

Rogue Community College 2025-26 Curriculum Handbook

This handbook is updated annually, and as needed. For questions or inquiries contact:

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RCC Curriculum Development and Committee Structure

The faculty of Rogue Community College are responsible for the overall curricula of the college. They are supported and assisted by the Curriculum Department. The curriculum committee at Rogue Community College works in tandem with the Outcomes and Assessment department for curriculum development and review.

The **Outcomes and Assessment** department has developed a process for assessment of student achievement at the course and program levels, as well as institutional and general education outcomes. Outcome development is focused on the intended consequence of the learning experience and not the act of learning. What will a student be able to do after completing the learning experience? Assessment is focused on betterment and learning improvement. Collectively, outcomes and assessment are built upon the belief:

Learning goals are promises that we make to our students, their families, employees and society that every student who passes this course, or completes this learning experience successfully, or graduates with this degree can do the things we promise in our learning goals. (Suskie, 2018)

The **Curriculum and Academic Standards Committee (CASC)** initially approves additions, deletions, and modifications of credit-bearing curriculum and submits these changes to the **Academic Training Council (ATC)** for full approval. **CASC is a sub-committee of ATC.**

Appointment: In order to ensure representation of college-wide interests and philosophy, specific entities are represented on the CASC committee. Likewise, in order to encourage full participation by a diversified professional group, members from the previous academic year, and others at the discretion of the Dean of Curriculum and Academic Support, will be asked to participate. A member may be considered for additional terms of membership but appointments must be recommended and approved annually by the Dean of Curriculum and Academic Support, and the Vice President of Student Learning and Success/Chief Academic Officer (CAO).

Appointments represent the following entities: faculty members (representative of the instructional divisions), the Dean of Curriculum and Academic Support, the Director of Institutional Research, Director of Enrollment Services, the Business office, Financial Aid, and Advising. Others may attend as ad-hoc (non-voting members). At all times, faculty representation must exceed non-faculty representation. Ad-hoc members

may vote *in place of* their Department representative listed previously. For example, a Student Records Specialist may vote in the absence of the Director of Enrollment Services.

Role: Criteria for selection of committee members are dependent on the following role and qualifications:

- understands the mission of a comprehensive community college
- is familiar with the curriculum development process and CASC Calendar and due dates
- represents the interests of one or more departments or an academic division
- communicates effectively between constituents and committee
- reviews all curriculum proposals and pays attention to detail
- makes objective and rational decisions (no vested interest)
- supports the decision of the committee once it is finalized
- understands the impact of curriculum changes on course transferability
- maintains a professional demeanor in a leadership role
- helps the committee review the technical and logistical aspects of each proposal

The CASC Chair is nominated by the Dean of Curriculum and Academic Support and elected from among the appointed members. Voting on all proposals is as follows:

- the chair will request a vote
- both affirmative and negative votes are recorded for the record
- the presence of fifty-one percent faculty vote constitutes a quorum

The Chair's functions are as follows:

- serves as liaison between faculty and Dean of Curriculum and Academic Support office
- conducts (moderates or facilitates) discussion/vote

CASC addresses new courses/programs, course/program deletions, and all current course and program modifications.

- General Education Requirements (applicable to programs of at least 45 credits and one academic year in length) are reviewed in CASC, along with final approval of individual course student learning outcomes.

CASC does not address instructor qualifications to teach a course, teaching assignments or schedules, course or program costs, nor full-time and part-time salaries.

CASC's meeting schedule and due dates is posted on the home page of the CASC SharePoint. If the date listed for a department is not workable, then the department should notify the Curriculum Department as soon as possible. Updates to the CASC calendar may occur throughout the year.

RCC's curriculum cycle and the RCC Catalog

CASC approvals generally impact an upcoming academic year's catalog. Occasionally, submissions for new courses and/or programs are implemented in the current academic year.

Community Colleges and Workforce Development (CCWD)

CCWD is the State of Oregon agency under the Higher Education Coordinating Commission (HECC) which oversees Oregon's Community Colleges. CCWD houses a database called Webforms, where Oregon Community College courses and CTE program data are entered. Throughout this Handbook, references will be made to CCWD rules, guidelines and policies as well as references to the Oregon Administrative Rules (OARs).

