OAA Co-Chairs Meeting
June 21, 2013
WD 404

Agenda

I. **Approval of minutes from May 7, 2013 meeting (see attached)**

II. **Items from Service Learning Committee**

A. Service Learning proposal **(see attached S-Designation Course Proposal draft)**

B. Service Learning rubric **(see attached S-Designation Proposal Rubric draft)**

These items are up for approval.

III. **Items from Academic Rules and Policies Committee**

A. Policy 5-08(B) - 2.0 GPA minimum requirement **(see attached Policy 5-08 draft)**

B. Policy 5-08(C) and Procedure 5-08(D)(7) - Reverse transfer **(see attached Policy 5-08 draft and Procedure 5-08(D) draft)**

These items are up for approval. Note that two sections of Policy 5-08 are being considered at this time for different reasons – section (B) and section (C)

IV. **Item from Student Support Committee – Wait list recommendation (see attached Student Support Committee Wait List, and Answers from Regina Peal, documents)**

This item is up for approval.

V. **Governance documents**

Over the past 18 months or so, the college has been operating under a pilot shared governance model consisting of the OAA Co-Chairs Committee (to be renamed "Academic Council" or "Faculty Council"), with its 10 faculty committees, and a Policy Council, with its 4 sub-committees. Dr. Harrison would like to take this pilot model to the Board of Trustees in July or September for approval as a permanent model of shared governance (with the caveat that shared governance be reviewed and evaluated every five years).

There are still some details that are being worked out (within the Faculty Governance Committee), such as election/selection of OAA Faculty Committee members, terms of service, election/selection of co-chairs of committees, etc. But Kim Hall has put together a draft document which she would like feedback on. **Please see the following attachments**, which we will discuss at the meeting:

A. Shared Governance Model Summary
B. Shared Governance Organization Summary
C. Shared Governance Process Summary

VI. **Committee updates**

Next summer meeting date – TBD (as needed)

Autumn meeting dates (all meetings are from 10:00 – Noon):
August 30, September 27, October 25, and November 22

Columbus State Community College
OAA Co-Chairs Committee Meeting Minutes
Tuesday, May 7, 2013 12:00—2:00 WD 407

Committee Members		
Name	**Division**	**Program**
Ann Palazzo	Arts & Sciences	English
April Magoteaux, Co-chair	Career & Tech	Nursing
Jack Popavich	Career & Tech	Financial Management
Eric Neubauer	Arts & Sciences	Social Sciences
Antoinette Perkins	Career & Tech	Sports and Exercise Studies
Tracy Little	Arts & Sciences	Social Sciences
Nancy Pine	Arts & Sciences	English
Judith Dann	Arts & Sciences	Humanities
Adam Keller	Arts & Sciences	Biological and Physical Sciences
Amy DeLorenzo	Career & Tech	Human Service
Jackie Teny-Miller	Career & Tech	Mental Health/Chem Dep/Retardation
Lisa Briggs	Career & Tech	Business Office Applications
Deb Dyer	Career & Tech	Engineering Technology
Adele Wright	Career & Tech	Mechanical Engineering Technology
Amy DiBlasi	Career & Tech	Business Office Applications
Becky Mobley	Arts & Sciences	Social Sciences

Also present: Darrell Minor, Tom Erney, Joel Nelson, Jack Cooley

A motion was made by Antoinette to approve minutes from the last meeting. Jackie Teny-Miller seconded.

Introductions of new and existing members were made.

Becky Mobley presented items from the Honors Committee for approval.

The committee developed Honors program admission guidelines: Incoming eligibility requirements for students are listed as 3.5 GPA or 25 or greater ACT or 1150 on the SAT test. Current students with 15 hours of college coursework or those nominated by CSCC faculty members may also apply.

Becky outlined the admissions process. Cohorts would be limited to 50 students. There is to be no differentiation between programs. GECs will be offered. Becky outlined advantages of the program and other benefits for the students, including transfer and scholarship money. Jack Popovich asked which courses would initially be offered. Becky replied that eight to ten courses were slated, including English 1100, Math 1150,

Sociology 1101, as well as introductory History and Philosophy courses. Currently no Career & Tech courses are being offered, though the committee is pleased to entertain proposals for C&T courses. Eventually any course will be eligible to be added to the program, but currently the focus is on high enrollment GEC courses.

Jack Popovich asked whether there would always be cohorts, and Becky replied that it depends on how successful the program is. Jack asked how the new Honors courses differ from the former Honors courses. Becky indicated that in the past, there were Honors courses but no coordinated program or system of support for the courses. An H will appear on students' transcripts.

Deb Dyer moved to approve the eligibility requirements, Judy Dann seconded, and all approved.

Becky then presented Approval Procedures for Honors courses. Faculty may seek Honors status for existing courses, but they are required to complete proposal forms. Training will be needed in aiding faculty to create proposals that demonstrate understanding of the nature of Honors courses, which differ qualitatively from non-Honors courses. Enhanced critical thinking, in-depth research, and other elements are expected in Honors courses — an Honors course does not simply require an additional book or more work. The proposal should address how the goals would be achieved and outline ways in which depth and breadth will be increased. Initially proposals will be reviewed by department curriculum committees or program coordinators. Once approved by the department/program, the proposal is sent to the Division Honors Committee. Currently there is no Career & Tech Division Honors Committee. A committee will need to be formed. They will assess whether the proposal matches NCHC guidelines. After that, it will go to the office of Academic Affairs committee.

Becky added that the committee is not taking any proposals for new courses (that do not currently exist). Deb Dyer asserted that the committee should rigorously review the new courses when the time comes. NOTE: Any new course must go through the approved curriculum process in the future. Becky agreed to put in bold on the forms that the new courses should be reviewed carefully. The Honors Committee requested to know whether or not the Curriculum OAA Committee would need to be involved in the review of existing courses, and was told that they should be kept apprised for informational purposes only — no separate review is needed.

Jackie Teny-Miller mentioned that program coordinators and lead teachers might need to be involved in the proposal process. There was some discussion about how to involve Career and Tech program coordinators in the review process. It was agreed that at the department level, courses proposed by "full-time tenure track faculty [could be] reviewed by department or program curriculum committee."

