

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Mimi Pentz (Nurs/Hlth Occ)

Vice Chair – Andrea LoMonaco (Business)

Kristen Booth (Pre-Coll/ESOL)

Pam Morse (Math)

Robert Wells-Clark (Tec/Trad)

Jenn Kamrar (Art/Comm)

Rebecca Schwartz (Inst Dean)

Emilie Miller (Science)

Stephen Shwiff (Soc Sci & Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Tina Ontiveros

October 05, 2023 3:30 – 5:00 pm

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)

Hood River Center, room 1.209 (conference room)

Zoom log-in: <https://cgcc.zoom.us/j/84308320742>; Meeting ID: 843 0832 0742; phone in: 1-253-215-8782

Approval of September 21, 2023 minutes ¹ (Mimi)

Old Business

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen) ([Added to New Business](#))
2. Transferability Requirements – continued from 3.16.23 (LDC transfer, Gen Ed requirements, number of universities required) (Susan/Rebecca) ([Added to New Business](#))
3. Standard Prerequisites – continued from 2.9.23, 2.16.23 (Rebecca) ([Added to New Business](#))

Submissions ²

1. Tina Ontiveros (3:40 – 3:55 pm)
 - WR 102 Introduction to Creative Writing (New LDC Course)

New Business (3:55 – 4:45 pm)

1. Transferability Requirements ³ – continued from 3.16.23 (LDC transfer, Gen Ed requirements, number of universities required) (Susan/Rebecca)
2. Contact Hour Definitions ⁴ – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen)

Discussion Items (4:45 – 5:00 pm)

1. Standard Prerequisites ⁵ – continued from 2.9.23, 2.16.23 (Rebecca)
Action Item: Rebecca will take discussion to IC and then bring back to the CC for further discussion

Next Meeting: October 19, 2023

Attachments: ¹ September 21, 2023 Minutes; ² Submissions: 1 New LDC; ³ Transferability information;

⁴ Contact Hours Definition (working document), Contact Hours Definition supporting packet; ⁵ Gen Ed Standard Prerequisite Revision November 7, 2014

Curriculum Committee Minutes
September 21, 2023 (Orientation)
Location: TDC Boardroom 1.162

PRESENT:

Voting Committee Members

Chair- Mimi Pentz (Nursing/Health)
 Vice Chair- Andrea LoMonaco (Business)
 Pam Morse (Math)
 Kristen Booth (Pre-College)

Stephen Shwiff (Social Science)
 Emilie Miller (Science)
 Jenn Kamrar (Art,Cult,Comm)

Non-Voting Committee Members

Susan Lewis (Curriculum)
 Marv Martin (Student Services)

Supporting Staff

Sara Wade (Instructional Services)

Guests

Janie Griffin, Katherine Akin,

ABSENT

Voting Members

Robert Wells-Clark (Ind/Trade), Rebecca Schwartz (Inst Dean)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 10:08 am	Meeting was called to order at 10:08 am by departing chair. Pam welcomed Mimi Pentz as the 2023-24 Curriculum Committee Chair.	
New Business:		
Election of Vice Chair for 2023-24	<p>Stephen Shwiff nominated Jenn Kamrar, Pam 2nd, Jenn respectfully declined the nomination.</p> <p>A short reminder of what the role of the Vice Chair entails. The vice chair is responsible for running the meeting and signing submissions on behalf of the committee when the chair is unable to attend. The vice chair will become the new chair the following year.</p> <p>Stephen Shwiff nominated Andrea LoMonaco, Mimi 2nd, Andrea accepted.</p> <p style="text-align: center;">Motion: approve Andera as Vice Chair for 2023-2024.</p>	<p>Motion: Stephen</p> <p>2nds: Mimi</p> <p>6 in favor – 0 opposed – 0 abstains</p>

Anticipated Submissions for 2023-24	<p>Susan shares with the committee the possible new submissions that will be coming to the committee's table in 2023-24 academic year.</p> <ul style="list-style-type: none"> • New MTMs from the State <ul style="list-style-type: none"> ○ Computer Science (this will hopefully will be a way for us to bring back the Computer Science program) ○ Psychology, Anthropology, Sociology, Philosophy • MFG Degree- to lessen credits • AG Tech Program • BA 104 to MTH 104 (Moving Business Math to the Math Department) • Common Course Numbering Courses • New Math Course being developed (Gaming) 	<p><i>*Emilie had to step away from the meeting.</i></p>
Review of Submission Requirements	<p>Susan shares with the committee items that the committee should keep an eye out for this year in submissions.</p> <ul style="list-style-type: none"> • Reminder to the committee: Please review ALL submissions prior to the meeting. Come prepared with questions and/or concerns if any. • Make sure that the submission looks right. Especially with contact hours, make sure contact hours & number of credits align. • Keep on eye on Gen Ed courses having the stadard prerequisites or submitting an Opt Out form saying why the standard requisites were not needed. • Make sure that a course is explained well enough that any qualified instructor can pick up the course with little to no guidance. • Make sure that degrees have the appropriate number of Gen Ed credits and any other degree requirements. 	
ILO Assessment Committee update on ILO Rubric revisions	<p>Susan shared with the committee the college's improvement in student understanding of ILO #4.</p> <p>The ILO committee is starting work on updating the modified AAC&U Value Rubrics used for ILO assessment at CGCC. The ILO committee is hoping to update the language to help make it easier for faculty and students to understand. The committee plans to have the new rubrics in place when the college begins cycle 3 of ILO assessment in 2026-27. They will be updating 3-4 rubrics each year.</p>	

