oregon public university is not guaranteed upon completion of the ASOT-BUS degree. Some institutions have specific requirements for admission to their Business program. Examples include: a higher minimum GPA requirement, a requirement that specific courses within the ASOT-BUS be taken for a letter grade (meaning that courses taken P/NP will not be accepted), or additional coursework beyond that included in the ASOT-BUS degree be taken for a letter grade (courses taken P/NP will not be accepted), or additional coursework beyond that included in the ASOT-BUS degree be taken for a letter grade. Students are advised to contact their Oregon public university and seek entry into that institution's Business program.

The ASOT-BUS is awarded to students who meet the following:

1. **Associate Degree Comprehensive Requirements**

2. **Associate of Science Oregon Transfer-Business Requirements**

All courses must be passed with a grade of "P" or "C" or better. Students must have a minimum cumulative GPA of 2.0 at the time the ASOT-BUS is awarded.

- **A. Foundational Requirements**: Courses must be a minimum of three credits.
  - **Writing**: Writing: WR 121 and either WR 122 or WR 227. A student must have at least eight credits of writing; student may need to complete WR 121, WR 122, and WR 227 to meet the eight credit requirement.
  - **Oral Communication**: COMM 111 or COMM 112 or COMM 214 or SP 113
  - **Math**: A minimum of three MTH courses for which Intermediate Algebra is a prerequisite. One course must be Statistics.
  - **Computer Applications**: Students must demonstrate proficiency in word processing, spreadsheet, database, and presentation software by the successful completion of BA 131 or CAS 133, and CAS 170 or CAS 171.

- **B. Discipline Studies**: Students must complete at least 11 Discipline Studies courses from the General Education/Discipline Studies List. All courses in Discipline Studies must be a minimum of three credits. A course may count toward Foundational Requirements or Discipline Studies but not both.
  - **Arts and Letters**: Complete at least three courses chosen from at least two disciplines in this area
  - **Social Sciences**: Complete 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.
  - **Science/Math/Computer Science**: Complete 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.
  - **Cultural Literacy**: Students must select one course from any of the Discipline Studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 11 required Discipline Studies courses.

- **C. Business-specific requirements**: Each course must be completed with a "P" or "C" or better. BA 101, BA 211, BA 212, BA 213, and BA 226. BA 226 may be replaced by any other faculty-approved 200-level BA course.

- **D. Elective credit requirements**: All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective courses may be any number of credits. Elective credits may include any lower division collegiate course. A maximum of 12 credits of Career and Technical Education courses may be applied to this degree. One-credit Management/Supervisory Development (MSD) workshops may not be applied to this degree. A maximum of three credits of Physical Education (PE) may be applied to this degree.

**University Specific Prerequisites, Recommendations**

Each Oregon public university has different requirements for its Business program; in some cases, meeting the minimum requirements of the ASOT-BUS degree will not fulfill the eligibility requirements for admission to the school’s Business program. Examples of eligibility requirements include: a higher minimum GPA for admission than is required for the ASOT-BUS, a requirement that specific courses within the ASOT-BUS be taken for a letter grade (courses taken P/NP will not be accepted), or additional coursework beyond that included in the ASOT-BUS. Students are advised to contact their Oregon public university destination’s Business program early in the first term of their ASOT-BUS course work to be advised of admission requirements.

**Policy/Standard Name**: Associate Degree Requirements-Associate of Science Oregon Transfer-Business (ASOT-BUS)

**Policy/Standard Identifier**: A113

**Authority**: Oregon Joint Boards Articulation Commission (JBAC), Community College and Workforce Development

**Units responsible for review and update**: Degrees and Certificates Committee, Registrar

**Approval**: College President

**Responsibility**: Vice President for Academic and Student Affairs

**Date of Final Approval**: May 2016

**Effective Date**: Fall 2016

**Prior Versions**: Yes
Certificates

Some Career Technical Education (CTE) departments offer certificates ranging from 12-108 credits to students who complete the course of study with a minimum 2.0 grade point average. Specific courses required for each certificate program, including any General Education requirements, are listed in the Programs and Disciplines section of the catalog.

PCC courses approved to be repeated for credit, other than Cooperative Education courses, may be applied only once in meeting a PCC degree or certificate requirement. Students may take a course additional times for credit, if the course is so designated, but those additional credits will not be used to fulfill PCC certificate requirements. Certain CTE programs have exceptions to this requirement; contact the appropriate department for information.

Credit courses, numbered below 100 cannot be used to fulfill the credit minimum requirements for certificates.

Certificate Requirements:

Two-Year (61-108 credits) Certificate Requirements
1. At least 24 credits must be earned at PCC, 18 of which must apply to the certificate requirements.
2. The final 9 credits that apply to the certificate must be earned at PCC; the department chair may waive this requirement if the student can demonstrate currency in the field.
3. A maximum of 24 credits of “P” (Pass) grades will apply to most Two-Year Certificates. Certain CTE programs have exceptions to this requirement as stated in the requirements for the specific Two-Year Certificate.
4. A maximum of 12 credits of Cooperative Education courses may be applied to most Two-Year Certificates. Certain CTE programs have exceptions to this requirement but no program can exceed 24 credits (12 per year); these exceptions are defined in the requirements for the specific Two-Year Certificate.
5. A maximum of 9 credits of 199 and 299 experimental courses may be applied to a Two-Year Certificate.

One-Year (45-60 credits) Certificate Requirements
1. At least 12 credits must be earned at PCC, 9 of which must apply to the certificate requirements.
2. The final 9 credits that apply to the certificate must be earned at PCC; the department chair may waive this requirement if the student can demonstrate currency in the field.
3. A maximum of 12 credits of “P” (Pass) grades will apply to most One-Year Certificates. Certain CTE programs have exceptions to this requirement as stated in the requirements for the specific One-Year Certificate.
4. A maximum of 12 credits of Cooperative Education courses may be applied to most One-Year Certificate.
5. A maximum of 9 credits of 199 and 299 experimental courses may be applied to a One-Year Certificate.

Less-Than-One-Year (12-44 credits) Certificate Requirements
1. At least 6 credits must be earned at PCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at PCC; the department chair may waive this requirement if the student can demonstrate currency in the field.
3. A maximum of 8 credits of “P” (Pass) grades will apply to most Less-than-One-Year Certificates. Certain CTE programs have exceptions to this requirement as stated in the requirements for the specific Less-than-One-Year Certificate.
4. A maximum of 9 credits of 199 and 299 experimental courses may be applied to a Less-than-One-Year Certificate.
5. A Career Pathway Certificate is a specific type of Less-than-One-Year Certificate, consisting of courses that are wholly contained within an AAS degree, a One-Year Certificate, or a Two-Year Certificate to which the Career Pathway Certificate is linked. All requirements for the Less-Than-One-Year Certificate apply to Career Pathway Certificates.

Employment Skills Training
Some CTE departments offer the Employment Skills Training Certificate (EST). The EST is an individualized certificate ranging from 12-44 credits that prepares a student for a specific job. Students should contact the appropriate CTE department to find out whether it offers the EST. More information can be found here: http://catalog.pcc.edu/programsanddisciplines/employmentskillstraining/.

Policy/Standard Name: Certificates
Policy/Standard Identifier: C100
Authority:
Units responsible for review and update: Degrees and Certificates Committee, Registrar
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: June 2016
Effective Date: Fall 2016
Prior Versions: Formerly included in G303, Granting Degrees and Certificates
Continuing Education Units (CEU)

Definition

The Continuing Education Unit (CEU) is designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education. CEUs must be consistent with the Mission and Goals of PCC [http://www.pcc.edu/about/administration/board/policies/b101.html], and characterized by high quality instruction with qualified instructors.

CEUs provide the opportunity for individuals to have recognition of their efforts to update/broaden their occupational knowledge, skills, or attitudes. Records of CEUs successfully completed provide a framework within which individuals can develop and achieve long-range educational goals through a variety of educational options. Having readily available permanent records permits individuals to maintain and transmit to others a record of their life-long occupationally-related learning experiences.

The most common uses of a CEU record or transcript by an individual are to supply an employer or prospective employer with information on continuing education and training experiences pertinent to occupational competence; and to provide documentation to registration boards, certification bodies, or professional and occupational societies, of continuing education undertaken to maintain or increase professional competence. CEUs are only available for occupational upgrading purposes.

A request for Continuing Education Unit instruction may originate from an individual, an employer, or a professional association. In addition, PCC staff may identify the need for CEUs within business, industry, labor, government, and/or professional organizations. When a need has been identified, a PCC staff member will validate the need for the CEU instruction with their department administrator.