Jack Popovich made a motion to approve the process with amendments discussed, Judith Dann seconded. All voted in favor of the second item.

The remaining items were then approved with amendments.

Ann Palazzo introduced the next item on the agenda regarding the creation of a college-wide D-L Mentorship Committee (or Team), as proposed by the Distance Learning Student Success Task Force. A Peer mentoring committee needs to be established for the college for departments too small to have their own departmental mentors. The Faculty Fellows would guide these teams. Amy DiBlasi wanted to note (as a correction) that the Student Support OAA committee didn't review this item. Instructional success actually approved this. Darrell noted that a correction would be made to the form before being forwarded. Jack Popovich wished to have clarification about the mission of the committee, and Ann said that the Faculty Fellows will be responsible for shaping the work of the Committee. Jackie Teny-Miller motioned to approve this recommendation and Tracy Little seconded. Eric Neubauer wanted to clarify that this committee does not replace the work of departmental lead instructors of distance learning, and Ann Palazzo confirmed this point. All voted in favor of the recommendation.

Tom Erney and Joel Nelson from the DEIS (Distance Education Instructional Support) presented the iPad pilot. Tom would like to have faculty pilot the use of iPads. Faculty will be supplied with a series of applications that will support functions related to OAA committees. Joel has worked on identifying tools that lend themselves to educational use. Beyond D-L, the iPad also has a work app that they would like to explore. Training would also be supplied, and faculty would then give feedback on the apps. Antoinette Perkins asked how long faculty would be allowed to use the iPads and Tom said the initiative is ongoing. When faculty are given the iPads, they are expected to personalize them. Anything that helps faculty perform should be provided. The pilot will start for a year, and if this works, it will proceed forward into the future. Antoinette mentioned the possibility of a future grant, and Tom agreed that this has potential for a grant. Faculty are encouraged to identify apps that are useful tools; training will be available.

Joel presented Agendas—wireless agendas that can be collaboratively edited. He showed how this app allows participants to respond to polls within electronically shared agendas. Then items can be created and the agenda can be sent as a pdf or it can be printed. Tom mentioned that users utilize such polls as a benchmark (poll) to determine how much time should be spent focusing on particular issues. Joel added that notes can also be made in the agenda appl. Jack Popovich asked whether notes would be made public. Joel replied that another app can be used for those notes. Minutes will always be attached to a specific agenda. Antoinette asked whether voting can be anonymous? Joel said that it is anonymous but process of elimination can be used to identify usage. Antoinette noted that the app allows users to vote in real time if they aren't at the meeting.

Joel presented Bump: documents can be shared when the iPads are bumped together. This takes some setup but DEIS can assist. Adam Keller questioned the degree of difficulty, and Joes said about an eight. Bump can also transfer files from Mac to IPad. The app is all about collaboration.

Joel also presented CamScanner, which allows an IPad to be a scanner, Conference Pad, in which users receive the presentation on each IPad (multiple devices). Joel explained that the iPad can also be presented in Webex format. Jackie asked whether a special cord would be needed, and Joel replied all that's missing is the white adapter. Tom hopes to have cords widely available on campus (so that faculty could be untethered).

Joel also briefly reviewed Dictionary.com, Dragon Dictation, DualBrowser and Jump Desktop. This allows owners to access their computer from their iPad, iPhone, iPod Touch. Jackie asked if those piloting can use their own iPad? Joel said yes, they can roll it into their own management of apps and provide the same apps.

Joel presented Quickoffice Pro HD: Essentially this gives you your office suite on your iPad. You can create or open any of those documents. It also allows users to take a file, drag it to the email solution, and attach to an email.

Notability: Supports all your note-taking needs. Joel and Adam feel that it's the best note-taking app they've seen. Allows handwritten notes, highlighting and audio recording. It will sync the audio with the notetaking. It can open a browser and also cut and paste from the internet.

Then when we get together after the semester and choose an app for a deep dive. Apps would go back to DEIS.

iPads may be ready for pick up by next week. Joel will contact faculty members.

April presented proposed changes to Policy No. 5-08 regarding Reverse Transfer credit. Antoinette asked whether CSCC would still get success credit and was told that this was the case. Darrell asserted that most colleges are also implementing a similar change in policy. Eric Neaubauer asked what are the degree requirements, and Darrell said from 23 hours to 20 hours being required at Columbus State. Eric's concern is that reducing the number of hours students need to take here may be detrimental. He also wondered whether there are mechanisms in place so that students can be informed about their Associates Degree opportunities at CSCC. Darrell confirmed that the college is already identifying a number of students who would benefit from this change. There are some FERPA issues, but this is something that needs to be resolved by all the colleges. This would also help students who INTENDED to get a four-year degree, they at least receive an A.S. Students no longer have to petition to graduate. Amy DiBlasi noted that some students may not want a degree because of financial aid situations. Darrell agreed that this is a legitimate concern. Dr. Cooley agrees that a change in the wording should be considered for clarification. Dr. Cooley confirmed that the college is not allowed to graduate students without their consent. Records and registration completes the forms. Dr. Cooley noted that the OBOR stated that FERPA requirements state that we can contact them but we can't award degrees. This item will be tabled until clarification is made.

Academic Calendar: Revisions to the existing policy regarding the Academic Calendar Committee were presented by Darrell on behalf of the Policy Council. There were no questions about the nature of the revisions. Jack Popovich made a Motion to Approve and Adele Wright Seconded. All voted to approve.

Adele Wright presented Assessment Committee software requests, specifically a three-year license for Tk20's CampusWide IRD (Institutional Research) which would eliminate paper waste. The primary purpose for the purchase would be for collecting, analyzing, and reporting assessment data and results.