	<p>The sub-committee leads for this work include:</p> <ul style="list-style-type: none"> • Written Communication - Kristen Booth & Kalie Brunton • Oral Communication - Susan Lewis & Zip Krummel • Critical Thinking - Kristen Kane & Diana Bailey <p>Please share with your departments, if you're interested, or if you know someone who is, reach out to the ILO committee members.</p>	
Transferability Requirements - continued from 3.16.23	<p>Clarification that Susan was not proposing that a submission need approval from all six universities regarding transfer to be approved by the CC. Rather, a transferability request must be sent to all 6 OPU's. For a submission to be approved as Gen Ed, it has to have only one school/university approve it for fulfilling Gen Ed distribution requirements.</p> <p>Committee agrees we need some work around transferability with both Oregon and Washington schools. The next meeting, we discuss this it was agreed that we should invite the Director of Advising in to join the conversation, Karly Aparicio.</p>	
Degree Mapping Project	<p>Kristen shared and explained the work she has been doing for the past year. Kristen has been taking all CGCC's degrees and their courses and mapping them to program outcomes in order to locate any gaps.</p> <p>Kristen shared the tracking sheets and explained the process to the committee. CTE and non-credit programs were completed last year. This year the goal is to complete the mapping of the Gen Ed courses to ILOs and to the general/transfer degrees.</p>	
Contact Hours Definitions- continued from 6.10.22	<p>Do we still need or want this team? Is it important? And what are the expectations?</p> <p>The committee decided that this work is important especially with outlining the definition of contact hours for online and hyflex courses. Pam and Kristen will share the information that they have gathered from other colleges around Contact Hour Definition.</p>	
Meeting Adjourned: 11:57 am	<p>Kristen motioned to end the meeting Pam seconded, all in favor.</p> <p>Meeting ended at 11:57am.</p>	Next Meeting: October 5, 2023

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Arts & Communications		Submitter name: phone: email:	Tina Ontiveros tontiveros@cgcc.edu
Prefix and Course Number:	WR 102		Credits:	4
Course Title: (75 characters max, including spaces)	Introduction to Creative Writing		ACTI Code	100
			CIP Code	23.1302
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 40 Lec/lab: 0 Lab: 0
Reason for the new course	WR 102 invites students into writing and self-expression early in their college experience. The course focuses on creative writing and critical reading with a process-based approach. This gives students opportunities to practice writing, punctuation, structure, analysis, and revision with a creative approach to help them gain confidence in their writing skills.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Introduces the craft and practice of creative writing. Engages with both contemporary and classic authors within the primary genres of poetry, fiction, and creative nonfiction. May also include exploration of other genres such as drama, screenwriting, digital storytelling, film, and performance genres. Develops use of craft elements discussed in class to compose original work in at least two genres. Covers revision practices for voice and purpose. Audit Available.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify the basic craft elements of poetry, fiction, and creative nonfiction writing.
	2. Read critically to analyze poetry, fiction, essays, and other written works.
	3. Write original poetry, fiction, and creative nonfiction works.
	4. Participate in workshop method of critiquing creative writing.
	5. Revise works within the creative writing process.
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Department suggestions: Original poetry, fiction, and creative nonfiction works, peer workshop, written analysis of creative texts.</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Identify the basic craft elements of poetry, fiction, and creative nonfiction writing.</p> <ul style="list-style-type: none"> • Exposure to fiction terms and techniques, such as: <ul style="list-style-type: none"> ○ plot ○ character ○ point of view ○ setting ○ dialogue ○ theme ○ symbolism/allegory • Exposure to nonfiction terms and techniques, such as: <ul style="list-style-type: none"> ○ theme ○ structure ○ research ○ memoir ○ tension ○ voice ○ imagery ○ figurative language • Exposure to poetry terms and techniques, such as: <ul style="list-style-type: none"> ○ rhyme scheme ○ meter ○ verse ○ stanza ○ line ○ speaker vs poet ○ basic poetic forms (i.e. sonnet, haiku, villanelle, sestina, acrostic, ballad, ode, free verse, limerick, etc.) <p>Outcome #2: Read critically to analyze poetry, fiction, and essays.</p> <ul style="list-style-type: none"> • Basic analysis techniques such as: <ul style="list-style-type: none"> ○ identify genre ○ identify main idea/point/purpose ○ describe structure ○ impacts of author choices ○ annotating a text ○ making claims ○ summary vs analysis • Read creative writing works by peers and prepare written analysis, response, and/or encouragement: <ul style="list-style-type: none"> ○ in class workshop ○ instruction in constructive feedback (both written and verbal) ○ crafting questions as feedback

	<p>Outcome #3: Write original poetry, fiction, and creative nonfiction work.</p> <ul style="list-style-type: none"> • Introduction to basic writing process: <ul style="list-style-type: none"> ◦ Brainstorming ◦ Drafting ◦ Revising ◦ Editing • Generative writing exercises such as: <ul style="list-style-type: none"> ◦ writing journal ◦ listing ◦ acrostic prompts ◦ hermit crab/mimic forms ◦ written descriptions of images ◦ timed freewriting ◦ clustering • Multiple submissions of original creative writing in class, from examples: <ul style="list-style-type: none"> ◦ at least one fiction draft ◦ 2-5 poem drafts ◦ at least one creative nonfiction draft <p>Outcome #4: Participate in workshop method of critiquing creative writing.</p> <ul style="list-style-type: none"> • Structured workshop process in class. May include: <ul style="list-style-type: none"> ◦ set community standards for in class workshop ◦ written drafts submitted in advance ◦ instruction on constructive and polite feedback ◦ guided workshop process ◦ both verbal and written feedback among peers <p>Outcome #5: Revise works within the creative writing process.</p> <ul style="list-style-type: none"> • Introduce revision techniques, such as: <ul style="list-style-type: none"> ◦ reverse outlines ◦ cut & rearrange ◦ scan and highlight ◦ revision checklists ◦ diction/word choice ◦ consistent point of view ◦ shifts in verb tense ◦ sentence/line variety ◦ annotating ◦ paragraph breakdown • Integration of course experience to aid revision: <ul style="list-style-type: none"> ◦ Integrate insights from workshop process in revision work ◦ Integrate insights from readings in revision work ◦ Write self-assessment of revision process
Suggested Texts & Materials (specify if any texts or materials)	<ul style="list-style-type: none"> • OER Text: Write or Left: An OER Textbook for Creative Writing Classes. Compiled and written by Sybil Priebe, an Associate Professor at the North Dakota State College of Science.