Examples of Activities that Do Not Qualify for CEU Include:

- Association Membership and Certification Programs - Non-educational activities of professional, occupational, or other organizations that otherwise may be used to qualify for professional and occupational membership or certification.
- Committee Work - Committee meetings, activities, and assignments.
- Credit Programs - CEUs and academic credit, for secondary or post-secondary courses and programs, may not be awarded simultaneously. There is no relationship between CEUs and academic credit. Academic credit applies specifically to certificate/degree requirements and CEUs are not awarded to individuals for that purpose.
- Entertainment and Recreation - Attendance at cultural performances, entertainment, recreational meetings, or participation in travel groups.
- High-School Equivalency - Programs leading to high-school equivalency certificates or diplomas.
- Individual Scholarship - Independent writing or the presentation of papers outside of a planned, directly supervised continuing education experience that fulfills CEU criteria.
- Mass Media Program - Programs delivered through the media (e.g., television, radio, newspaper), unless these activities are an integral part of a planned continuing education experience that qualifies under CEU criteria.
- Conferences and Conventions - Meetings, conferences, and conventions of professional/occupational organizations do not automatically qualify. However, specifically organized courses, workshops or seminars held in conjunction with meetings, conferences, or conventions may qualify for CEUs when the CEU criteria are met.
- Instructing - Instructing or leading a continuing education experience for which CEUs are awarded.
- Work Experience - On-the-job training and other work experiences unless the experience is offered according to CEU criteria. Prior life/work experiences.

Approval and Administration

One Continuing Education Unit is defined as 10 contact hours of participation (with 1 contact hour defined as 60 minutes), in an organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction. The State of Oregon’s Community Colleges & Workforce Development Department [http://www.oregon.gov/ccwd/Pages/index.aspx] requires that CEU courses be between 1 and 210 contact hours. Fractional CEUs may be awarded down to the minimum increment of 0.3 CEU for the successful completion of 3 lecture hours.

A Course Content & Outcomes Guide (CCOG) must be developed according to PCC's preestablished standards. Read more at the Curriculum Office’s "CCOG" page [http://www.pcc.edu/resources/academic/ccog/index.html]. CCOGs must be completed and on file with the instructional department prior to offering the CEU instruction.

The CEU course development process is explained at the PCC Curriculum Office web page in the section for "Stand-alone Courses." Links to various application/request forms are provided at the same page: Developing Stand-Alone Courses [http://www.pcc.edu/resources/academic/eac/curriculum/Stand-aloneCourseDevelopment.html].

CEUs may not be awarded for anything less than what was originally approved for a given CEU number and title.

Documentation of the instructor's qualifications will be kept on file in the department offering the CEU course.

The requirements for the successful completion of CEU instruction are to be established prior to the offering and provided to the students at the first session. Requirements should include demonstrations of competence based on course objectives, attendance, or a combination of the two. When attendance is the only determinant of successful completion, the criteria for successful completion should be attendance at a minimum of 90% of the class sessions.

The grades recorded for CEU instruction will be in accordance with G301-Grading Guidelines [http://catalog.pcc.edu/handbook/g301-gradingguidelines/]. Grades are available through MyPCC at the end of each term in the same manner as presented in credit classes.

CEU students register for CEU courses using established registration processes.

A PCC student record will be established that includes name and student identification number, title of the CEU course, term and year of completion, number of CEUs awarded, and an indication as to whether or not the student has successfully completed the CEU instruction. The
permanent CEU transcript will be maintained for each student who has enrolled in a CEU course, and can be separate from the transcript for work taken in a credit program.

**Evaluation**

A department offering CEU instruction is responsible for the evaluation of course content and instructor. Evaluation procedures must include feedback from students, employers and/or professional organizations, and instructors. Evaluations will be kept on file with the department offering the CEU course.

Policy/Standard Name: Continuing Education Units (CEU)
Policy/Standard Identifier: C101
Authority:
Units responsible for review and update: Academic Policies and Standards Committee, Curriculum Office
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: June 2010
Effective Date: Summer 2010
Prior Versions: Yes
Course Challenge

Definition

A Course Challenge may be requested when a student believes s/he satisfies the content and outcome objectives of a current PCC course through prior experiential learning.

Not all courses can be challenged. Each Subject Area Committee (SAC) shall determine which of its courses can be challenged. (See: S701 Subject Area Committees (p. 30).)

The challenge measurement and process established by the SAC shall assess whether a student has met the course content and outcome objectives so credit can be awarded.

Course challenge credits may not be used to meet the college residency requirement.

Course challenges shall not exceed 25% of the student’s degree or certificate credits in accordance with accreditation standards.

A course may be challenged only once. A student cannot have been previously enrolled or be currently enrolled after the published drop deadline in a course s/he wishes to challenge.

An instructor who teaches the course shall determine the grade earned by the student in accordance with the SAC-established grading standard for the course. The grade shall be submitted through the faculty department chair, division dean, or administrative supervisor and shall be recorded on the student’s transcript as credit by challenge. In the event that the instructor is also the faculty department chair, the grade shall be submitted through his/her division dean or administrative supervisor.

Requirements for Students

1. Have completed credit courses at PCC or be currently registered in credit courses at PCC.
2. Accept responsibility for determining if the challenge credit is transferable to another institution.
3. Have the approval of the faculty department chair, division dean, or administrative supervisor if the course is challengeable.
4. Pay the non-refundable fees/tuition for each course challenge.
5. Complete each course challenge by the end of the term in which it was approved.

Policy/Standard Name: Course Challenge
Policy/Standard Identifier: C102
Authority: N/A
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: January 2013
Effective Date: Spring 2013
Prior Versions: Yes
Credit Guidelines

Critical Elements of Credit Instruction

- Credit Courses must have defined learning outcomes and have established criteria for successful completion. Assessments will be used to evaluate attainment of outcomes.
- Instruction will be delivered by instructors who have been determined to meet qualifications established for the discipline as recommended by the Subject Area Committee (SAC) and approved by the administration.
- Consideration is given to the relevant academic preparation and prerequisites established as appropriate.
- Credit courses must be applicable to a degree or certificate (unless approved as a stand-alone occupational preparatory course – see Oregon Community Colleges and Workforce Development Handbook). Courses that are below 100# level may not always be applicable to a degree or certificate but may serve as a prerequisite for a course that is applicable to a degree or certificate.

Establishing and Revising Credits in Courses

New credit courses and any change in course credit or clock hours are recommended by the SAC, the SAC Administrative Liaison, the Curriculum Committee, and Deans of Instruction for approval by the Vice President for Academic and Student Affairs. Credit is based on in-class or equivalent hours and student out-of-class work. PCC operates in the quarter system, in which one credit is based on, or equivalent to, 30-36 hours of academic engagement. When equating clock or contact hours to credit hours, one credit in the following types of courses is represented by:

- Lecture - 10 to 12 clock hours of instruction plus a minimum of 20 hours of out-of-class student work
- Lecture/lab - 20 to 24 clock hours of instruction plus a minimum of 10 hours of out-of-class student work
- Lab - 30 to 36 clock hours of instruction
- Cooperative Education/Clinical - 30-36 clock hours of supervised or semi-supervised instruction consisting of work experience in which a college instructor visits the work site periodically but primary supervision is from the employer or other individual contracted to provide the work experience
- Seminar - 10 to 12 clock hours in class plus a minimum of 20 hours of out-of-class student work (Example: Cooperative Education Seminar 280)
- Independent Study - A minimum of 30 hours of student involvement equals one credit hour

For courses in which instruction is less clearly tied to clock hours, such as courses that might be offered exclusively online, the SAC will present evidence of equivalency that reasonably approximates the minimum hours of student engagement.

Definition (from 34 CFR Section 600.2)

Credit Hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than –
Enrollment

- Students enrolling in credit courses at Portland Community College (PCC) for the first time must complete the admissions process.
- Students new to PCC who are enrolling in credit courses must complete an orientation designed specifically for new students and complete an assessment of their basic skills before they register.
- All students are strongly encouraged to use the services of the Academic Advising Centers.
- Students performing below requisite skill levels in areas such as reading, writing, math, and computer literacy, are advised to enroll in courses to upgrade their skills.
- Students must meet prerequisites for course and programs, if applicable.
- Students may not enroll in courses with concurrent or overlapping meeting times.

Policy/Standard Name: Enrollment
Policy/Standard Identifier: E201
Authority:
Units responsible for review and update: Registrar, Student Development Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: February 2016
Effective Date: February 2016
Prior Versions: Yes
Experimental Courses

All programs are authorized to offer Experimental Courses for the purpose of introducing new materials on a trial basis. The following designations shall be used:

XXX 199X or XXX 299X Course Title (e.g., ART 299B)

Experimental Courses shall be approved by the appropriate Subject Area Committee (SAC), the SAC's administrative liaison, and the Dean of Instruction responsible for the SAC. A course outline, including the course description and learning outcomes, must be filed with the Curriculum Office, but no other approvals will be required.

Experimental Courses shall be offered a maximum of two terms, unless a third-term offering exception is granted by the Chair of the Curriculum Committee (CC) with the notification of the CC, after which the course material may only be offered as a conventionally-numbered course that has been approved following the normal course approval process. These two (or three) terms must occur within a single 15-month period.

Except as provided in the "Granting Degrees and Certificates Policy (p. 24)," degree and certificate candidates shall be limited to the use of 9 credits of Experimental Courses in their degree or certificate requirements.