Many venders are set up so that students buy an account and submit work via the account. The college did not want this system. The college needs to be able to track the data by student, but without student accounts. This work was narrowed down to two viable options. One option became very clearly the best choice (due to expense) and was presented to Jack Cooley. Faculty and staff would need to populate the account with lots of information—much upfront work for the system to be ready to use. Also some pilot programs that would start on small scale. Eric Neubauer asked what the downsides of the system might be, and Judy/Adele indicated that compatibility is an issue. None of the systems 'talk' to Blackboard, but the Blackboard version or module was too expensive and didn't offer the curriculum information they wanted. Deb noted that down the road, customized scripts can be created. Curriculum and Assessment Committees have already voted yes on this request.

Antoinette made a Motion to Approve, and Amy seconded. All were in favor.

Jack Cooley provided some updates regarding the structure of the college. In the past, there were some issues with the faculty governance system but this new Faculty Council structure has been accepted and the college will be much healthier in the long run and there will be better decision-making.

Regarding budgets moving forward for 2014. First, priority for technology comes out of instructional success of departments. The software request presented will be accepted, though implementation will be complicated. But it is a very high priority for the division. There has been some conflict and growth as the college has moved forward in restructuring. Three or four more deans are needed to strengthen the programs. One of Dr. Cooley's primary concerns was faculty leadership at two levels (faculty governance in terms of policy but also equally important, at the program level). Program Chairs makes sense. Dr. Cooley says the college will modify to fewer departments. Then have two divisions in the C&T and then pick out a number of programs in Career & Tech to build up programs and identify special needs particularly in the community. A couple are IT. Faculty have not been able to map the way the program would unfold. Arts and Sciences build up STEM and something in the Social and Behavioral Sciences. Arts and Sciences will stay the same. Some changes will take place with the Medical and Health.

Dr. Cooley requests that a group of colleagues meet with him to discuss which departments would be in which division. Later on there will be discussions about the programs in Arts & Sciences. Identify faculty who are interested to Darrell.

The college is about to sign a transfer agreement with Miami University. One of the things that has specifically emerged is the Pathways to Prosperity. Grades 10-14 having pathways for Career and Technical areas. 60% of the new jobs in the emerging economy will require more than a high school diploma but less than a four year degree. We need to reach back into the high schools and be mindful about how to reach those students. We need good academic plans for our students and bring in advising. Dr. Cooley wants us to focus on building those pathways. Think about success of alignment with the right programs and courses. Advising needs to represent the academic programs with greater functionality. Dr. Cooley says advisors would be more associated with programs.

Meeting adjourned at 2:15.

Respectfully, Ann Palazzo, Co-Chair

Columbus State Community College S-Designation Materials DRAFT 5-3-13

What is Service-Learning?

Learn and Serve defines Service-Learning as, "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning process, teach civic responsibility, and strengthen communities."

A Service-Learning class

- uses experiential strategies characterized by student participation in an organized service activity
- engages in service that meets identified community needs
- connects service to specific learning outcomes
- provides structured time for students to analyze and connect the service experience to learning

S-designation classes

On **[insert date]**, the Office of Academic Affairs faculty co-chairs committee approved the proposal for policies and procedures submitted by the Service-Learning Committee for listing service-learning classes with an "S" suffix. This addition makes it easier for students to locate service-learning classes and provides standards for class design across the college.

Why should I apply for the S-designation?

If you plan to develop or already have an existing class that will be taught as a Service-Learning class, you should consider applying for the S-designation.

There are several advantages:

- It makes your classes more visible to students who are interested in service and search for S in the course catalog
- It allows promotion of your classes along with the other Service-Learning classes on the program's web site and through other channels
- The S-designation for Service-Learning classes will appear on students' transcripts, especially helpful for students' transferring to four-year institutions with articulation agreements and pathways with Columbus State.

All of these further widen your potential to reach out to students who are interested in service, but do not have a class in their discipline that offers it. It's also a good way to attract new students to your department.

Application process

All S-designation requests are handled through the Office of Academic Affairs Service-Learning Committee. For guidance on this process, please contact **[insert contact]**_____.

To submit your S- Designation application for approval, **[link to site]**_____.

Service-Learning Designation Request Form

FACULTY NAME:

DEPARTMENT:

DEPARTMENT CHAIRPERSON'S NAME:

DATE:

COURSE NUMBER AND TITLE:

ESTIMATED NUMBER OF SECTIONS PER SEMESTER FOR THE S-DESIGNATION:

1. Has this class previously received an S-Designation? **Yes** **No**
2. Is this class always taught with a service-learning component? **Yes** **No**

(if no, please provide details)

3. Do you have a confirmed community partner with which you will work? **Yes** **No**

(if yes, please provide details)

An effective service-learning class should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

4. Why is this class a good fit for service-learning? How is the academic content enhanced by the service component of the class?

5. Please describe the planned service activity to be performed by students in this class.

6. Using a specific example, please describe how the planned service activities reflect priorities and stated goals/needs of a community partner, and/or meets a community need.

7. Service-Learning activities are all based on an agreement among three parties each of whom has specific goals/expectations/responsibilities that are necessary to support an effective service-learning experience.

Please address the roles and responsibilities in the following questions:

a) How would faculty roles and responsibilities in this course compare to a non Service-Learning version of this course?

b) How would student roles and responsibilities in this course compare to a non Service-Learning version of this course?

c) Describe the roles and responsibilities for the community partner(s.

8a. What current support (community, departmental, institutional and/or financial) exists for sustaining the S-L class?

8b. What, if any, needs (community, departmental, institutional and/or financial) do you identify as needed for offering this service-learning class on a continuing basis.

CLASS GOALS

9. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning classes:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service-learning activity.

a) What opportunities are students given to make connections between concepts and skills learned in class and community-based work?

b) How does the class orient and prepare students for work with the community and the specific issues and/or conditions within the community?

c) How does the class promote student reflection on and evaluation of the impacts of the service-learning activity on the community?