are required):	<ul style="list-style-type: none"> • OER Text: the anti-textbook of writing (remixed). By Sybil Priebe and students. • OER Text: Introduction to Creative Writing. Linda Frances Lein, Alexandria Technical and Community College – Distance Minnesota • OER Text: Creative Writing, Creative Process. Matthew Cheney, Plymouth State University
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AGS, AS	# credits: 90

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 6/2/23 <input type="checkbox"/> No
Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	08.08.23
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

NEXT STEPS:

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: WR 102

Title: Introduction to Creative Writing

Credits: 4

Total Contact Hours: Lec: 40 Lab: 0 Lec-Lab: 0

Course Description:

Introduces the craft and practice of creative writing. Engages with both contemporary and classic authors within the primary genres of poetry, fiction, and creative nonfiction. May also include exploration of other genres such as drama, screenwriting, digital storytelling, film, and performance genres. Develops use of craft elements discussed in class to compose original work in at least two genres. Covers revision practices for voice and purpose. Audit Available.

Course Prerequisites: None

This course will be accepted in transfer as counting towards: (please check all that apply, identify receiving university, and provide details)

- | | |
|------------------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Gen Ed/Distribution req. in: | (Arts & Letters, Writing Requirement EOU, SOU, PSU, OSU _____) |
| <input type="checkbox"/> Requirement in major: | (list major) _____ |
| <input checked="" type="checkbox"/> Elective for major: | (list major) SOU English Major _____ |
| <input type="checkbox"/> Course Equivalency: | (list comparable courses; identify univ.) _____ |
| <input type="checkbox"/> Other: | _____ |
| <input checked="" type="checkbox"/> Elective only | University of Oregon |

Transfer/Articulation of Individual CGCC Courses

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

School	Contact	Email	Notes
EOU	Brooke Hewitt	bhewitt@eou.edu	Course will come in as WR LDT Intro to Creative Writing*APC. Will count in gen ed as APC, towards multiple programs/minors, and overall institutional requirements.
UofO	Shelly Ehlers	sehlers@uoregon.edu	Here is how this course will transfer to the University of Oregon: Columbia Gorge Community College (041519) WR 102 = CRWR 1AAT CRWR 100 level course (elective)
SOU	Margaret Perrow	perrowm@sou.edu	WR 102 would be accepted at SOU as transferrable undergraduate credit. We would also accept it as lower-division credits towards the English major (the other 4 lower-division credits would need to be in English literature).
PSU	Keri Behre	cw-advising@pdx.edu ksb6@pdx.edu	A 100-level creative writing course will transfer in as GenEd/Distribution credit.
OSU	Erin Bird	erin.bird@oregonstate.edu	this course would transfer to OSU as WR LDT (4 credits): *W2: Introduction to Creative Writing . This would count for the Writing II requirement in the Baccalaureate Core at OSU

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____ Date: _____

Printed Name: tina ontiveros

Title: faculty, creative writing

Department: Arts & Communications

E-mail: tontiveros@cgcc.edu



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: Transferability Inquiry

1 message

tina ontiveros <tontiveros@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Tue, Aug 15, 2023 at 10:44 AM

EOU transferability

----- Forwarded message -----

From: **Brooke Hewitt** <bhewitt@eou.edu>
Date: Tue, Aug 15, 2023 at 9:09 AM
Subject: [External] Re: Transferability Inquiry
To: tina ontiveros <tontiveros@cgcc.edu>

Course will come in as WR LDT Intro to Creative Writing*APC.
Will count in gen ed as APC, towards multiple programs/minors, and overall institutional requirements.

Thanks!

Brooke Hewitt, MBA*Transfer Articulation Specialist*541-962-3936 | bhewitt@eou.edu

On Thu, Aug 10, 2023 at 12:20 PM tina ontiveros <tontiveros@cgcc.edu> wrote:

Good afternoon Brooke,

I hope you are enjoying your summer.

I am writing to ask about transferability for a course we are developing at Columbia Gorge Community College. The course is WR 102, Introduction to Creative Writing. This is a 4 credit writing course.

Here is our [course development template](#) for this course. We use the CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if Eastern Oregon University will accept this course as the forms outline:

-
- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

Please let me know if you have questions or I can provide further information.

Thanks for your time,
tina

--

tina m ontiveros, mfa
(she/her/hers) [why do pronouns matter?](#)
creative writing
Columbia Gorge Community College



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] RE: Transferability Inquiry

1 message

tina ontiveros <tontiveros@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Mon, Aug 21, 2023 at 7:39 AM

OSU transferability below. I am not sure where this one fits in on our form either?

----- Forwarded message -----

From: **Transfer Coordinators - Admissions** <transferbeavs@oregonstate.edu>
Date: Thu, Aug 17, 2023 at 11:19 AM
Subject: [External] RE: Transferability Inquiry
To: Bird, Erin <Erin.Bird@oregonstate.edu>, tina ontiveros <tontiveros@cgcc.edu>

Good morning Tina,

I have reviewed the course information you provided, and in consultation with our Writing department liaison, have determined that this course would transfer to OSU as **WR LDT (4 credits): *W2: Introduction to Creative Writing**. This would count for the Writing II requirement in the Baccalaureate Core at OSU. Please let me know if you need any additional information.

Thank you,

Joanna Abbott *she/her/hers*

Assistant Director of Articulation | Office of Admissions

Oregon State University | 104 Kerr Administration Building | Corvallis, OR 97331



From: Bird, Erin <Erin.Bird@oregonstate.edu>
Sent: Thursday, August 10, 2023 1:01 PM
To: tina ontiveros <tontiveros@cgcc.edu>
Cc: Transfer Coordinators - Admissions <transferbeavs@oregonstate.edu>
Subject: RE: Transferability Inquiry

Hi Tina,

Thanks for reaching out! I'm going to forward your course evaluation request onto our team of articulations specialists in the Office of Admissions.

Do you have a deadline for when you need their response?