Policy/Standard Name: Experimental Courses
Policy/Standard Identifier: E202
Authority: Curriculum Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: February 2010
Effective Date: Winter 2010
Prior Versions: Yes
Grading Guidelines

Roles and Responsibilities
1. Students shall be responsible for reading about and selecting a grading system option for each class they take at PCC as a condition of completing their registration for classes either on-line or in-person.
2. Students shall be responsible for ensuring the accuracy of their final grades on their Academic Transcripts.
3. Students shall be responsible for reading about and making any permitted changes to their grading system option subsequent to their registration.
4. Students receiving financial aid should consult a Financial Aid Advisor prior to taking any steps described herein.
5. Faculty inform students regarding their standing in class and existing petition processes for extraordinary situations, and refer students to other appropriate advisors for issues outside the classroom related to tuition, financial aid, and graduation.
6. Faculty record earned grades for Students according to each Student’s choice as described herein.
7. Subject Area Committees (SAC) may specify whether a specific grade system option is available for each course in its domain.

Traditional Grading System
1. The traditional grade system uses A, B, C, D, and F, as defined under “Grade Definitions.”
2. If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course’s term by completing the approved registration process.
3. SACs may specify whether this grade system option is unavailable for each course in its control.
4. Degree or certificate requirements may only allow specific grade system options.

Pass/No Pass System
1. This grade system uses P and NP as defined under “Grade Definitions.”
2. Transfer Students should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree and frequently recalculate the Student’s grade point average by weighing each P as if it were a C or D and each NP as if it were an F from the traditional graded system.
3. If available, students may select this grade system option at registration or change to this grade system option at any time during the first 80% of a course’s term by completing the approved registration process.
4. SACs may specify whether this grade system option is unavailable for each course in its control.
5. Degree or certificate requirements may only allow specific grade system options.

Attendance
1. Students are expected to attend all classes in which they are enrolled.
2. Repeated absences will affect a student’s grade.
3. Students are responsible for dropping or withdrawing from registered classes by completing the official drop/withdrawal process.
4. Students who stop attending and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student.
5. Students having excessive absences and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student.
6. Faculty must record the last date attended for students that earn an F or NP.
7. Faculty may assign a mark of NS (see “Marks”) and deny access to students who do not attend the first class session. These Students will be dropped by Registration.
8. Faculty may assign a mark of NS (see “Marks”) and deny access to Students who do not attend the published drop deadline. These Students will be dropped by Registration.
9. Students who fail to attend or stop attending classes and fail to drop those classes by the published drop deadline will be responsible for the associated tuition and fees.

Grade Definitions

A Superior
1. Honor grade indicating excellence.
2. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance.
3. Probable success in a field relating to the subject or probable continued success in sequential courses.

B Above average
1. Honor grade indicating competence.
2. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance.
3. Probable continued success in sequential courses.

C Average
1. Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance.
2. Sufficient evidence of ability to warrant entering sequential courses.

D Substandard but receiving credit
1. Substandard grade indicating the Student has met only minimum requirements as outlined by the instructor in the course handout.
2. Earned as a result of some or all of the following: low examination scores; generally inaccurate, incomplete or late assignments; inadequate grasp of abstract ideas; barely acceptable mastery of pertinent skills; irregular attendance; insufficient evidence of ability to make advisable the enrollment in sequential courses.
3. Does not satisfy requirements for entry into courses where prerequisites are specified.

**F Failure**
1. Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores; inaccurate, incomplete or late assignments; failure to cope with abstract ideas; inadequate mastery of pertinent skills; and repeated absence from class.
2. Does not satisfy requirements for entry into courses where prerequisites are specified.
3. Faculty must record the last date attended for students that earn an F.

**P Pass**
2. A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system.
3. The P grade is disregarded in the computation of the PCC grade point average.
4. This grade is available only when a student has selected the pass/no pass grade system option during the first 80% of a course’s term.

**NP No Pass**
1. Unacceptable performance.
2. A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system.
3. The NP grade is disregarded in the computation of the grade point average.
4. This grade is available only when a student has selected the pass/no pass grade system option during the first 80% of a course’s term.
5. This grade is to be used only by the Student Records Office when a student has never attended class. These students will be dropped by Registration.

**Grading Guidelines**

**Mark Definitions**

**SC Satisfactory Completion**
The mark used when a student satisfactorily completes continuing education units (CEUs).

**NSC Not Satisfactory Completion**
The mark used when a Student does not satisfactorily complete continuing education units (CEUs).

**I Incomplete**
1. At the time final course grades are recorded, the instructor may, with the consent of the student, record an “I” mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress.
2. This shall only be done by signed written agreement with a requesting student and a copy shall be left on file with the division administrative staff.
3. Such written agreements shall describe the missing requirement, the basis for the requirement’s evaluation, the effect on the final grade computation, and the completion date (within one year) for that requirement.
4. If no replacement grade for an “I” mark shall have been provided by the course Instructor within one calendar year, the “I” mark shall automatically be changed to and “F” or “NP” depending on the grade system option (chosen by the student) in effect at the time the “I” mark was originally recorded.
5. This mark does not entitle the student to repeat a course without paying tuition.
6. It may be impossible to receive this mark in some courses where, for example, equipment usage is required.

**W Withdrawal**
1. This mark is to be used only by the Student Records Office when a Student has completed the official withdrawal process after the published drop deadline and before the published withdrawal deadline.

**CIPR Course in Progress, Re-Register**
1. A mark used only for designated classes.
2. To receive credit, Students must re-register because equipment usage is required.
3. This may include courses in modular or self-paced programs.
4. This mark may also be used in a skills-based course to indicate that the Student has not attained the skills required to advance to the next level.
5. If the course is not completed within a year, the CIPR changes to an AUD (Audit) on the transcript unless the course was repeated and a grade earned.

**CIP Course in Progress**
1. A mark used only for designated classes in modular or self-paced programs that do not conform to the normal academic calendar.
2. If the course is not completed within a year, the CIP changes to an F or NP (No Pass) on the transcript, based on the Student’s prior grading system option, unless the course was repeated and a grade earned.
3. A Student does not need to re-register for the course.

**AUD Audit**
1. This mark may be used only by Registration.
2. The AUD mark, when allowed, permits a Student to attend a course without receiving a grade or credit for the course even though tuition and fees must be paid.
3. To be assigned an AUD mark, a Student must obtain permission from their Instructor and notify Registration prior to the published drop deadlines.
4. SACs may specify whether this mark is available for each course in its control.
5. Does not satisfy requirements for entry into courses where prerequisites are specified.

**NS No Show**
1. This mark is assigned by faculty before the published drop deadlines to indicate that a student has never attended class. These students will be dropped by Registration.
2. If Faculty fail to assign an NS mark to Students who never attend class, and if those Students fail to drop or withdraw before the published deadlines, then they will earn a grade of F or NP according to the grading system option selected by the student at the time of registration.
R Repeated
1. This mark may be used only by Registration. See “Repeated Courses.”

Transcript Miscellany
Repeated Courses
1. All grades earned will appear on the transcript.
2. The most recent grade earned for a course will be calculated into the GPA and the total credits earned; all other grades earned for that course will be excluded from the GPA and the credits earned. If a course can be taken more than once for credit, the oldest grade for that course will be excluded only when the repeat limit is exceeded.

Computing Grade Point Averages
1. Grade points are computed on the basis of four points for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.
2. Grades of P and NP and marks of SC, NSC, I, W, X (no longer available for use), CIP, CIPR, R, NS, and AUD are disregarded in the computation of the grade point average.
3. The grade point average is the quotient of the total points divided by the total credits in which A, B, C, D, and F are received.

Grade Changes
1. All grade change requests must be submitted by the Instructor within one year of the end of the course, including grade changes made as a result of resolving a disputed grade.
2. If a grade dispute cannot be resolved with the Instructor, the Student may follow the student grievance or complaint process.
3. If the Instructor is no longer employed by PCC and, following a good faith effort to contact the Instructor, the Instructor is not available for consultation, grade changes can be made by the appropriate Division Dean providing there is sufficient evidence to make the change.

Withdrawal
1. Prior to the published drop deadlines, Student shall be able to drop any registered class by completing the official drop/withdrawal process.
2. Such action by the Student shall result in no charges for the course or courses (or reimbursement if charges have already been paid); the course or courses shall be removed from their transcript.
3. Students shall be able to withdraw from any registered class by completing the official drop/withdrawal process before the published withdrawal deadline.
4. This action shall result in a grade of W appearing for the course or courses on the transcript.
5. Students must withdraw before the published withdrawal deadline or a grade will be assigned by the instructor.

Time periods referring to “published drop deadlines” and “published withdrawal deadlines” are different for each term.

Policy/Standard Name: Grading Guidelines
Policy/Standard Identifier: G301
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: March 2011
Granting Degrees and Certificates

A complete listing of Portland Community College's degree and certificate programs and transfer disciplines can be found in the Programs and Disciplines [http://catalog.pcc.edu/programsanddisciplines/] section of the catalog.