CLASS ASSESSMENT

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

10. Please describe how student learning, with respect to the goals in #9 above, will be assessed in this class.

In addition to the above application, please scan and include the following documents:

- Course syllabus
- Pre- and post-service surveys

Chair statement of support:

Chair signature:_____ Date:_____

Faculty signature:_____ Date:_____

S-Designation Course Review Rubric

Reviewer:

Course Name and Number:

Please evaluate the Service-Learning Request form with the rubric below. You can refer to additional course documentation while scoring if necessary. Once you have a final score, please indicate it below along with any feedback you'd like to share with the instructor or department that proposed the course. If you have questions or need additional guidance, contact the service-learning initiative. Thanks!

Content Area	Excellent (5-4 points)	Sufficient (3-2 points)	Insufficient (1-0 points)	Score
Student Service Activities (4)	Service activities are specific and well-defined.	Service activities are generally defined.	Service activities are not defined, or are poorly articulated.	
Service Activity Addressing Community Need (5)	Activity was planned with the community partner and has connection to their mission and the activity meets a community need is clearly addressed.	Activity is planned with the community partner, and the connection to their mission needs clarification.	Lacks the connection between the activity and the connection of the mission of the community partner.	
Roles and Responsibilities for Instructors (6a)	There are clearly articulated roles, and responsibilities outlined for instructors. Instructor provides clear evidence of support for service-learning	Some roles and responsibilities are articulated for instructors. Instructor provides some evidence of support for service-learning.	Roles and responsibilities for instructors are vague or not described. Serious questions as to how instructors will support service-learning.	
Roles and Responsibilities for Students (6b)	There are clearly articulated roles and responsibilities outlined for students that are challenging, yet realistic.	There are some detailed roles and responsibilities for students that are challenging, but realistic.	Roles and responsibilities for students are vague or unlisted. Serious questions as to how students will meet service and learning goals.	
Roles and Responsibilities for Community	There are detailed roles, and responsibilities for community partners that are appropriate,	Some detailed roles and responsibilities for community partners that are appropriate and can	Roles and responsibilities for community partners are not shared. Serious questions as to how	

II-B
P1

T-8 82

Partners (6c)	easily achievable in the scope of their mission and agreed upon by the community partner.	potentially be achieved in the scope of their mission.	community partner supports service-learning.	
Sustainability and Future Needs (7)	Application indicates current firm support or anticipated needs regarding support from department, community partners and other sources dedicated to sustaining the course.	Application indicates some current support or realistic anticipation about support from department, community partners or other sources to make course sustainable.	Application indicates little to no support or anticipation of support for course from department or community partners.	
Connections between service and academic content (8)	Service activities are clearly connected to and enhanced by academic content.	Service activities are somewhat connected to and enhanced by academic content.	Connections between service activities and academic content are unclear.	
Student Reflection on connections (9a)	Students are given significant and repeatedly reinforced structured opportunities to make connections between service and academic content.	Students are given some structured opportunities to make connections between service and academic content.	Opportunities for student reflection are not detailed. Connections between service and academic content are not reinforced.	
Community partnership (9b)	Students have opportunity to become competent service providers through a substantial orientation to the community, with multiple opportunities to learn about issues, assets, and resources and the context of the service activity.	Students are prepared to engage with sites in a competent manner through an introduction to the community, and critical thinking about community issues, assets, resources and the content of the service activity is encouraged.	Course provides little to no orientation or context for the community in which students will be working, and competence is not covered.	
Evaluation of impact (9c)	Students are given significant opportunities to reflect on and assess the impact of their activities on their community.	Students are given some opportunities to reflect on and assess the impact of their activities.	Students are not given opportunities to reflect on or evaluate the impact of their actions.	
Evaluation of student learning (10)	Description of student learning lays out clear strategy for addressing the learning outcomes listed below. There are well-defined metrics and	Description of student learning provides sufficient indication that student learning will be addressed for the learning outcomes listed below.	Description of student learning provides little to no indication on how student learning will be addressed for the learning outcomes	

	methods of assessment.	There are defined metrics and methods of assessment.	listed below. Metrics and methods of assessment are unclear or completely absent.	

The following general Expected Learning Outcomes are defined for students in Service-Learning classes:

- **Students make connections between concepts and skills learned in an academic setting and community-based work**
- **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**
- **Students evaluate the impacts of the service learning activity.**

Please give this course an overall score from 1 to 5:

Please provide any feedback you'd like to share with the class creator below:

III -A

GRADUATION REQUIREMENTS
Policy No. 5-08
Page 1 of 1

Effective ~~August 29, 2012~~

(A) In order for a student to be considered a candidate for an associate degree, he/she must have completed all the requirements for that degree as described in the college Catalog in effect at the time the student enrolled in the program leading to that degree. If the requirements for the degree change while the student is enrolled in a degree program, the original requirements will apply to the student until he/she earns the degree or for a period of three (3) years from the time the student initially enrolled in the degree. If the student does not receive a degree within three (3) years of initial enrollment, and there is a change in the degree requirements, the Senior Vice-President of Academic Affairs shall decide what requirements the student shall meet in order to be awarded a degree.

(B) In order for a student to be considered a candidate for an associate of applied science or associate of technical studies degree, he/she must have earned a 2.000 grade point average in all courses. ~~technical study courses required and a 2.000 grade point average in all general and basic study courses required.~~ In order for a student to be considered a candidate for an associate of arts or an associate of science degree, he/she must have earned a 2.000 grade point average for all courses. ~~used to meet degree requirements.~~ Only courses completed at Columbus State Community College will be used to calculate these averages.

(C) ~~In order for a student to be considered a candidate for~~ A STUDENT MAY REQUEST TO BE CONSIDERED FOR an associate degree~~, he/she must file~~ by filing a petition in accordance with procedures established by the college. **A STUDENT MAY ALSO AUTHORIZE DEGREE CONSIDERATION THROUGH THEIR FOUR-YEAR PARTNER INSTITUTION VIA THE REVERSE TRANSFER PROCESS. STUDENTS WITH BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREES MAY ONLY PURSUE ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREES IF DEGREE AUDITS REFLECT MISSING COURSEWORK AT THE ASSOCIATE DEGREE LEVEL FOLLOWING EVALUATION OF TRANSCRIPTS FROM THEIR FOUR-YEAR INSTITUTIONS**

(D) The college shall verify eligibility of individual students to receive degrees in accordance with established procedures.