Courses (credit-bearing)

Credit Courses must have defined learning outcomes and established criteria for successful completion. Credit courses must be applicable to a degree or certificate.

ACTI Codes are the first step in defining a course and determine whether and how the College is reimbursed by the State of Oregon for courses offered. ACTI codes apply to all courses offered at the College. For questions, contact the Curriculum and Transfer Coordinator.

Credit Hour Definition - Lecture, Lecture/Lab and Lab (credit courses only)

RCC operates in the quarter system, in which one credit is based on, or equivalent to, 30-36 hours of academic engagement. Delivery follows these formats:

"Lecture" or "Recitation" or "Seminar" – an instructional setting in which the instructor presents academic subject information.

- Lecture credits are awarded as 1 credit for 10 to 12 clock hours of instruction plus a minimum of 20 hours of out of-class student work.
- A syllabus, course outcomes, and qualified instructor are required.

“Lecture/Lab” – an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student’s educational success.

- Lecture/lab credits are awarded at 1 credit for 20 to 24 clock hours of instruction plus a minimum of 10 hours of out-of-class student work.
- It is required by programs, has a course syllabus, specific outcomes, and direct faculty scheduling, observation and assessment (faculty support is available onsite).

“Lab” or “CWE” or “Clinical” or “Practicum” or “Service Learning” – an instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.

- This credit is awarded at 30 to 36 hours of supervised or semi-supervised instruction consisting of work experience in which a college instructor oversees and sets curriculum, but primary supervision may be by lab assistant, employer, or other individual as assigned.
- A course outline, learning objectives, and periodic site supervisor feedback is required.
- This credit is often used to allow students to apply what they have learned in their classroom to a job or worksite. CWE serves two groups of students: employees who are working and want to apply new knowledge and skills on their job, and student interns who lack experience in their major. This credit is often assigned in the last term(s) of a program.
- Service Learning combines community service with academic instruction, focusing on critical reflective thinking and personal and civic responsibility. Service Learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.
- Independent Study – A minimum of 30 hours of student involvement equals one credit hour.

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Per one credit minimum and maximum meeting hours per term:

Generating One Credit	
Lecture or Recitation or Seminar	10 – 12 hours / term
Lecture/Lab	20 – 24 hours / term
Lab or Clinical or CWE or Practicum or Service Learning or PE Activity	30 – 36 hours / term

Breaks are included in scheduled class time as 5 minutes per every ½ hour. For example, a 90-minute class would include a 15-minute break, taken once, or broken into shorter segments. Breaks are required to be incorporated into class meeting times.

Variable credit courses may be offered at differing amounts from one section to another. The section will reflect the number of credits that the course was offered in a particular term.

Courses numbered 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.

Courses numbered as 199 and 299 can be used in a current academic year for experimental topics.

Changes to credits in a course – when proposing changing to credits for a course, consider:

- Is the change in credit value being required by an outside agency, institution, or (if applicable) the CTE program Advisory Board?
- Will four-year transfer institutions recognize the credit change?
- Are the course learning outcomes being revised to reflect this change?
- Is the change a result of the discontinuation of other course(s)?

Changes to the Clock Hours type for a course - Occasionally a course's hours structure needs to be changed from lecture to lecture/lab, or some other change. If the course's credits don't change, but the hours type (or combination) does, then there is no impact on program maps; however, the course would still need to go through the CASC process for documentation and implementation.

Course outlines are reviewed every three years as a best practice. If an outline is reviewed, and no changes or updates are needed, then the date can be updated applicable to the year reviewed, and the course does not

need to go through the Curriculog process in CASC. (It can be noted outside of that.) At the beginning of each CASC cycle, the Curriculum office will notify departments which courses are nearing the three-year mark for their review and feedback.

Discontinuing a credit bearing course - Courses can be discontinued upon CASC recommendation and ATC approval, in the upcoming academic year. The course will remain active until the upcoming academic year.

Course Numbering For questions on course numbering, contact the Curriculum and Transfer Coordinator.