To earn an associate's degree or a certificate, students must meet the requirements in the catalog that is current when they earn their first credit(s) at PCC, unless they choose to meet the requirements of a later catalog. However, students who do not earn at least one PCC credit each academic year lose the right to meet the requirements of their original catalog. They must then meet requirements of the current catalog at the time they resume work on their degree or certificate at PCC, or a later catalog. Students who have not been consecutively enrolled (earning at least one credit per academic year) at the time of degree or certificate completion, must meet the requirements of the most current catalog.

An edition of the catalog is valid for six academic years. Some programs may impose shorter time limits on accepting credits for degree or certificate requirements.

Students at Portland Community College will receive degrees and/or certificates based upon an institutional awarding standard. The College will grant degrees and/or certificates upon completion of requirements for the student’s recorded program of study. Opting out of an institutional award requires completing the appropriate request through the Student Records office. Multiple credentials may be institutionally awarded within a student's program of study. For details regarding this standard, see the Graduation web page [http://www.pcc.edu/resources/graduation/].

For Certificate Requirements
See Handbook section C100 (p. 14)

For Associate’s Degree Requirements
See Handbook Sections, A102 (p. 4), A103 (p. 5), A104 (p. 6), A105 (p. 7), A106 (p. 8), and A113 (p. 13)

Policy/Standard Name: Granting Degrees and Certificates
Policy/Standard Identifier: G303
Authority: N/A
Units responsible for review and update: Registrar, Degrees and Certificates Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2016
Effective Date: Fall 2016
Prior Versions: Yes
Honor Roll Standards

Portland Community College shall recognize academic excellence based on Grade Point Average (GPA*). Honors shall be awarded at the end of each term and upon completion of a degree or a certificate.

Term Honors are awarded at the end of each term. To be eligible, a student must have earned at least six credits graded A - F in the term. The following Term Honors shall be awarded:

Honor’s List: 3.25 - 3.49 GPA
Dean’s List: 3.50 - 3.74 GPA
President’s List: 3.75 - 4.00 GPA

Highest Honors are awarded upon completion of a degree or certificate to each student who has earned a cumulative GPA of 3.75 or higher. All transcripted degrees and certificates are eligible for Highest Honors.

*GPA is computed on Portland Community College grades only. See G301 for calculation of GPA.

Policy/Standard Name: Honor Roll Standards
Policy/Standard Identifier: H301
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: February 2014
Effective Date: Spring 2014
Prior Versions: Yes
Instructor Qualifications

Minimum qualifications for all new instructional faculty employed by or contracting with the college, are set forth below. Instructor qualifications specified here do not apply to Community Education or Continuing Education instructors.

1. Instructor qualifications are recommended by the Subject Area Committees (SACs) and approved by the administration. Instructor Qualifications should generally align with the criteria listed below in 2, 3 and 4; however, SACs may recommend specific, alternative, or additional, qualifications (such as identification of degrees within the subject and related areas, professional registration, government certification, familiarity with special equipment or software). The process for recommending and securing approval for SAC-specific Instructor Qualifications and the index of such qualifications are outlined on the Instructor Qualifications website; see 10 below.

2. Lower Division Collegiate (LDC) and English for Speakers of Other Languages (ESOL) instructors shall meet one of the following sets of criteria as recommended by the appropriate SAC:
   a. hold a master’s degree in the subject area or
   b. hold a master’s degree in a related area and have completed at least 30 quarter hours of graduate credit in the subject area, or
   c. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

3. Career and Technical Education (CTE) instructors shall meet one of the following sets of criteria as recommended by the appropriate SAC:
   a. hold a master’s degree in the subject area and have a minimum of three years of relevant full-time non-teaching experience or
   b. hold a master’s degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area) and have a minimum of three years of relevant full-time non-teaching experience, or
   c. hold a bachelor’s degree in the subject area and have a minimum of four years of relevant full-time non-teaching experience or
   d. hold a bachelor’s degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area and have a minimum of four years of relevant full-time non-teaching experience, or
   e. hold an associate’s degree in a career or technical field or in the subject area, whichever is more appropriate, and have a minimum of five years of relevant full-time non-teaching experience, or
   f. have a high level of demonstrable competency and have a minimum of five years of relevant full-time experience.
   (Competency can be gained through a combination of study, teaching experience, professional performance in the subject area, or qualifications set by the licensing or accrediting organization for the subject area.)

4. For courses not covered in 2 and 3 (e.g., ABE courses and RD, WR, and MTH courses numbered less than 100), instructors shall meet one of the following sets of criteria as recommended by the appropriate SAC:
   a. hold a master’s degree in an appropriate subject area, e.g., developmental education, special education, adult education, reading, mathematics, or English, or
   b. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

5. Instructors shall have earned required academic credentials at a regionally accredited US institution or a foreign institution having the equivalent of regional accreditation. Instructors with credentials from other countries will have their transcripts evaluated by agencies that have good standing with the National Association of Credential Evaluation Services to establish fulfillment of this standard.

6. An instructor who was approved under a prior version of the Instructor Qualifications will remain qualified, provided s/he has taught at least one course in the subject area for PCC each academic year since approval, except when there is a change in employment status for the instructor; see 7 below.

7. A part-time instructor who was approved under a prior version of the Instructor Qualifications must meet the Instructor Qualifications that are in force at the time of the application for assignment rights, temporary full-time status, or permanent full-time status.

8. If current professional registration, government licensure, certifications, or familiarity with special equipment, processes, or computer software are required, all instructors must continue to maintain such credentials.

9. Provisional approval may be granted by an administrator designated by the District President for instructors who do not meet the published qualification. Once granted, provisional approval will apply for up to one year, and may be renewed. The parameters and procedures for provisional approval are outlined in Instructor Qualifications website; see 10 below.

10. Websites:
   a. Instructor Qualifications (Index of SAC-Specific Qualifications, and links to related pages) [www.pcc.edu/resources/academic/instructor-qualifications/index.html]
   b. Instructions for Revising Instructor Qualifications [www.pcc.edu/resources/academic/instructor-qualifications/revision-instructions.html]
   c. Provisional Approval: [www.pcc.edu/resources/academic/instructor-qualifications/InstructionsforProvisionalApproval.html]
Library

The PCC Library provides information resources for Portland Community College students, faculty, and staff.

The Library provides a full set of practices and procedures for its staff. It is available on request at each campus library and “published” in wiki form. The Library also publishes on its website the practices and procedures for using its services.

Library Responsibilities

Access to Information
The Library works to help students and staff discover, gain access to, and use the widest possible range of information resources.

Activities
The Library purchases and organizes a multi-media collection of resources and promotes its use. To further its aim of gaining ready access to the greatest amount of information resources possible, it partners with libraries throughout the country and invests in new technology. To make resources easily available to all students at all times, the PCC Library closely evaluates any electronic equivalent to a physical resource so as to choose the most suitable format. To encourage use of the collection, charges to students and staff are minimal.

Limitations
The Library limits full service to the three comprehensive campuses and the Southeast Center; Sylvania has the larger collection of physical materials. The PCC Library will only purchase physical materials to be housed in the Cascade, Rock Creek, Southeast, and Sylvania libraries; it will not purchase office or laboratory collections. To maximize the variety of materials available on each campus, the Library limits spending for multiple copies and lesser-used items.

Curriculum Focus
The primary mission of PCC Libraries is to support the instructional process by providing and promoting use of materials relevant to PCC’s curriculum.

Activities
The Library encourages faculty and patron requests for materials. Reference librarians have liaison responsibilities to all departments, and faculty are encouraged to contact their library representative. Reference librarians often will recommend materials to faculty.

The Library provides database searching, inter-library loans, and extended loan periods to faculty involved in class preparation.

The Librarians provide information literacy skills training through in-class instruction and via electronic means. They are more than willing to collaborate with and support teaching faculty to develop learning outcomes, learning experiences, and research assignments that use library resources.

Limitations
The Libraries restrict use of some expensive equipment and resources and some high-demand resources to in-library and faculty use. It also limits the access of outside agencies and the public to materials needed for classes. It reserves the right to refuse the purchase of materials that are too expensive and/or tangential to the curriculum.

Community Service
The PCC Library is part of a public institution which encourages use by the public. The Library, therefore, welcomes the public.

Activities
The Library registers community members and extends borrowing privileges to these members.

Limitations
Non-PCC users and pre-college (non-credit) students are limited in the number of items they can check out and they are not able to borrow materials through the shared Summit catalog.

Collection Security
The Library has an obligation to protect, guard, and retrieve public property.

Activities
Each Library uses an electronic-security system to control unauthorized removal of material. The Library maintains a database of people using materials, sets timelines for return of materials, and charges fines for delinquent users. It will bill patrons for lost or damaged materials and the college will hold transcripts until bills are paid. Video surveillance cameras are in place to record unauthorized activities in public areas, as well as entrances to and egresses from Library facilities.

Limitations
The Library will not fine faculty, but it will bill them for materials held over one academic year.