(E) Individuals may earn more than one associate degree from Columbus State Community College, provided they meet all requirements stated in this policy and in the Catalog.

(F) In order for a student to be awarded an associate degree from Columbus State Community College, the student must earn at least twenty-three (23) credit hours through enrollment in courses offered by the Columbus State Community College, as approved by the college.

Approved by the Board of Trustees: _____, 2013
Last Effective Dates: June 26, 2000; July 1, 1987; January 26, 2012; August 29, 2012

GRADUATION REQUIREMENTS
Policy No. 5-08
Page 1 of 1

Effective ~~August 29, 2012~~

(A) In order for a student to be considered a candidate for an associate degree, he/she must have completed all the requirements for that degree as described in the college Catalog in effect at the time the student enrolled in the program leading to that degree. If the requirements for the degree change while the student is enrolled in a degree program, the original requirements will apply to the student until he/she earns the degree or for a period of three (3) years from the time the student initially enrolled in the degree. If the student does not receive a degree within three (3) years of initial enrollment, and there is a change in the degree requirements, the Senior Vice-President of Academic Affairs shall decide what requirements the student shall meet in order to be awarded a degree.

(B) In order for a student to be considered a candidate for an associate of applied science or associate of technical studies degree, he/she must have earned a 2.000 grade point average in all courses. ~~technical study courses required and a 2.000 grade point average in all general and basic study courses required.~~ In order for a student to be considered a candidate for an associate of arts or an associate of science degree, he/she must have earned a 2.000 grade point average for all courses. ~~used to meet degree requirements.~~ Only courses completed at Columbus State Community College will be used to calculate these averages.

(C) ~~In order for a student to be considered a candidate for~~ A STUDENT MAY REQUEST TO BE CONSIDERED FOR an associate degree~~, he/she must file~~ by filing a petition in accordance with procedures established by the college. **A STUDENT MAY ALSO AUTHORIZE DEGREE CONSIDERATION THROUGH THEIR FOUR-YEAR PARTNER INSTITUTION VIA THE REVERSE TRANSFER PROCESS. STUDENTS WITH BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREES MAY ONLY PURSUE ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREES IF DEGREE AUDITS REFLECT MISSING COURSEWORK AT THE ASSOCIATE DEGREE LEVEL FOLLOWING EVALUATION OF TRANSCRIPTS FROM THEIR FOUR-YEAR INSTITUTIONS**

(D) The college shall verify eligibility of individual students to receive degrees in accordance with established procedures.

(E) Individuals may earn more than one associate degree from Columbus State Community College, provided they meet all requirements stated in this policy and in the Catalog.

(F) In order for a student to be awarded an associate degree from Columbus State Community College, the student must earn at least twenty-three (23) credit hours through enrollment in courses offered by the Columbus State Community College, as approved by the college.

Approved by the Board of Trustees: _____, 2013
Last Effective Dates: June 26, 2000; July 1, 1987; January 26, 2012; August 29, 2012

COLUMBUS STATE COMMUNITY COLLEGE
POLICY AND PROCEDURES MANUAL

VERIFICATION OF GRADUATION REQUIREMENTS Effective _____, 2013
Procedure No. 5-08 (D)

(1) The Petition to Graduate form is available online. A student petitioning to graduate must meet with his/her appropriate faculty or academic advisor. The advisor and student review the degree audit for course requirements for the degree. The advisor indicates on the form any outstanding courses.

(2) The Petition to Graduate form is signed by the advisor and student. The advisor or student returns the form to the Records and Registration Department.

(3) The Graduation Coordinator enters it on the terminal and verifies the student's current schedule, degree requirements completed, required courses yet to be completed, and required grade point averages.

(4) Students who do not meet the degree requirements are notified by mail. An updated Petition to Graduate form indicating the projected semester of graduation must be submitted by the student.

(5) Students who have petitioned for graduation within the time frames specified in Procedure No. 5-08 (C) (2) and who are certified as having met all degree requirements receive their diplomas when all final grades have been verified.

(6) A student has his/her diploma mailed to him/her at the address listed on the verification Petition to Graduate form.

(7) AFTER THE VERIFICATION OF DEGREE REQUIREMENTS FOR STUDENTS WHO HAVE COMPLETED THE PETITION TO GRADUATE FORM, A DEGREE REQUIREMENTS VERIFICATION PROCESS WILL BE COMPLETED FOR STUDENTS WHO HAVE **AUTHORIZED DEGREE CONSIDERATION THROUGH THEIR FOUR-YEAR PARTNER INSTITUTION VIA THE REVERSE TRANSFER PROCESS.** ~~NOT COMPLETED THE PETITION TO GRADUATE FORM.~~ STUDENTS WHO ARE VERIFIED AS HAVING MET ALL DEGREE REQUIREMENTS WILL BE GRADUATED AND HIS/HER DIPLOMA WILL BE MAILED TO HIM/HER AT THE ADDRESS ON HIS/HER CURRENT STUDENT RECORD. **STUDENTS WITH BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREES MAY ONLY PURSUE ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREES IF DEGREE AUDITS REFLECT MISSING COURSEWORK AT THE ASSOCIATE DEGREE LEVEL FOLLOWING EVALUATION OF TRANSCRIPTS FROM THEIR FOUR-YEAR INSTITUTIONS.**

Last Effective Dates: September 15, 2007; June 26, 2000; August 29, 2012

OAA Faculty Committee Decisions/Actions/Recommendations

The following form has been developed to document recommendations, actions and/or decisions, taken by an OAA Faculty Committee, that impact the College, its policies, processes, and/or faculty-related work. This form should be submitted to Sally Cooper (per decision made at June 1, 2012 co-chairs meeting) for distribution. Please attach any back-up documents when submitting this form.