Thanks,
Erin

Erin Bird | *she/her/hers* | **Transfer Transitions Coordinator**

Office of Academic Affairs | **Oregon State University**

B211K Kerr Admin Bldg | p: 541-737-4742 | erin.bird@oregonstate.edu

From: tina ontiveros <tontiveros@cgcc.edu>
Sent: Thursday, August 10, 2023 12:21 PM
To: Bird, Erin <Erin.Bird@oregonstate.edu>
Subject: Transferability Inquiry

[This email originated from outside of OSU. Use caution with links and attachments.]

Good afternoon Erin,

I hope you are enjoying your summer.

I am writing to ask about transferability for a course we are developing at Columbia Gorge Community College. The course is WR 102, Introduction to Creative Writing. This is a 4 credit writing course.

Here is our [course development template](#) for this course. We use the CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if Oregon State University will accept this course as the forms outline:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

Please let me know if you have questions or I can provide further information.

Thanks for your time,

tina



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: Transferability Inquiry

1 message

tina ontiveros <tontiveros@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Mon, Aug 14, 2023 at 10:13 AM

Transferability from PSU:)

----- Forwarded message -----

From: **Creative Writing Advising** <cw-advising@pdx.edu>
Date: Mon, Aug 14, 2023 at 8:11 AM
Subject: [External] Re: Transferability Inquiry
To: <tontiveros@cgcc.edu>

Dear tina,

Hello! Josh forwarded me your message, since I'm the new undergraduate studies advisor as of last year. A 100-level creative writing course will transfer in as GenEd/Distribution credit. I hope this is helpful!

Warmly,
Keri Behre
Undergraduate Studies Advisor

Additional Advising Information:

- Summer 2023 [English/Writing Course Descriptions](#)
- Fall 2023 [English/Writing Course Descriptions](#)
- [English Department Undergraduate Advising](#)
- [Language, Culture & Meaning \(LCM\) Pathway Advising](#)
- [Academic Calendar/Registration Deadlines](#)
- [How to Register for Classes](#)
- [Degree Audit Reporting System \(DARS\)](#)
- [Student Resources](#) (Dean of Student Life)
- [CRW Major Advising Worksheet](#) (fillable PDF)

On Thu, Aug 10, 2023 at 2:10 PM Josh Epstein <jepstein@pdx.edu> wrote:

Hi Keri—hope you're doing well! This was emailed to Bishopal and me. He may have forwarded it along already; my apologies if so.

See you at the retreat! I'm kind of looking forward to getting back into the mix, mostly, sort of. 😊

Cordially,
Josh

----- Forwarded message -----

From: **tina ontiveros** <tontiveros@cgcc.edu>
Date: Thu, Aug 10, 2023 at 12:22 PM
Subject: Transferability Inquiry
To: Bishopal Limbu <limbu@pdx.edu>
Cc: <jepstein@pdx.edu>

Good afternoon Bishopal and Josh,

I am writing to ask about transferability for a course we are developing at Columbia Gorge Community College. The course is WR 102, Introduction to Creative Writing. This is a 4 credit writing course.

Here is our [course development template](#) for this course. We use the CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if Portland State University will accept this course as the forms outline:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

Please let me know if you have questions or I can provide further information.

Thanks for your time,
tina

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tina montiveros, mfa
(she/her/hers) [why do pronouns matter?](#)
creative writing
Columbia Gorge Community College



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Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: Transferability Inquiry

1 message

tina ontiveros <tontiveros@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, Aug 11, 2023 at 10:11 AM

Hi Susan-

We have transfer confirmation from SOU. As you can see, Margaret confirms they will accept WR 102 as:

- transferrable undergraduate credit
- lower-division credits towards the English major

Later in the thread, Karen suggests I reach out to the Creative Writing faculty to ask about transferability in the major. Should I go ahead and do that as well?

thanks!

tina

----- Forwarded message -----

From: **Karen Bolda** <boldak@sou.edu>

Date: Fri, Aug 11, 2023 at 9:15 AM

Subject: [External] Re: Transferability Inquiry

To: Margaret Perrow <perrowm@sou.edu>

Cc: tina ontiveros <tontiveros@cgcc.edu>, Alma Rosa Alvarez <alvarez@sou.edu>

A determination of accepting the WR 102 can only be made by the CW faculty, I recommend reaching out to Craig Wright at CWright@sou.edu.

On Fri, Aug 11, 2023 at 7:50 AM Margaret Perrow <perrowm@sou.edu> wrote:

Dear Tina,

Thanks for your inquiry. WR 102 would be accepted at SOU as transferrable undergraduate credit.

We would also accept it as lower-division credits towards the English major (the other 4 lower-division credits would need to be in English literature).

I am including Karen Bolda from Creative writing, who may be able to determine if WR 102 would count towards the Creative Writing major.

Sincerely,

Margaret Perrow

On Thu, Aug 10, 2023, 10:20 PM tina ontiveros <tontiveros@cgcc.edu> wrote:

Good afternoon Alma and Margaret,

I am writing to ask about transferability for a course we are developing at Columbia Gorge Community College. The course is WR 102, Introduction to Creative Writing. This is a 4 credit writing course.

Here is our [course development template](#) for this course. We use the CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if Southern Oregon University will accept this course as the forms outline:

-
- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

Please let me know if you have questions or I can provide further information.

Thanks for your time,
tina

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tina montiveros, mfa
(she/her/hers) [why do pronouns matter?](#)
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Columbia Gorge Community College



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[Make an appointment](#)

Karen Bolda, M.A., she/her/hers
Student Success Coordinator

BoldaK@sou.edu, 541-552-6735

[OCA.SOU.EDU](https://oca.sou.edu)

Looking for Help? Connect with resources on campus and beyond with SOU's wellbeing portal at you.sou.edu.

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tina montiveros, mfa
(she/her/hers) [why do pronouns matter?](#)
creative writing
Columbia Gorge Community College





Susan Lewis <slewis@cgcc.edu>

Fwd: [External] RE: Transferability Inquiry

1 message

tina ontiveros <tontiveros@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, Aug 11, 2023 at 10:12 AM

Hi Susan-

Transfer info from University of Oregon below.

thanks!