Legal Responsibilities
The Library follows laws relevant to copyright and privacy issues.

Library staff are aware of copyright restrictions. The staff will post the restrictions and limit services accordingly. A file of licenses for classroom and public display of media is maintained.

Patron information is not publicly available. Patron's use of Library items is routinely purged. Law enforcement personnel will only receive access to patron information when authorized by warrants and properly executed subpoenas.

Policy/Standard Name: Library
Policy/Standard Identifier: L401
Authority:
Units responsible for review and update: Library, Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2007
Effective Date: May 2007
Prior Versions: Yes
Related Instruction Requirements for Career Technical Certificates

PCC’s accreditation agency, the Northwest Commission on Colleges and Universities (NWCCU), requires in Standard 2.C.9 that “Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.” This body of instruction is referred to as “Related Instruction.”

NWCCU further states, “The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.” (Standard 2.C.11)

Related Instruction in AAS Degrees and Certificates

At PCC, Related Instruction for AAS degrees is fulfilled by the 16 credits of general education with a minimum of 1 course (3 credits or more) in each of the three areas of the General Education/Discipline Studies list, as described in Academic Policies and Standards A102—Associate Degree Requirements/Associate of Applied Science Degree.

At PCC, the Related Instruction components for approved certificates of 45 credits or more are outlined on the Related Instruction Templates, showing which courses provide Related Instruction in which areas, and how many hours. The Template is recommended by the SAC, the SAC Administrative Liaison, the Degrees and Certificates Committee, and the Dean(s) of Instruction, for approval by the Vice President for Academic and Student Affairs.

Related Instruction Course Options

The Related Instruction requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below) or a combination of the two.

Stand-Alone Course(s) Option: Uses existing credit courses (must be 100-level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three areas. (Courses that address more than one area are considered to have embedded related instruction, as described below.) Stand-alone courses used for Related Instruction must be identified and the hours included on the Certificate’s Related Instruction template. These must be submitted for approval via CourseLeaf. In the event the Degrees and Certificates Committee has concerns about the course content with respect to Related Instruction, it may refer the course to the Curriculum Committee for evaluation.

Embedded Instruction Option: Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course CCOG. More than one of the three areas can be embedded in a single course. SACs can identify embedded instruction hours that apply to their CTE courses only. The Related Instruction embedded in courses is recommended by the SAC, the SAC Administrative Liaison, the Curriculum Committee and the Dean(s) of Instruction for approval by the Vice President for Academic and Student Affairs. Recommendation by the Curriculum Committee is required before the Degrees and Certificates Committee recommends the Related Instruction template.

Credit and Contact Hour Requirements for Related Instruction

In order to facilitate identification and recording, Related Instruction would be counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice).

Student learning includes both direct instruction and class work such as study or practice. For every hour of lecture, it is expected students will spend 2 hours outside of class. Example: A 1-credit lecture class that meets for 10 hours (minimum) would generate 20 hours of additional learning time outside of the lectures over the course of a 10-week term, for a total of 30 student hours. The distribution of in-class versus out-of-class time is different for the lab and lec-lab configurations. The conventions used at PCC are as follows:

- 1 cr lecture meets 1 hr/wk, plus 2 hrs/wk of study, for at least 10 weeks = 30 hours
- 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
- 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

The Related Instruction Templates identify the courses and hours of instruction in the three areas used to meet the requirements described above. This is recommended by the SAC, the SAC Administrative Liaison, the Degrees and Certificates Committee and the Dean(s) of Instruction for approval by the Vice President for Academic and Student Affairs.

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of Related Instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum 48 embedded hours (20% of the minimum total) of student learning are required in each area; 96 embedded hours are at the SAC’s discretion.

For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of Related Instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum 96 embedded hours (20% of the minimum total) of student learning are required in each area; 192 embedded hours are at the SAC’s discretion.

Instructor Qualifications for Embedded Related Instruction

The CTE SACs develop specific requirements that pertain to the Related Instruction embedded in their courses, and recommends these for administrative approval. These requirements are published as part of the Instructor Qualifications.

The Instructor Approval Form will note that an instructor is qualified to deliver embedded Related Instruction; either for all courses or for specific
courses, and supporting documentation of the relevant qualifications will be attached to the approval form.

**Policy/Standard Name:** Related Instruction Requirements for Career Technical Certificates  
**Policy/Standard Identifier:** R601  
**Authority:** N/A  
**Units responsible for review and update:** Degrees and Certificates Committee  
**Approval:** College President  
**Responsibility:** Vice President for Academic and Student Affairs  
**Date of Final Approval:** May 2011  
**Effective Date:** May 2011  
**Prior Versions:** Yes
Subject Area Committees (SACs)

Definition
A Subject Area Committee (SAC) is composed of all faculty throughout the PCC district who teach in a subject area or program. SACs address the instructional and curriculum concerns of its program(s) or discipline(s). SACs represent and articulate subject area and program issues which are defined by the PCC Mission Statement, the Core Outcomes, and the Northwest Commission on Colleges and Universities. As the curricular and content experts for their subject areas, SACs will make recommendations and must be consulted regarding all relevant academic and curricular issues.

Purpose
SACs develop and implement curricula of all course offerings within individual programs or disciplines or in a group of related programs or disciplines.

SACs fulfill college and accreditation requirements for assessment of student learning outcomes with guidance from the Learning Assessment Council and the Dean of Academic Affairs. Assessment is used to guide SAC practices toward enhancement of student learning as well as to ensure that students who complete courses, programs, degrees, and certificates achieve the designated outcomes. This assessment is not for the purpose of evaluating individual faculty members.

The SAC is the proper forum for discussion of curricular issues. SACs make recommendations regarding academic/curricular issues such as:

- high school articulation
- community or baccalaureate college articulation
- grant application review, when requested
- substitutions for graduation requirements
- course and program analysis

SACs are not designed to negotiate or adjudicate issues of a contractual nature. Issues such as faculty compensation, faculty assessments, campus assignments, professional leaves (e.g. sabbaticals), and hours and days of assignment are resolved through mechanisms established by the collective bargaining agreement. SACs may make recommendations regarding contractual issues that have an impact on instruction and programs or disciplines.

Membership and Organization
Each SAC will have as members all faculty (including part-time instructors and temporary full-time instructors) in its subject area or program. Part-time instructors are encouraged but not required to attend SAC meetings.

All instructors, including those who teach part-time, have the right to participate in all SAC deliberations including those concerning instructional materials selection, curriculum, faculty qualifications, and class size. Many SACs tend to make their decisions by consensus, while others use a voting process. For SACs using a voting process, part-time instructors with assignment rights who attend a SAC meeting will have the right to vote. SACs may extend decision-making rights to a greater number of their part-time faculty, including full decision-making rights to all SAC members who attend.

Proxy voting is not allowed in SAC decisions. SACs should determine their quorum requirements and voting-by-email policy for SAC actions. SACs should determine their own subcommittee rules and requirements.

SAC members shall select a chairperson(s) and inform the Vice President for Academic and Student Affairs’ (VPASA) office of their selection. Whenever possible, the chairperson’s term of office will be one to three years, and multi-campus SACs should rotate their chairpersons among the campuses.

A division dean or other administrator will be assigned by the VPASA to serve as administrative liaison for each SAC.

Meetings, Operation, and Recommendation Reporting
At a minimum, each SAC will meet once during fall term, winter term, and spring term. All members must be notified at least seven days prior to the meeting date; an agenda will be distributed in advance of the meeting. Minutes will be taken and approved by the SAC members. Approved minutes will be distributed to all SAC members, the appropriate department chairs, division deans, deans of instruction (DOIs), campus presidents, and the VPASA.

The SAC Chair(s) or division dean (or other designated administrator) will submit SAC recommendations in memo format (minority reports may also be submitted) to the appropriate venue (for example, the VPASA, the Educational Advisory Council (EAC), an EAC standing committee, a DOI and/or other division dean). All further actions on the recommendations shall be reported back to the SAC.

The VPASA or designee will be responsible for responding to SAC recommendations in a timely manner. In the event the administration disagrees with a SAC recommendation, the parties will work collaboratively to try to reach a compromise regarding the recommendation. After this collaborative effort, if a compromise is not reached, the administration will, in writing, explain the rationale for their decision. The SAC shall be given the opportunity to supply additional information to the VPASA (or, as appropriate, to the EAC) and to appeal that decision to the VPASA.

SAC chairs and SAC members may attend the EAC and participate as guests regarding any issue on the EAC agenda. In addition, SAC chairs or others may request that items be put on the agenda for discussion.

Approved minutes and recommendations will be distributed to, and maintained in, all of the division offices supporting the program(s) or discipline(s) included in the SAC.

SAC Responsibilities

Contractual
The Faculty and Academic Professionals Contract (Article 26) specifies the areas of expertise for which SACs are responsible: instructional material selection, curriculum, faculty qualifications, and class size.

Non-Contractual
Curriculum Responsibility
SACs shall recommend all new courses, new programs, course and program revisions, course inactivations, grading options, course
repeatability, and the manner in which the course is delivered (e.g.,
distance modality).