OAA Committee Name: Student Support Committee

Date: June 6, 2013 Submitted by: Amy DiBlasi and Eric Neubauer

Was this decision/action/recommendation made by a quorum of the Committee? (A quorum is defined as having 60% of committee members present, evenly divided between Career and Tech and Arts and Sciences Division committee members; no proxies permitted.) **Yes** No

Was this decision/action/recommendation recorded in official minutes of the Committee? **Yes** No

Are any attachments included with this form? **Yes** No E-mails from Candice Spangler and Laurie Johns; faculty e-mails and supporting documentation

Give a brief description of decision/action/recommendation made by the Committee:

The Student Support Committee unanimously voted to recommend that the College implement the Wait List option to the Colleague system. The committee understands that Wait List is a feature that has to be applied to all courses since it is a college-wide application in Colleague. Therefore, if a department wants to exclude some or all of its courses, the department will need to complete the process. Colleague's Wait List procedure was explained by Candice Spangler (Program Coordinator, Curriculum Management) and Laurie Johns (Administrator, Curriculum Management) and verified in the Colleague Manual.

Describe the impact of the decision/action/recommendation on the College, its policies, processes, and/or faculty-related work:

Implementing the Wait List feature at Columbus State would prove beneficial to students as well as faculty and academic advisors. At the present time, current and new students who wish to register for a seat in a full section are advised to watch the semester schedule daily and/or try to register beginning at 12:01 AM following the drop for non-payment date. This is a first-come first-served process that enables new students to register for a course that current students may need to complete their certificate or degree requirements. This system does not support the College's student success and degree completion initiatives since current students who are closed out of classes have to wait until the next term (or later) to continue pursuing their educational goals.

The Wait List option will also alleviate the amount of faculty and academic advising that is required. Currently, faculty and advisors receive numerous e-mails from students requesting advice because they

were closed out of required courses. As indicated above, these students are advised to check for open seats daily and/or wait for the drop for non-payment date. To provide additional assistance during the registration period, faculty members also check current enrollments on a daily basis, evaluate class sizes, and contact other faculty to inquire about possible failures in current pre-requisite courses. Unfortunately, due to the current first-come first-served system, their efforts do not ensure that the students who most need the courses are given priority. The Wait List option will provide a more equitable process, enabling students to continue in their chosen field in a more consistent and time-efficient manner.

Note: It is understood that even with the Wait List feature, students must still take responsibility for registering early. In addition, to be placed on a wait list, a student must meet any prerequisite requirements.

Does the Committee recommend that their decision/action/recommendation be subject to further review by the OAA co-chairs at a regularly scheduled committee meeting? **Yes** **No**

If **"no"**, give reason:

If "yes," in addition to further review at the OAA co-chair committee meeting, does the committee's decision/action/recommendation need additional faculty input?

We believe that all committee recommendations should be discussed and voted on at the co-chairs level prior to moving forward.

I added below the answers that I received from Regina Peal regarding the Co-Chairs' questions:

She stated in her e-mail the following:

How the college handles Wait List from a policy perspective will be decided by upper administration. Please let me know if you need additional information. Take care!
Some background:

- Registration business rules are enforced before students are placed on wait lists and registered off wait lists.
- Conflict checking and overload checking are done only when registering from the wait list.
- Students can wait list for multiple sections of the same course for the same time period (term), if allowed by your institution. The ability to allow students to do this can be controlled by course or course location.
- Wait lists are canceled when a section is canceled.
- The history of wait list statuses are saved for each wait list incident.
- Students can manage their wait list & registration in CougarWeb.
- Records & Registration can enroll students using the wait list screens in Colleague in person.
- Managing wait lists as a batch by: (Some departments may want to batch enroll their students.)
    - Using communications management to notify students a seat is available, giving them permission to register.
    - Enrolling students in students, then notifying them of their enrollment

Questions

1. How are students on the Wait List affected after the drop for nonpayment date?
   Billing would only occur for registered courses.

   When non-paying students are dropped, students on the wait list can be automatically enrolled or notified of permission to register. We would be responsible for deciding how long permission is granted, so other students who are waiting get an opportunity to register.

   If a student chooses to enroll, he/she will generate a bill to be paid by the second drop for non-payment, which coincides with the last day to register and the financial aid freeze date. Will we allow wait listed students to be enrolled after the last day to register?

   Financial aid students may have special processing… If a student is registered part time and wait listed for courses that will put them at full time, will aid pay out partially or fully? If a student is wait listed for all courses, will aid be put on hold past the first drop for non-payment? I'm sure there are other scenarios that will have to be considered.

2. Is the Wait List option no longer available after the drop for nonpayment date?
   We can deactivate the wait list to coincide with the first drop for non-payment. No one will be added to a wait list upon deactivation. Seats will become available when non-paying students are dropped. Wait listed students can be enrolled or offered registration.

   If a student has registered courses, thus having a bill, and does not pay, he/she will be dropped from his/her registered courses. Wait listed courses should not be affected. The registered courses would then be open for other students. The student has lost his seat and could attempt to re-add a course, and end up on the wait list.

   If a student has no registration (only wait listed courses), he/she can be enrolled automatically or notified of permission to register.

We could also deactivate the wait list upon Late Registration. We could vary the settings based on sections, courses, or overall. Enrolling during Late Registration **will** result in the Late Registration fee.

3. Will students on the Wait List have to pay a Late Registration Fee if they accept enrollment in a class during the Late Registration Fee period?

Enrolling during Late Registration **will** result in the Late Registration fee.

According to Colleague documentation (closing a wait list):

"If the student was waitlisted in other sections of that course, then wait lists for the other sections may be deactivated. **Also, if the amount of time a student has to register extends into a time period where extra fees are assessed, and if registration occurs during the time period of the extra fees, then those fees are assessed at the time of registration regardless of when the permission to register was granted.**"

Once a department decides to remove the Wait List option from a course, will this be permanent or will the request need to be made each semester?

Colleague allows the control of which courses or sections of courses can be wait listed. Therefore, if a course is not allowed to have a wait list, it would have to be activated when it *is* allowed to have a wait list. This can vary from term to term, or be permanent. If a section is canceled, the associated wait list will also be canceled.