----- Forwarded message -----

From: **Shelly Ehlers** <sehlers@uoregon.edu>

Date: Fri, Aug 11, 2023 at 9:32 AM

Subject: [External] RE: Transferability Inquiry

To: tina ontiveros <tontiveros@cgcc.edu>

Good morning Tina,

Thanks so much for reaching out. Here is how this course will transfer to the University of Oregon:

Columbia Gorge Community College (041519)

WR 102 = CRWR 1AAT CRWR 100 level course (elective)

Quick question Tina, do you know when this course be offered at CGCC? Let me know if you have any questions and have a great day!

Sincerely,

Shelly

Shelly Ehlers

*Office and Transfer Coordinator**Office of the Registrar*

From: tina ontiveros <tontiveros@cgcc.edu>
Sent: Thursday, August 10, 2023 12:20 PM
To: Shelly Ehlers <sehlers@uoregon.edu>
Subject: Transferability Inquiry

Good afternoon Shelly,

I am writing to ask about transferability for a course we are developing at Columbia Gorge Community College. The course is WR 102, Introduction to Creative Writing. This is a 4 credit writing course.

Here is our [course development template](#) for this course. We use the CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if University of Oregon will accept this course as the forms outline:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

Please let me know if you have questions or I can provide further information.

Thanks for your time,

tina

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tina m ontiveros, mfa

(she/her/hers) [why do pronouns matter?](#)

creative writing

Columbia Gorge Community College



The Transfer Checklist

Six ways colleges can facilitate transfer student success.

By [Alexandra W. Logue](#)

What should an institution of higher education do to facilitate transfer student success?

For the past five years the A2B (associate to bachelor's) group of projects at the City University of New York has been conducting research and developing digital tools directed at increasing transfer student success, particularly students transferring from community colleges—associate-degree programs—to bachelor's-degree colleges (known as vertical transfer; for a list of our publications and presentations to date, see [here](#)). Many of our findings have been presented in our [miniseries](#) within this “Beyond Transfer” blog.

We focus on vertical transfer because some 80 percent of new community college students want to attain [at least a bachelor's degree](#), but six years later, only [11 percent have done so](#). We know that if there are two students, equivalent in every way we can measure, and both want bachelor's degrees, but one starts at a community college and the other at a bachelor's college, the one who starts at the community college [will be less likely](#) to obtain the bachelor's degree. These findings suggest that challenges involved in the transfer process—such as problems with credit transfer—and not the students themselves are largely responsible for the substantial leaks in the vertical transfer pipeline, from first college entry to bachelor's degree.

We need to plug the leaks in this higher education pipeline and thus increase bachelor's-degree attainment. This is especially true because community colleges have relatively higher percentages of students from underrepresented groups, so obstructions in the vertical transfer pipeline [disproportionately harm](#) students from those underrepresented groups, maintaining or exacerbating disparities.

There are many actions that people, institutions and legislatures can take to facilitate transfer student success. These actions include [the use of financial incentives and legislative actions](#). I will focus here on actions that people within colleges, and colleges and university systems themselves, can take, actions growing out of the A2B work. The following checklist gives six possible ways to increase the pipeline's flow. This list is based on [the evidence we have obtained in A2B](#) and is not comprehensive.

1. **Provide accurate, complete, timely, easily accessible information to everyone involved in transfer.** This item has a great many subparts. Multiple constituencies within a college—students, advisers, faculty, administrators—are not taking optimal actions concerning transfer because of having inaccurate or no information about various aspects of transfer.
 - a. Students don't know how their credits will transfer and therefore do not know which courses to take or which transfer destination will maximize credit transfer.
 - b. Advisers don't know some transfer policies.
 - c. Faculty also don't know policies or how transfer students are faring at their colleges.
 - d. Administrators sometimes don't even know where their students are transferring from or to.

- e. Everyone sees their piece of the elephant, but transfer is, by definition, an entity encompassing, not just multiple classes, or multiple departments, but at least two institutions. Therefore, optimizing transfer student outcomes involves people having information beyond their areas of expertise and usual institutional involvement. Some specific solutions:
 - f. Collect accurate, relevant data;
 - g. Push it to everyone who has anything to do with transfer (accompanied by lots of explanation); and
 - h. Use technology when the amount of information is beyond some people's capacity (e.g., [Transfer Explorer](#), AKA T-Rex).
2. **Recognize and take into account the fact that associate- and bachelor's-program faculty likely have different views about what is causing the vertical transfer pipeline leaks (if they even know that such leaks exist).** Associate-program faculty tend to believe it is lack of credit transfer, and bachelor's-program faculty tend to believe it is lack of adequate preparation. Therefore, when these two groups of faculty try to work together to facilitate transfer, they prioritize different solutions. Complicating such joint work further, many faculty (as well as administrators) have [conflicts of interest](#) concerning policy and curriculum changes. Some specific solutions: ensure that college leaders take the lead in setting the tone for facilitating transfer, give faculty accurate data and other information that directly speak to their concerns, give faculty all possible opportunities to work productively together, and recognize that at some point it may be necessary for a higher authority to step in.
3. **Help vertical transfer students feel a sense of belonging in their bachelor's colleges.** Prospective transfer students are often apprehensive about the transfer process and feel alone and out of place at their new colleges. Some specific solutions: make application to a bachelor's program the default for community college graduates in some majors, provide prospective transfer students with useful information and human contacts at their new colleges, for example by pairing up new (even prospective) transfer students with old transfer students who have followed the same transfer path; and give new transfer students opportunities to make friends at and connections to their new (even prospective) colleges, such as by (pre-)transfer student orientation activities.
4. **Make good use of vertical transfer students' time.** Vertical transfer students' time is precious in more than one sense. First, a long time spent in college is the enemy of completion. The longer college takes, the more opportunity there is for events (such as a car breaking down or being laid off from a job) to result in vertical transfer students, who often have few resource reserves, draining out of the pipeline. Second, because vertical transfer students are, on average, older than many other student groups, they tend to have more noncollege—e.g., family—obligations. Some specific solutions: help students enroll in the courses they need; ensure these students have course schedules that accommodate their other time commitments; offer at least some online courses; [don't put students into remediation](#) unless data show they would then be more likely to graduate and offer only corequisite, not prerequisite, remediation; encourage students to take as many credits each semester as feasible; and provide drop-in on-site childcare.