SACs are responsible for reviewing outcomes and assessment strategies
for all courses and programs taught in their subject areas. Learning
outcomes for degrees and certificates shall be consistent with the
college-wide core outcomes.

Where no SAC exists for a course, program, or discipline, the VPASA will
appoint a SAC to make academic recommendations.

SACs shall inactivate courses which are no longer being offered. If a SAC
fails to inactivate a course that has not been offered for four consecutive
years, the Curriculum Office will coordinate with the SAC regarding
course inactivation.

Course Content and Outcomes Guides
SACs shall develop and approve a Course Content and Outcomes Guide
(CCOG) for each of their courses. SACs shall review and, if necessary,
update each CCOG at least once every four years so it reflects current
PCC and accreditation standards and practices. SACs shall submit new
or updated CCOGs to the Curriculum Office. Refer to the Curriculum
Office Home Page [http://www.pcc.edu/resources/academic/eac/
curriculum/] for CCOG format guidelines and for course revision forms
and procedures.

Program and Course Evaluation
SACs shall review requirements for courses, programs, and disciplines.
Recommended changes shall be made in time to meet catalog deadlines.
The catalog and brochures must be reviewed and updated as appropriate.
To satisfy accreditation criteria and ensure currency, program or
discipline reviews will be conducted at least every five years.

Course Challenges
SACs shall decide which courses can be challenged. SACs shall
develop the challenge measurement and process as appropriate.
Recommendations shall be submitted to the DOIs for approval.

Equipment Purchases
SACs shall review and make recommendations to the appropriate division
deans for purchases of equipment that impact curricula on a district-wide
basis.

Library Holdings
SACs shall review library holdings in appropriate subject areas
and make recommendations for additional purchases or deletions.
Recommendations should be submitted to the director of the library.

Textbooks/Instructional Materials
SACs shall determine when textbook and instructional material adoptions
are group decisions or individual decisions. SACs must consider ways to
minimize the cost to students for textbooks and instructional materials.

SAC Chair Responsibilities
1. Work with SAC administrative liaison to set official meetings and
agendas.
2. Conduct meetings.
3. Attend to the items in the SAC Responsibilities.
4. Work with the SAC administrative liaison to record and distribute
minutes to SAC members, division deans, DOIs involved with the SAC,
the VPASA, and other interested parties within two weeks of a SAC
meeting.
5. Forward all curricular recommendations to the VPASA or person
designated by the VPASA.
6. Work with the SAC administrative liaison to maintain an up-to-
date historical file readily accessible to all SAC members and
administrative liaisons.
7. Be readily accessible to all SAC members.

Administrative Responsibilities to the SAC
Administrative Liaisons/Division Deans
Administrative liaisons represent the broad interests of the college. They
engage in respectful dialog with SACs to clarify budgetary, contractual,
and other implications of SAC curricular work, and they serve as a conduit
between faculty, the DOIs, and the VPASA regarding issues critical to SAC
recommendations. Administrative liaisons recommend SAC proposals--
or, if necessary, add their justifications for not recommending them--after
consulting with other division deans involved with the SAC.

Administrative liaisons work closely with faculty as they fulfill the SAC
Responsibilities listed above. In particular, administrative liaisons will:
1. Collaborate with SAC chairs to identify issues SACs need to address,
and bring forward agenda items for SAC meetings.
2. Help SACs develop degree and certificate programs, including
conferring with other schools regarding course transfer and program
articulation.
3. Work with SACs and DOIs to focus, assess, and strengthen programs
through program review and academic planning.
4. Work with SAC chairs to ensure CCOGs are up-to-date.
5. Maintain the official SAC-approved listing of textbooks and other
required student-purchased instructional materials.

Division deans are responsible for implementing SAC recommendations
approved by the administration, including working with faculty and
administrative colleagues to determine and secure necessary funding for
approved proposals.

Deans of Instruction (DOIs)
1. Review and make recommendations for curricular revisions in
accordance with Curriculum Office processes.
2. Consult with the campus presidents and the VPASA on SAC issues,
including the assignment of SAC administrative liaisons.
3. Prepare administrative responses to SAC program reviews.

Campus Presidents
1. Review and make recommendations for curricular revisions in
accordance with Curriculum Office procedures.
2. Consult with the DOIs and VPASA on SAC issues, including the
assignment of SAC administrative liaisons.

Vice-President for Academic and Student Affairs
(VPASA)
The VPASA serves as the College's Chief Academic Accreditation Officer
and is responsible for working in the best interests of faculty, students,
and the institution by ensuring compliance with accreditation standards,
policies, and procedures; academic rigor and integrity of the College's
curriculum; and the effectiveness of student development services that
promote student retention and success. The VPASA will:
1. Review and approve/disapprove SAC recommendations as specified
in previous sections of this standard.
2. Keep record of approved instructor qualifications and processes for faculty hiring.
3. Maintain the College’s official file of all approved CCOGs.
4. Update the College Catalog as new and revised courses or programs are approved.
5. Keep the Course Master up-to-date as required by the course and program approval process.
6. Coordinate training and briefings for SAC chairs and administrative liaisons.
7. Communicate information regarding statewide initiatives, practices, and procedures impacting curriculum.

Policy/Standard Name: Subject Area Committees
Policy/Standard Identifier: S701
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2012
Effective Date: Summer 2012
Prior Versions: Yes
Instructors shall provide syllabi to their students at the beginning of each course. Syllabi must also be shared with the appropriate administrator’s office no later than the end of the first week of the course. Instructors are encouraged to make their syllabi available before the course begins in order to enable students to make informed registration decisions. Syllabi may be used in grievance and judicial hearings; therefore, clarity and specificity are especially important.

Instructors are encouraged to personalize their syllabi and to distribute them electronically.

**Required Content Areas**

- **College name**
- **Instructor name**
- **Instructor office location, availability, phone number, and PCC email address**
- **Course title, number, CRN number, credits, and meeting time and location (if applicable)**
- **Term and year**
- **Course description, course outcomes, and course prerequisites** (copied from the CCOG) or a hyperlink to the CCOG
- **Instructional materials** (e.g., textbooks, supplies, equipment)
- **Major assignments and due dates** (e.g., exams, final, essays, projects)
- **Course grading criteria**
- **PCC Grading Guidelines** [www.pcc.edu/resources/student-records/grading/]
- **Course drop/withdraw deadlines** [www.pcc.edu/enroll/registration/dropping.html]
- **Attendance and make-up policies**
- **Instructional ADA statement**

  *Sample statement:* Students who experience disability-related barriers should contact Disability Services [www.pcc.edu/disability/]. If students elect to use approved academic adjustments, they must provide in advance formal notification from Disability Services to the instructor.

- **Title IX/Nondiscrimination statement**

  *Sample statement:* Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

- **Student Rights and Responsibilities Handbook**

  *Sample statement:* The Handbook includes the Code of Student Conduct and the Academic Integrity Policy.

- **Flexibility statement**

  *Sample statement:* The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

**Suggested Content Areas**

- **Link to Instructional website**
- **Link to PCC website** [www.pcc.edu]
- **Tentative calendar**
- **Instructional philosophy**
- **Campus resources information** (e.g., tutoring services, library, labs, student services, ASPCC)
- **Code of Student Conduct** [http://www.pcc.edu/about/policy/student-rights/documents/student-conduct.pdf]
- **Academic integrity statement**

  *Sample statement:* Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. See the Academic Integrity Policy [www.pcc.edu/about/policy/student-rights/documents/academic-integrity.pdf] for further details.

- **Statement regarding instructor’s policy on mobile communication devices**

  *Sample statement:* Mobile devices such as cell phones and pagers must be powered down while class is in session. If you have special circumstances and need to leave your mobile device powered up, you must obtain permission from the instructor. If there is an emergency situation and you must use a mobile device during class time, please leave the classroom before accepting and/or conducting your call.

- **Statement regarding recording and distribution of course sessions**

  *Sample statement:* Students who wish to make an auditory or visual recording of any portion of the class must speak with the instructor ahead of time. Any such recording is for personal use only. It may not be shared, copied, uploaded to the Internet, and/or distributed without written permission from the instructor as well as any student who appears or is heard in the recording.

**Policy/Standard Name:** Syllabus Standards for Credit Courses

**Policy/Standard Identifier:** S704

**Authority:**

**Units responsible for review and update:** Academic Policies and Standards Committee

**Approval:** College President

**Responsibility:** Vice President for Academic and Student Affairs

**Date of Final Approval:** Winter 2016

**Effective Date:** Spring 2016

**Prior Versions:** Yes
Student Membership on College Committees

Portland Community College's academic and student affairs policies have a significant impact on students' experiences at PCC, and are crucial to the College's retention and completion goals. In order to provide the administration, faculty, and staff with their viewpoint, it is important for students to contribute to policy making. In addition to providing important input for the College, participation in the policy-making process provides students with invaluable learning experiences.