Columbus State Community College
Shared Governance Model Summary

Introduction

Columbus State Community College's shared governance system is a mechanism for developing, evaluating, and recommending changes in College-wide policies, procedures, or guidelines. Institutional concerns regarding curriculum and assessment, long-range plans, student support, use of physical resources, budgeting priorities, technology plans, professional training and development are the general focus areas for the College's governance Councils.

The shared governance process utilizes the collective intelligence of the College community in planning and decision-making, and it fosters a shared confidence that is extended to all other areas of responsibility within the institution (*e.g.*, departments, programs, and units). The final approval authority for policies is vested with the Board of Trustees, and the President approves procedures.

Governance Structure and Process

The College's governance structure is comprised of the Policy Council and the Academic Council. Both Councils are bodies with whom the Board of Trustees and the President share their governance authority in the development of policies and procedures that are codified within the College's official Policy and Procedure Manual. The President's Office of Shared Governance administers the governance process and maintains all records of policy and procedure enactments. The Board of Trustees will review the approved Shared Governance Model every five (5) years, effective July 2013.

Annually, the Office of Shared Governance will extend to all employees the opportunity to submit issues to the Shared Governance Councils. The Councils and their respective Committees will evaluate the issues that are submitted and determine an agenda for the following year. The annual agenda is published to the campus. As additional issues arise throughout the year, the Shared Governance Office will facilitate consideration by the appropriate shared governance Council.

Policy Council

The Policy Council addresses primarily non-academic policies and procedures that have general application to College operations. The Policy Council is comprised of four (4) standing committees that address the following areas: (1) fiscal resources and facilities; (2) student support; (3) human capacity and development; and (4) technology. There are a total of 60 Policy Council members (25 staff; 25 faculty and adjunct faculty; and 10 administrators). Policy Council members are elected by peers from within their respective constituent groups.

Policy Council Committees make policy and procedure recommendations for adoption by the full Policy Council. The Office of Shared Governance facilitates review and comment by the labor unions actively representing employee groups, the Faculty Council and the Staff Advisory Council. At the close of the comment period, the Policy Council determines whether to approve

the recommendation. Upon approval, legal counsel, senior leadership and the President review the proposed recommendation for possible further action.

Policy Council members are elected by their respective constituents in the spring of each year for the next academic year, and they serve three-year, staggered terms. The Policy Council and all Committees have non-voting, ex-officio member representatives (typically a division Vice-President or designee). Elected members cannot serve more than two consecutive terms. The Policy Council may have adjunct faculty and part-time staff members. Adjunct faculty and part-time staff who have completed five years of service with the College may serve as elected members of the Council.

Academic Council

The Academic Council addresses policies and procedures that primarily pertain to curriculum and assessment. The Academic Council is comprised of ten (10) standing subcommittees and one (1) committee of all subcommittee co-chairs. The standing committees address the following areas: (1) academic pathways; (2) academic rules and policies; (3) assessments; (4) curriculum; (5) faculty entry, training and professional development; (6) honors; (7) instructional success; (8) service learning; (9) student support; and (10) the tenure and promotion process. There are a total of ____ Academic Council members.

The Academic Council subcommittees deliberate upon issues submitted by faculty and submit recommendations for approval by the committee of co-chairs. During this stage of consideration, the faculty union has an opportunity to review and comment upon the proposed recommendation. Upon approval by the committee of co-chairs, the Academic Council submits its recommendation for consideration by the Senior Vice President of Academic Affairs. Once the Senior Vice President of Academic Affairs approves the recommendation for further review, the Office of Shared Governance facilitates the administrative process of review and comment by the Policy Council. At the close of the comment period, legal counsel, senior leadership and the President review the proposed recommendation for possible further action.

[Possible language identifying the membership structure] – At present, the selection process for Academic Council members is under review by the Faculty Governance Committee, the faculty union and the College's senior leadership team. The Faculty Governance Committee intends to submit recommendations that address the election/selection process for members and co-chairs; terms of office; and coordination of the Council's administrative functions.