5. **Ensure that vertical transfer students have sufficient financial support.** Vertical transfer students' financial aid may be more likely to run out before bachelor's graduation than that of other students due to transfer students frequently having credit transfer problems necessitating course repetition. Compounding this problem, colleges may dedicate more financial aid and scholarships to freshmen than transfer students. Some specific solutions: don't focus financial aid just on first-time freshmen; have dedicated financial aid for transfer students, and provide enough funds—for books and fees and transportation, not just tuition—so that students can devote as much of their energies as possible to their studies.
6. **Ensure that credits transfer as applying to bachelor's degree requirements, and not just as electives.** Estimates range up to [43 percent for credits lost](#) by vertical transfer students. Some specific solutions: set policy that all courses transfer as at least electives, establish a common core of courses (the general education requirement) that transfers seamlessly among colleges and whose requirements individual colleges cannot augment, align across colleges at least the first several courses of majors, establish joint associate-bachelor's admissions to some majors along with a single associate-bachelor's curriculum, and establish a student appeals procedure for credit transfer.

What is at stake if we don't address the items on this list?

- Enrollment, which [has not yet returned to pre-pandemic levels](#) and is threatened by [a decreasing supply of college-aged people](#), will not recover, due to loss of students at multiple points in the vertical transfer student pipeline.
- Inequities will continue to exist because students from underrepresented groups, who are more likely to enroll in community colleges, will continue to face more challenges in obtaining bachelor's degrees than do students who begin college in a bachelor's program.
- Equal opportunity for higher education that many of us believe is an essential characteristic of our country, the assurance that anyone, given they work hard and learn, has the right to obtain associate and bachelor's degrees, will continue to elude us.

[None of this is easy.](#) Understanding these problems can be difficult and eliminating them can take resolve, time and/or money. Further, there may be different, strong opinions about how to address these problems or even doubts that these problems exist, possibly putting at risk administrators who persist in pursuing solutions. But with every tick of the clock, thousands of transfer students, including many from the most vulnerable groups in our colleges, are dripping or even gushing out of the higher education pipeline to a bachelor's degree.

This work, with our partners [Ithaka S+R](#) and [MDRC](#), has been generously funded by the Ascendium, Dell, ECMC, Heckscher, Ichigo, Mellon and Petrie Foundations, as well as by CUNY and the Institute of Education Sciences.

Alexandra W. Logue is a research professor at the Center for Advanced Study in Education, Graduate Center, CUNY, and the principal or co-principal investigator of each of the A2B projects. From 2008 to 2014 she was executive vice chancellor and University Provost of the CUNY system.

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: _____ Title: _____

Credits: _____ Total Contact Hours: Lec: _____ Lab: _____ Lec-Lab: _____

Course Description:

Course Prerequisites:

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math) _____
- ☐ Requirement in major: (list major) _____
- ☐ Elective for major: (list major) _____
- ☐ Course Equivalency: (list comparable courses; identify univ.) _____
- ☐ Other: _____
- ☐ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____ Date: _____

Printed Name: _____ Title: _____

Department: _____ E-mail: _____

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
 4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
 5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) Check one: <input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters	
Outcomes:	
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. 	
Criteria:	
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?	
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	

Science or Computer Science	
Outcomes:	
<p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	
Criteria:	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. <p>In addition:</p> <ol style="list-style-type: none"> 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?	
How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-	

based decisions in an ethical manner”?	
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?	

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. 	
Criteria:	
A collegiate level Mathematics course should require students to:	
<ol style="list-style-type: none"> 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all seven criteria.	
How does the course enable a student to “use appropriate mathematics to solve problems”?	
How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?	

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CGCC Contact Hours

Full Credits and clock/contact Hours from HECC

<https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/Full%20and%20Partial%20Credit%20Policy%202021.pdf>

Generating One Credit:

Lecture	10-12 hours/term
Lab	30-36 hours/term
Lecture-lab Physical Education Activity Course	20-24 hours/term 30-36 hours/term
Recitation Cooperative Work Experience Seminar	10-12 hours/term 10-12 hours/term
Cooperative Work Experience (CWE)	30-36 hours/term

Contact and Non-Contact Hours per term

1 to 2 ratio

A one-unit course means that each student is expected to spend between 30-36 hours/term in a lecture. A two-unit course would be doubled, etc.

For every contact hour, there is expected 2 hours non-contact learning outside of class. This is per credit hour. If you have a 4 credit class it would 8-10 hours of non-contact learning outside of class.

See table below for.

Course Units	Contact Hours	Non-Contact Hours	Total
1	10-12	20-24	30-36
2	20-24	40-48	60-72
3	30-36	60-72	90-108
4	40-28	80-96	120-124

How to Fulfill Contact Time in the Online Format

Traditionally, contact hours were simply the amount of time in class. However, online classes provide different opportunities for students' learning. Some of these opportunities include, but are not limited to: live synchronous class meetings and live office hours, as well as organized live discussion groups between students.

Live class meetings-similar to a traditional classroom

Live required office hours-schedule office hours throughout the term. This could be individually or broken into smaller groups. If these are optional, they do not count towards. (i.e. have students sign up for office hours so many times throughout the term).

Guided student study groups require live study groups between students. This is similar to a break-out discussion during a traditional class. (For example, the faculty would need to provide an assignment or guidelines for the study group and submit material/product/completed assignment/recording of meeting.)