Institutional Learning Outcomes (ILO) are:

- Communication
- Critical Thinking
- Equity, Diversity, Inclusion, and Global Consciousness
- Information Literacy
- Quantitative Literacy & Reasoning

ILOs are overarching skills that are emphasized in all courses and programs, and student services support and interactions. ILOs define the skills the college expects its students to develop by the time they graduate. The ILOs are in addition to mastering the learning outcomes for courses and program(s).

Programs

Degrees and Certificates are awarded by RCC for programs and courses of study in accordance with:

- Oregon's Higher Education Coordinating Commission (HECC) definitions contained in HECC Division 6 Community College Course Approval 589-006-0050
- Standards and Policies of the Northwest Commission on Colleges and Universities (NWCCU)

Programs are broadly categorized as:

- Career Technical Education (CTE) - AAS, Certificate and Career Pathway Certificates. CTE programs are entered into Webforms.
- Associate of Science (AS) - transfer programs based on signed articulation agreements with a four-year institution. AS programs are not required to be entered into Webforms; however, all Lower Division Collegiate (LDC) courses are entered into Webforms.

- Pre-approved Statewide programs (AAOT, MTM, ASOT OTM) – not entered into Webforms; however, all LDC courses are entered into Webforms.
- Employment and Occupational Skills Training Certificates
- Non-Credit Training Certificates - entered into Webforms. These programs are between 18 and 210 hours in length and offered through Community and Continuing Education.

All program maps have **Program Learning Outcomes (PLOs)** listed prominently in the first section. These established program learning outcomes, their associated curriculum maps, and their assessment plans are formally reviewed.

- Faculty assess student learning through these identified PLOs which are overarching skills that are emphasized and reinforced throughout several courses in a specific program. Ideally, PLOs are limited in number and depending on the degree, range between four and eight.
- PLOs are broadly written and use active verbs that are measurable and focus on what students will be able to do, rather than on course content or activities. RCC operates on a three-year assessment cycle.

Career Technical Education (CTE) programs are developed and operated with the advice and counsel of employers, industry members, or other persons knowledgeable about the requirements of the occupations involved. CTE programs are defined as collegiate level occupational preparatory or occupational supplementary courses designed to prepare students to enter into employment stability and advancement in specific occupations or clusters or closely related occupations.

Developing a new credit-bearing CTE program is a lengthy process.

Plan in advance to ensure the new program can be advertised at the start of an academic year. Several components go into the program design including:

- Is the program an AAS, Certificate, or Career Pathway Certificate?
- If it is to be a Career Pathway Certificate, what program will be the base into which all courses will be applicable?
- If it is to be a Certificate, will it have a base program into which all courses can be applied, or will it be a standalone Certificate?
- Are sponsoring faculty prepared to respond to CCWD application standards including
 - Need, Collaboration, Alignment, Design and Capacity?

- Is there active participation from a local advisory board?
- Have faculty produced a labor market analysis that can be included with the new program application (qualityinfo.org)
- CIP code research and selection – mindful of CCWD guidance

Initial program applications need to allow six weeks for the go ahead to submit the full program application. Many CTE programs also must be presented to the HECC for approval, which corresponds to their meeting calendar. For initial questions about creating a new CTE program, start by contacting the Curriculum and Transfer Coordinator.

CTE Program Amendments Per CCWD, annual changes should constitute no more than 10% of the approved program. If changes exceed 30% of the approved program, then a new program must be submitted. This is referred to as the 30% rule and is covered in the CCWD Policy and Process Book, available online.

A course changing from lecture to lec/lab (or any other hours set up change) does not count toward the 30% rule. Course number changes do not count toward the 30% rule.

Additional reasons that CCWD could require the submission of a new program include: edits that move the program into a significantly different CIP code, a title change that reflects a significant change in the program, or the program now prepares students for different employment opportunities than it does in the existing format.

Associate of Science transfer programs

The Oregon Legislature and the Higher Education Coordinating Commission (HECC) have pre-approved Oregon community colleges to offer associate of science transfer degrees. While the state has established basic criteria for associate degrees, additional requirements may be applied via the degree approval process for a transfer degree. Any additional requirements must be in accordance with the HECC rules, policy and standards and the accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU).