Therefore, the student body has the right to representation on Portland Community College entities that recommend, formulate, or review academic or student affairs policies which impact the entire district. Their level of participation is pursuant to the entity's governing rules. College committees, councils, taskforces, and other work groups addressing such policies shall contact the District Student Council Chair to request student representation.

Policy/Standard Name: Student Membership on College Committees
Policy/Standard Identifier: S705
Authority:
Units responsible for review and update: Student Development Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: Winter 2016
Effective Date: Spring 2016
Prior Versions: Yes
Use and Sale of Instructor-Authored Printed Packets

- Instructor-authored printed packets are supplemental materials sold to students. Course content guides, syllabi, and ad-hoc handouts are not considered instructor-authored printed packets.
- Instructor-authored printed packets may only be sold by the PCC Bookstore.
- To comply with Oregon state ethics laws [https://www.oregonlegislature.gov/bills_laws/ors/ors244.html], instructors may not profit from instructor-authored printed packets.
- Instructor-authored printed packets sold by the PCC Bookstore shall be ordered from and printed by the PCC Print Center.
- Instructor-authored printed packets must comply with copyright regulations. See PCC copyright rules [http://guides.pcc.edu/copyright].
- Instructors are responsible for submitting revisions for instructor-authored printed packets to the PCC Print Center and informing the PCC Bookstore.

Policy/Standard Name: Use and Sale of Instructor-Authored Printed Packets
Policy/Standard Identifier: U801
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: April 2010
Effective Date: Spring Term 2010
Prior Versions: Yes
Advisory Committee Guidelines

1. Introduction
Portland Community College recognizes the importance of the link between educators and practitioners in the field in order to achieve program quality and program relevance. These guidelines are intended to communicate the expectations of advisory committees and to provide a format for the effective operation of these committees.

Note: Advisory Committees for programs receiving Perkins funding may have requirements not addressed in these guidelines.

2. The Role of Advisory Committees
The Advisory Committee and the staff of the corresponding program work together to ensure that the program is delivering instruction that is current, up to date, and relevant to current business, industry, labor, and professional employment practices. Advisory Committees provide support and advice to academic programs. Also, they may assist in the development of new Career Technical Education (CTE) programs; an ad hoc committee may be established for this purpose.

Best practice standards, Perkins grants, and accrediting bodies stipulate that Advisory Committees are utilized to facilitate a dialog with members of a broader society. A description of the committee’s activities related to curricular and program development and assessment must be periodically submitted with accreditation and/or other official College documents.

3. Duties
The Advisory Committee makes recommendations to help ensure that the program:

- addresses employment and educational needs of business, industry, labor, and/or the profession
- assesses the local/regional labor market demand for program graduates
- provides graduates with the skills needed to meet employment needs
- assesses the currency of curriculum and teaching practices

In addition, the Advisory Committee will:

- serve as an advocate of the program and a communication link between the College and the community
- provide feedback, advice, and/or assistance with a variety of program-driven tasks and/or projects

4. Membership
Advisory Committee members represent both the diversity of the community and a cross section of business, industry, labor, and/or the profession. Expertise and experience are reflected in skills, knowledge, and professionalism relevant to the particular CTE Program.

- Prospective Advisory Committee members are identified by existing Advisory Committee members or program faculty and staff. Their names are submitted to the Advisory Committee and to the Program Facilitator. Per Academic Policies and Standards Handbook section A108, their appointment needs to be recorded with the office of the Dean of Academic Affairs [academicaffairs@pcc.edu].
- The suggested number of voting committee members is seven to fifteen.
- Advisory committee members serve for a term of three years with a one- or multiple-term renewal at the discretion of the Advisory Committee and the Program Facilitator.
- Program faculty and staff may be Advisory Committee members. They serve as a resource representing the program and are non-voting members.
- If attendance becomes irregular, Advisory Committee members may be replaced.
- Program students are encouraged to attend meetings. Attending students are non-voting members.
- Guests may contribute to the discussion at the discretion of the Advisory Committee Chair.
- A Program Facilitator is a resource person to the Advisory Committee.

5. The Advisory Committee Chair and Vice-Chair
- The Advisory Committee will elect a Chair annually from its membership by a majority vote. For larger committees, a Vice-Chair may also be elected. If no committee member is able to serve as Chair, a faculty member may function as an interim ex officio (non-voting) Chair until an Advisory Committee member is elected.
- The Advisory Committee Chair leads the Advisory Committee. Conducting meetings is the primary role. Together the Chair, Vice-Chair, and the Program Facilitator can call special Advisory Committee meetings and advise on urgent matters.
- The Advisory Committee Chair prepares an agenda with input from the Program Facilitator, conducts meetings, and represents the Advisory Committee at other meetings as needed.
- The Advisory Committee Chair may create subcommittees to carry out duties or work on pressing issues. Subcommittees may include non-committee members.

6. Program Facilitator
The Program Facilitator is a program faculty or staff member. The duties of the Program Facilitator are listed below.

- Helps identify potential Committee members.
- Maintains a current list of Advisory Committee members, noting the Chairperson, the Vice-Chair (if applicable), terms of office, and, for all members, the dates of Committee membership, affiliation (organizations where Committee member works), addresses, telephone numbers, and electronic address if applicable.
- Determines locations, reserves rooms, and makes arrangements for refreshments for meetings.
- Attends Advisory Committee and subcommittee meetings (or sends a designee) and greets committee members upon their arrival.
- Provides support to the Committee for note taking and preparation of the minutes and ensures that Advisory Committee meeting records, including attendance, agenda, discussion summaries, and decisions, are maintained.
- Contributes to the focus of the Advisory Committee by providing agenda items.
- Prepares or provides any supporting, descriptive, or background information which clarifies topics on which the committee is working.
- Forwards all meeting minutes and recommendations made by the Advisory Committee to the committee members, Program Subject Area Committee, Program Faculty Department Chair, Division Deans,
Deans of Instruction, Campus Presidents, Dean of Academic Affairs, and the Vice President for Academic and Student Affairs.

7. Advisory Committee Meetings

Effective meetings are critical to the success of the Advisory Committee. It is at meetings where discussions of important matters are translated into decisions and recommendations. Advisory Committee meetings should be held frequently enough and be of appropriate length to maintain the interests and involvement of Advisory Committee members and to meet the responsibilities of the Advisory Committee per Academic Policies and Standards Handbook section A108 [http://catalog.pcc.edu/handbook/a108-externaladvisorycommittees/].

**Policy/Standard Name:** Advisory Committee Guidelines

**Policy/Standard Identifier:** Appendix A

**Authority:** N/A

**Units responsible for review and update:** Academic Policies and Standards Committee

**Approval:** College President

**Responsibility:** Vice President for Academic and Student Affairs

**Date of Final Approval:** April 2015

**Effective Date:** Summer 2015

**Prior Versions:** Yes
Educational Advisory Council By-Laws

• Name
  Educational Advisory Council (EAC)

• Object of the Organization
  a. Mission
  As a critical component of Portland Community College’s governing structure, work with the college community to explore and examine issues concerning the educational experience at PCC and to create and recommend district-wide guidelines, standards, and practices.
  b. Goals
    i Provide opportunities for exchanging views regarding educational issues at PCC, whether initiated by students, faculty, staff, or administration. Create and propose guidelines, standards, and practices responsive to these issues in light of the input offered and recommend changes, revisions, and additions to curriculum, degrees, and certificates.
    ii Facilitate open and honest communication regarding educational guidelines, standards and practices to all of those affected.
    iii Provide an open forum for all voices within the instructional and student development communities.
    iv Advance discussion of administrative decisions affecting the educational experience.
  c. Objectives
    i Craft and revise guidelines, standards, and practices that pertain to academic, curricular, student development, and student governance issues.
    ii Review recommendations about curriculum, degrees, certificates, standards, and practices from the standing and ad hoc committees.
    iii Make recommendations about curriculum, degrees, certificates, standards, and practices to the College President.
    iv Periodically review existing guidelines, standards, and practices in order to anticipate and respond to the changing needs of the PCC community.