Online Asynchronous Learning

Asynchronous learning, in addition to online activities, can be equivalent to contact hours. To do so, the asynchronous online activity must be required and involve interaction with the faculty. Some examples:

Video lecture of faculty or invited expert: Recorded mini-lectures, which all students are required to view and respond (in some manner).

Recorded lecture or interview with expert: Recorded mini-lecture or interview with an expert in the field. This could also be an audio recording (podcast).

Faculty mediated online discussion forum: Faculty may moderate a discussion forum post video or other type of media content.

Required or scheduled communication with faculty: In certain cases, communication between students and faculty. This could include part of an assignment (via email, discussion forum Voice Thread or video file).

The table below gives more specific outlines:

	Contact Hours	Non-Contact Hours
Synchronous	<ul style="list-style-type: none"> -Live class meetings via Zoom -Live required office hours -Guided students study groups. 	<ul style="list-style-type: none"> -Independent student group work -Online study groups -Live editing group projects
Asynchronous	<ul style="list-style-type: none"> -Recorded video lectures by instructor -Recorded video lectures by guest expert -Interview with an expert -Faculty mediated online discussions forums on an advanced video recording platform -Moderate video viewing/discussion -Required communication with faculty -Using VoiceThread to converse with each student?? 	<ul style="list-style-type: none"> -Discussion on board -Readings -Homework assignments -Videos (Ted Talk, documentaries, etc) -Student blogs -Blackboard quizzes -Essay assignments -Literature reviews

4 Unit Course-Traditional In-Person

In-Person Example	Contact	Non Contact
	Lecture: MWF 50 min	7.5 hours reading and HW = 10 hours/week
	Lecture: T/TH 80 min	7.5 hours reading and HW= 10hrs/wk

4 Unit Course- Online, Synchronous

Online	Contact	Non Contact
	Zoom Lecture:MWF 50 min	7.5 hours reading and HW 10hrs/wk
	Zoom Lecutre:T/TH 50 min	7.5 hours reading and HW 10hrs/wk

Higher Education Coordinating Commission

[Office of Community Colleges and Workforce Development - Chapter 589](#)

[Division 6](#)

[COMMUNITY COLLEGE COURSE APPROVAL](#)

589-006-0050

Definitions

(32) "Laboratory or lab" means an instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.

(33) "Lecture" means an instructional setting in which the instructor presents academic subject information.

(34) "Lecture and laboratory" is 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.



Credit and Contact Hour and Instructional Equivalencies Guidelines

Division of Academic Affairs
www.valdosta.edu/academics/academic-affairs/

This document provides general guidelines for faculty and administrators concerning:

- *credit and contact hours,*
- *course section formats/instruction types,*
- *course section technology utilization, and*
- *instructional activity equivalencies for online teaching.*

Valdosta State University awards credit hours (units) for coursework according to the Federal Definition of the Credit Hour as set forth in 34 CFR Part 600.2, University System of Georgia [Policy Manual Section 3.4](#),¹ and VSU's [Determination of Credit Hours for Courses Policy](#)² which all use the Carnegie unit for contact time (750 minutes per term for each credit awarded) as the foundation.

- **One credit hour (unit)** should involve an input of approximately three hours per week, or the equivalent amount of work for other instructional formats, for the average student (e.g., one hour of scheduled class and two hours of out-of-class preparation).
 - Typically, a three semester credit hour course meets for three 50-minute (or two 75-minute) sessions per week for fifteen weeks. Irrespective of course instruction type or delivery method, all courses require a **minimum of 2,250 engaged minutes per semester hour**. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Regardless of the format of course content delivery, course workload expectations must align to the stated learning outcomes for students.
- A **contact hour** represents the measure of scheduled instruction given to students and is dependent on the instructional format for the course. The contact hours should be calculated on a per week basis. For example, one contact hour per week of lecture for 15 weeks equals one credit hour (e.g., a three semester credit hour course meets for 45 contact hours).

¹ http://www.usg.edu/policymanual/section3/C339/#p3.4.1_semester_system

² <http://www.valdosta.edu/administration/sacs/documents/determination-of-credit-hours-policy.pdf>

VSU categorizes course section offerings by the teaching approach employed. In Table 1, session instructional types are defined with the corresponding contact/credit hour ratios.

Table 1: University System of Georgia (USG) Session Instruction Type Code and Definitions

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Lecture	Lecture-10	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
Lecture with Laboratory/ Clinical	Lecture/ Supervised Laboratory/ Clinic-11	A course requiring the combined attributes of a lecture course and a lab/clinical.	Contact hours should be an aggregate of the contact hours for a lecture course and lab/clinical based on the existing lecture and lab contact hour guidelines.
Seminar	Seminar-20	A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
Clinical	Supervised Laboratory/ Clinic-30	A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.	Credit and contact hours vary depending on the requirements for the clinical experience, but the minimum standard of 750 contact minutes per semester per credit applies.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Laboratory	Supervised Laboratory/ Clinic-30	Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that, for the most part, has already been delivered in the lecture class. It is a course requiring scientific or research focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Content in a lab is based on theory or content from an associated course. Further, all the students in the room are following a similar set of instructions. Because it is instruction-based, it requires less minute-to-minute responsibility for the faculty member to interact with individual students than in a studio. The role is facilitation of students in an exercise-oriented activity for which there is a single goal or outcome.	For completely self-contained laboratories (does not require outside preparation by student), 3 contact hours = 1 credit hour (3:1) For non self-contained laboratories (require outside preparation by student), 2 contact hours = 1 credit hour (2:1)
Physical Activity	Supervised Laboratory/ Clinic-30	A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games. The physical activity develops fundamental psychomotor skills and health-related fitness components.	2 contact hours = 1 credit hour (2:1)
Recital, Performance, Ensemble	Supervised Laboratory/ Clinic-30	A course requiring recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students, through practice or rehearsal, engage in the creative and artistic act of performing works of music, dance, or theatre for a jury or audience.	Credit and contact hours vary, but the minimum standard of 750 contact minutes per semester per credit applies.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Studio	Supervised Laboratory/Clinic-30	Studio describes a class in which all students are engaged in creative or artistic activities which are new and unique and not formulated in a lecture setting. Every student in the room is performing a creative activity to obtain a specific outcome. It is a course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Because it is not instruction-based, this requires more minute-to-minute responsibility for the faculty member to engage individual students towards their goal.	2 contact hours = 1 credit hour (2:1)
Directed Study	Directed Study-55	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline. Content material is not normally found in established courses offered by the department or will allow a student to explore in more detail a topic which is normally covered. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head.
Practice Teaching / Student Teaching	Practice Teaching-60	A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Practicum	Internship/Practicum-81	A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Internship	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Field Work / Field Experience	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Thesis	Thesis-91	Faculty-supervised student development, completion, and defense of an original research project in the student's major area.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Dissertation	Dissertation-92	Faculty-supervised student development and completion of an original research topic in the student's major area and defense of the dissertation proposal and the dissertation.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.