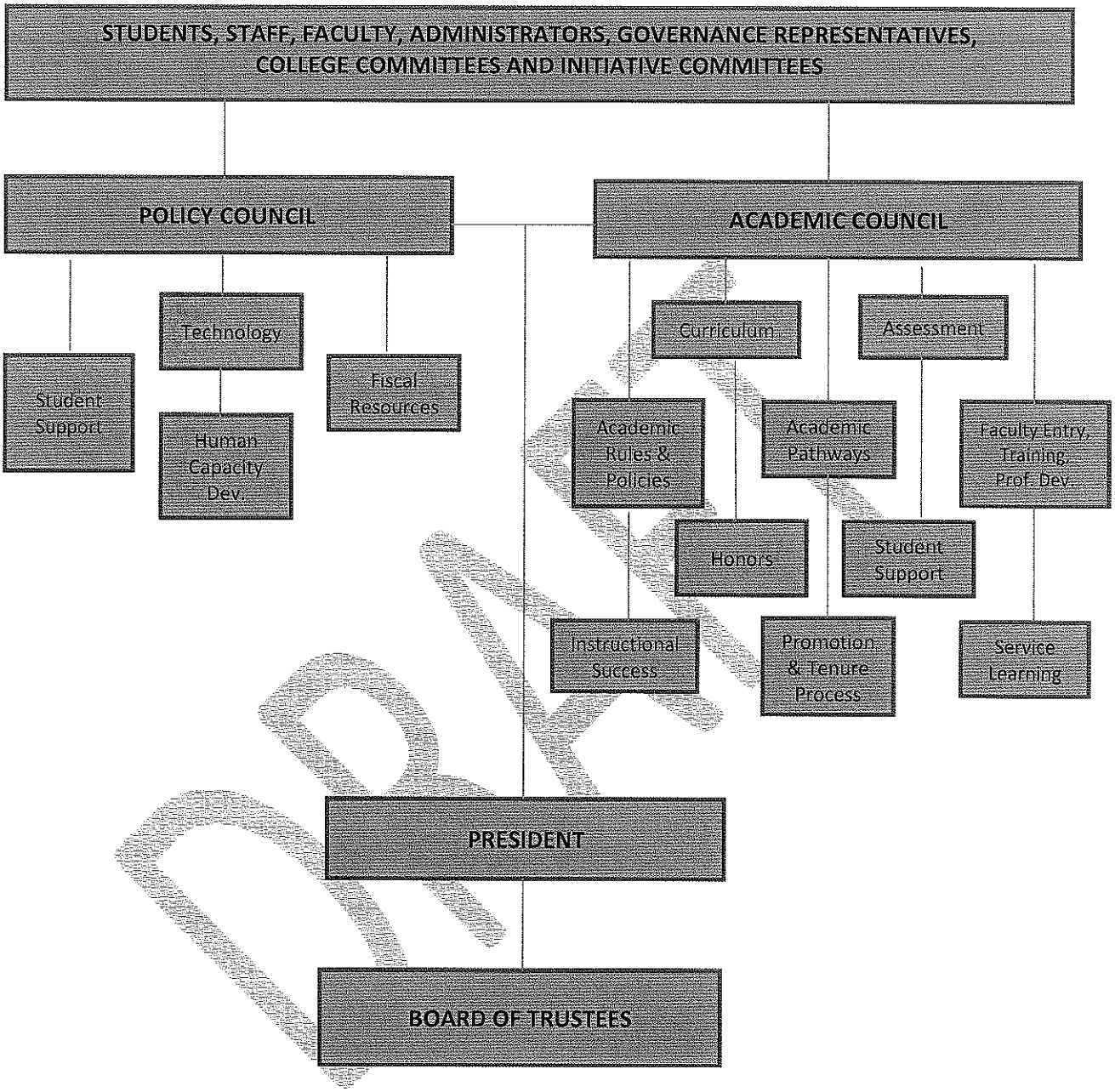
Index of Appendices

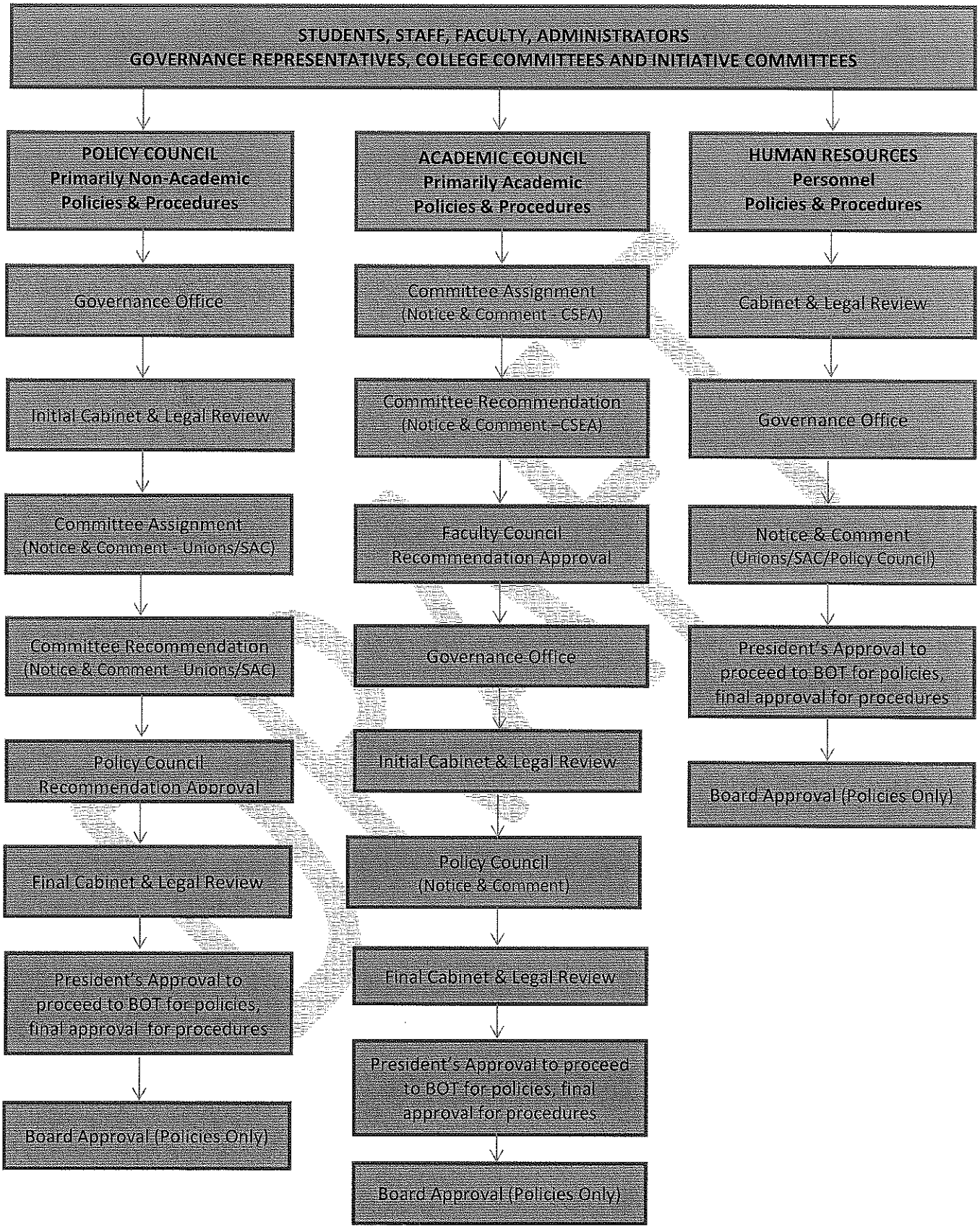
- Appendix A – Shared Governance Organization Summary
- Appendix B – Shared Governance Process Summary

NOTE: Appendices A and B are intended to support a general understanding of the College's shared governance structure. The nature of certain policy and procedure matters may require a reasonable departure from the processes reflected in the Appendices.

V-B

APPENDIX A
SHARED GOVERNANCE ORGANIZATION SUMMARY



V-C

APPENDIX B
SHARED GOVERNANCE PROCESS SUMMARY