Students may use elective courses within a transfer degree to focus on specific undergraduate program requirements necessary for entrance into a particular postsecondary institution. General education requirements should be collaboratively developed by the Curriculum and Academic Standards Committee (CASC) and the expected student learning outcomes should be related to the institution's vision, mission and goals.

While the college is pre-approved at the state level to offer AS transfer programs, proposed new transfer programs must be approved internally. If the agreement is financial in nature, contains a cost, or obligates RCC in any way, it must also be signed by the Contract and Procurement office.

Standards for new course(s) associated with a new AS transfer degree include: course offers content present or acceptable in the first two years of instruction at four-year higher education institutions; and, courses are designed to assure satisfactory articulation and transferability to Oregon public 4-year institutions.

Proposals for new AS transfer programs occur in this general order:

1. Sponsoring faculty member(s) start a proposal for new program map in Curriculum, starting with CAO approval.
2. The articulation agreement is reviewed by the Curriculum and Transfer Coordinator and Registrar.
3. Articulation agreement is signed.
4. All course outlines and program map(s) are submitted to CASC and ATC.
5. The program is submitted to the RCC Board of Education for approval.
6. The program is submitted to NWCCU for approval.

Program suspensions and Teach-Outs

The need for a program suspension may be recommended by faculty but will be approved by administration. Through a formal analysis of program viability, there may be a determination that an academic program should be eliminated from the institution's offerings.

Decisions to suspend programs begin at the Dean/VP level or by department recommendation, and then require Senior Leadership approval followed by the RCC Board of Education and CCWD (for CTE programs).

For CTE program suspensions, the [Community College Suspension Form](#) must be filled out. Suspensions are approved at the CCWD Education Specialist level. (They do not need to be presented at an HECC Board meeting.) Once officially suspended by CCWD, CTE programs are in Suspended status in Webforms for three years and then are deleted. Programs can be reactivated within the three-year period. After three years, a new program approval process is required. Once all required approvals are obtained, the Teach-Out process can begin (see below).

A detailed description of the data processing (data collection, analysis, student communications, and documentation) related to program suspensions is in a separate document. For questions on this aspect of program suspensions, contact the Curriculum and Transfer Coordinator.

Non-Credit Training Certificates

NCTCs are a form of recognition awarded by Rogue Community College and are made available to students through the Continuing and Community Education Department.

NCTCs can be made up of a single course, or series of courses, that do not offer college credit for completion, but that provide documentation of skill attainment useful for career entry and/or career advancement. To qualify for a non-credit certificate, the courses must be rigorous and include an assessment of measurable outcomes or mastery of learning/knowledge. Assessments include, but are not limited to, quizzes, exams, written assignments, demonstration of skills, projects, and activities. Rigor must be modeled on national education and industry training benchmarks.

NCTCs must be a minimum of eighteen (18) hours of instruction up to a maximum of 210 hours. Contact hours for all courses combined cannot exceed a total of two hundred-ten (210) hours. A single course or series of courses must be completed within the 210-hour limitation. Course(s) must be non-credit and must include at least one (1) assessment of measurable outcomes or mastery of learning and knowledge. The certificate must include at least one (1) program learning outcome. NCTCs are required to be transcribed by the college Registrar.

Non-Credit Certificates are not subject to annual review and are not typically detailed in the catalog. Completion does not qualify the recipient for graduation. If an NCTC is discontinued, the Curriculum and Scheduling office must be notified so that a termination letter can be submitted to CCWD/HECC.

Eligible Training Partnership List (ETPL)

The ETPL is a WIOA funded program for students to help offset the cost of tuition. Worksource Oregon helps students become eligible to participate in the program. CCWD reviews applications for a match to federal policy. Courses or programs must be approved in Webforms in order to be eligible. ETPL courses and programs must lead to a high-demand occupation. Exceptions can apply for localized demand that is not necessarily statewide.

Courses and Programs with majority Distance learning must show additional elements to meet requirements. If a course or program receives an initial denial, then CCWD will try to assist in review to re-apply. Initial approval is for one year. Subsequent approvals are for 2 years. To complete an [ETPL Application](#), contact the Curriculum and Transfer Coordinator.