• Membership
  a. Membership shall include students, administrators, staff and faculty drawn from the subject areas, programs, and locations of the college. The resulting membership shall be broad and representative in composition. Faculty shall constitute a voting majority of the EAC members.
    i Voting Members
      1. Students: one student from each of the campuses on which there is a recognized student leadership program.
      2. Administrators: the Deans of Instruction from each of the campuses, a Dean of Student Development from one of the campuses, the Dean of Student Affairs, and a Division Dean from three of the campuses.
      3. Continuous Appointment Faculty: up to 25 members broadly representative of instructional areas, support services, and campuses. Exceptions to continuous appointment status may be recommended by the EAC Membership Committee.
      4. Part-Time or One-Year Temporary Faculty: up to five members, each eligible for assignment rights, striving for one member from each campus.
      5. Three Academic Professionals, at least one from Advising.
      6. Two classified employees.
      7. One Student Leadership Coordinator.
    ii Non-voting Members
      1. The Vice President for Academic and Student Affairs (VPASA), an ex-officio member, shall serve as the EAC’s resource person and shall be responsible for publication and distribution of agendas, minutes and other official documents.
      2. A Campus President, rotating among the campuses.
      3. The Deans of Instruction from contracting colleges.
      4. The current EAC Chair (except in the case of a tie vote, when the EAC Chair may cast a deciding vote).
      5. The past EAC Chair.
      6. Standing committee chairs who are not appointed members of the EAC.
      7. Dean of Academic Affairs.
  b. Terms of membership
    i Term lengths shall be as follows:
      1. Student Leadership Coordinator: three years
      2. Students: up to three years
      3. Deans of Instruction: continuous
      4. Division Deans: three years
      5. Dean of Student Development: three years
      6. Dean of Student Affairs: three years
      7. Continuous appointment faculty: three years
      8. Academic Professionals: three years
      9. Part-time or one-year temporary faculty: up to three years
      10. Classified Staff: three years
      11. Vice-President for Academic and Student Affairs (VPASA): continuous
      12. Campus President: three years
      13. Deans of Instruction from contracting colleges: continuous
      14. Dean of Academic Affairs: continuous
      15. Past EAC Chair: one year (immediately following term of office)
    ii Terms shall begin on July 1 of each year.
    iii Length of service for voting members shall not exceed two consecutive full or partial terms (up to six years). Those who have finished one full or partial term may serve a second term. Members who have completed two consecutive terms may rejoin the EAC following a break of at least one year.
    iv If a member resigns, leaving less than six months to be served, the position may be left vacant for the remainder of the year.
    v Council members must inform the EAC Chair prior to absences; no proxies shall be allowed. For members serving
Meetings
a. Meetings shall be held at least once a month during the academic year.
b. Meeting locations shall rotate among the campuses.
c. Meetings shall be open to the public. Attendees wishing to address the EAC shall sign in at the beginning of the meeting.
d. More than fifty percent (50%) of the voting members shall constitute a quorum. The EAC may continue business in the absence of a quorum unless a member calls for a quorum.

Standing Rules
a. The EAC Chair and the chairs of the standing committees should meet monthly during the academic year with the College President.
b. Meetings shall be conducted by Robert's Rules of Order as interpreted by Robert's Rules in Plain English by Doris P. Zimmerman.
c. Order of Business: The agenda shall be developed by the EAC Chair with input from members of the EAC, standing committee chairs, and/or members of the college community.
  i. Agendas for an EAC meeting shall be distributed to the college community prior to the meeting.
  ii. Minutes of an EAC meeting shall be distributed to the college community within fourteen days following the meeting.

EAC Chair Election
a. The EAC Chair must be a continuous appointment full-time faculty member whose length of service shall not exceed five consecutive years.
b. In February of each year, the Membership Committee shall issue an invitation for EAC Chair nominations to the college community via email.
c. At the EAC meeting in March, the nominees for EAC Chair shall be introduced by the Membership Committee and provided an opportunity to make a statement regarding their qualifications.
d. At the EAC meeting in April, voting members of the EAC shall elect the EAC Chair for the following academic year.
e. If a voting member is elected EAC Chair, s/he must give up his/her voting membership.

Standing Committee Guidelines
a. Standing Committees
  i. EAC Academic Policies and Standards Committee: The committee’s primary responsibility is to review and develop the academic policies and standards of the College and to recommend them to the EAC.
  ii. EAC Curriculum Committee: The committee’s primary responsibility is to oversee the academic integrity of the College’s courses. The committee reviews – and makes recommendations regarding – new courses, revisions to existing courses, general education issues, transfer eligibility, cultural diversity designation, and embedded related instruction. The voting membership is comprised entirely of faculty. New course and course revision requests submitted to the Curriculum Office are reviewed by the committee, recommended to the administration when the requests are approved, and reported to the EAC.

EAC Membership Committee: The committee’s primary responsibility is to recommend EAC members and any replacements needed. The Membership Committee also holds yearly elections for the EAC Chair.

EAC Student Development Committee: The committee’s primary responsibility is to review and recommend policies which affect the academic life of students, review and revise the Student Rights and Responsibilities Handbook, review and propose improvements to student service areas and procedures, and make recommendations to the EAC.

b. Standing committee chairs shall be appointed by the EAC Chair and, with EAC approval, serve one year, renewable. Standing committee chairs comprise the EAC Leadership Team and attend regular meetings with the EAC Chair, the College President, the VPASA, the Deans of Instruction, and with others as needed. Compensation is determined in collaboration with the VPASA and may consist of course releases, time releases, or stipends. The VPASA consults with employees’ supervisors to ensure appropriate coverage is possible in accordance with accreditation standards related to mission and core themes.

c. Standing committee members shall be appointed by the committee chair, with approval of the EAC. As much as possible, committee membership shall be broadly representative of different subject areas, programs, and locations of the College.

d. Standing committees may continue business in the absence of a quorum unless a member calls for a quorum.

Task Forces
a. Purpose
  i. When an issue being considered by the EAC needs additional research before the body can reach a decision, the EAC Chair may form a special Task Force by appointing a Task Force Chair (or Chairs).
  ii. The particular question assigned to the task force shall be specified by the EAC Chair in consultation with the EAC Leaders who shall take into consideration the connection of the particular issue to the overall decision-making structure at PCC.

b. Responsibility
   It shall be the responsibility of a Task Force to:
   i. Research the question.
ii Share the status of its research with the EAC at each of its monthly meetings.

iii Update the EAC Chair between the monthly EAC meetings and to inform the Chair of any issues that may be presenting obstacles.

iv Conclude its research within a time frame as specified by the EAC Chair.

v Bring recommendations to the EAC and include the advantages and disadvantages of each recommendation.

c. Membership

i Membership on a Task Force shall be determined by the Task Force Chair(s) in consultation with the EAC Leaders.

ii Membership shall be representative of the groups who have a vested interest in the issue under discussion, and the membership needs to remain representative of these interests for the duration of the Task Force.

Policy/Standard Name: EAC By-Laws
Policy/Standard Identifier: Appendix B
Authority: N/A
Units responsible for review and update: Educational Advisory Council
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: July 2015
Effective Date: Fall 2015
Prior Versions: Yes
The MTH 65 Competency Exam

Description
The MTH 65 competency exam is a way to demonstrate the math competency requirement for some degrees. The exam is a multiple choice exam, approved by the Math SAC, that requires approximately 90 minutes to complete. A student may not take the MTH 65 competency exam more than one time per term. The MTH 65 competency exam is not a placement tool and not a challenge exam.

Location
The MTH 65 competency exam is administered at all PCC Testing Centers.

Fees
No fee will be charged for taking the MTH 65 competency exam.

Results
The MTH 65 competency exam will be graded upon completion so the student will know the result. Testing Center personnel will record the result in the student's academic record.

Policy/Standard Name: The MTH 65 Competency Exam
Policy/Standard Identifier: Appendix C
Authority:
Units responsible for review and update: Academic Policies and Standards Committee
Approval: College President
Responsibility: Vice President for Academic and Student Affairs
Date of Final Approval: May 2014
Effective Date: May 2014
Prior Versions: Yes
INDEX

A
Academic Policies and Standards Handbook .................................................................2
Academic Standards and Student Progress .................................................................11
Advisory Committee Guidelines ..................................................................................36
Advisory Committees ...................................................................................................10
Articulation of College Credit for High School Work (Dual Credit) ......................... 3
Associate Degree Requirements - Associate of Applied Science Degree (AAS) .........................................................................................................................4
Associate Degree Requirements - Associate of Arts Oregon Transfer Degree (AAOT) ..................................................................................................................................................5
Associate Degree Requirements - Associate of General Studies Degree (AGS) .................................................................................................................................6
Associate Degree Requirements - Associate of Science Degree (AS) ...................... 7
Associate Degree Requirements - General Education ...............................................9
Associate Degrees - Comprehensive Requirements ..................................................8
Associate of Science Oregon Transfer-Business Degree (ASOT-BUS) ..................13
C
Certificates ..................................................................................................................14
Continuing Education Units (CEU) ...............................................................................15
Course Challenge ..........................................................................................................17
Credit Guidelines ..........................................................................................................18
D
Degree and Certificate Substitution Standards .........................................................12
E
Educational Advisory Council By-Laws ......................................................................38
Enrollment ....................................................................................................................19
Experimental Courses ...................................................................................................20
G
Grading Guidelines ....................................................................................................21
Granting Degrees and Certificates ...............................................................................24
H
Honor Roll Standards .................................................................................................25
I
Instructor Qualifications .............................................................................................26
L
Library ..........................................................................................................................27
P
Preamble to the Academic Policies and Standards Handbook ..................................2
R
Related Instruction Requirements for Career Technical Certificates .....................28
S
Student Membership on College Committees .........................................................34
Subject Area Committees (SACs) ..............................................................................30
Syllabus Standards for Credit Courses ........................................................................33

T
The MTH 65 Competency Exam ...............................................................................41

U
Use and Sale of Instructor-Authored Printed Packets ..............................................35