NC State University [Credit/Contact Hour Guidelines](#), 2017, for general definitions in column three and examples in column four.

Note: USG codes 12 (Lecture/Unsupervised Laboratory), 40 (Unsupervised Laboratory/Clinic), 50 (Independent Study), and 57 (Asynchronous Instruction) are excluded from the table because VSU does not routinely use them.

In addition to the session instruction types listed in Table 1, VSU classifies course section offerings by the degree to which the instructional content is delivered using technology. University System of Georgia delivery codes are described in Table 2.

Table 2: University System of Georgia (USG) Instructional Delivery Codes and Definitions

USG Instructional Delivery Code	Description	Definition
E	Entirely at a distance	All of the class sessions are delivered via technology. The course does not require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is equivalent to delivering 100 percent of sessions via technology.)
F	Fully at a distance	Nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)
H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
P	Partially at a distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: Courses offered through two-way interactive video (GVNS), are coded as partially at a distance because students must meet at a designated location to attend classes.
T	Technology enhanced	Technology is used in delivering instruction, but no class sessions are replaced by technology.
(Null)	No technology	No technology is used in delivering instruction.

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.
VSU [Center for eLearning](#), 2017.

For course sections delivered using technology, the institution must ensure that students are engaged for a **minimum of 2,250 minutes per semester hour** of course credit. Table 3 provides examples of educational activities and their instructional time equivalencies to guide faculty in the development of curricula and course syllabi. Online courses should provide an equivalent amount of work and equivalent student learning outcomes as traditional courses.

Table 3: Instructional Equivalencies Chart for Calculating Instructional Hours/Engaged Minutes

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Active learning strategies	With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely-focused group activities in class.	1 active learning strategy = 1 hour instruction
Blogs, journals, logs	Instructor guides students in applying learned concepts or reflecting on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback, and assessment.	1 private post = ½ hour instruction 1 shared post (incl. reading all classmates' posts) = 1 hour instruction
Case studies and problem solving scenarios	Instructor leads students in performing In-depth analysis utilizing higher-order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis and post = 1-2 hours
		1 case study analysis and post = 2-hours instruction
Chat rooms for class or group projects	Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)	1 hour chat = 1 hour instruction
Conferences (group)	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation and feedback (including required exam reviews). When possible, calls or online meetings are recorded for review.	½ hour conference = ½ hour instruction 1 hour conference = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Conferences (in-depth individual)	Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation and feedback expectations. When possible, calls or online meetings are recorded for review.	20 minute conference = 1 hour instruction (based on practice for independent studies)
Discussion board	Instructor guides/mediates threaded discussion, engaging learners with content that directly relates to course objectives and that has specified timeframes, expectations for participation, and thoughtful analysis.	Initial post – min. 250 words (requires reading all posts) = ½ hour instruction 1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction; must meet specified criteria Equivalencies may vary further based on specific course expectations/content
		2 posts (requires reading all posts and responding to a minimum of 2) = 2 hours instruction Posts may require citation, which would impact rate of equivalency.
Field trips or tours (includes virtual tours)	Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	Instructor-led 1 hour tour = 1 hour instruction Student(s) without instructor: 1 hour tour and reflection paper = 1 hour instruction
Guided project	Instructors lead students in a summative individual project with specific learning objectives; student and instructor collaborate via email, chat, discussion board, and/or in person to research, analyze, synthesize, and prepare project. Instructor receives periodic updates and provides guidance and feedback.	1 hour of instruction per week for duration of project (based on practice for independent studies)
Instruction and presentations	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction
Instructional CDs, PowerPoints, videos	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives.	Student reviews and posts response to 1 unit of content = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Learning Teams/ Group project	Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance, students collaborate via email, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project, with instructor receiving periodic updates and providing guidance to group.	1 hour of instruction per week for duration of project
Lecture activity - video, written or audio	In response to direction from instructor, students develop questions, comments, or observations to be shared with classmates and instructor through discussion boards or participation in chat rooms.	Student reviews 1 lecture and posts response = 1 hour instruction
Library research	Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research are to be shared with class in a designated manner.	1 five (5) page project = 1 hour instruction
		1 three-five (3-5) page paper = 1-2 hours instruction
Modeling	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	<p>Student completes data analysis for one unit of study post = ½ hour instruction Detailed evaluative response to class on assessment from instructor post = ½ hour instruction</p> <p>Student completes data analysis for one unit of study post = 1 hour instruction Detailed evaluative response to class on assessment from instructor post = 1 hour instruction</p>
Online quizzes	Instructor-created quiz through in which students demonstrate subject knowledge to provide faculty with feedback on students' progress (formative or summative quizzes).	1 hour test = 1 hour of instruction <i>(cannot include final exam)</i>
Peer Review/ assessment	Employing instructor-designated criteria, students evaluate each other's work.	Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction based on scope and estimated number of hours of review/interaction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Portfolio Preparation	Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes.	Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise.
Project Assignment	Instructor assigns a project (written, physical, computer) related to a specific aspect of the course.	1 hour of instruction per week for duration of project (based on practice for independent studies)
Reflection paper or article review	Instructor-guided activity whereby students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private post = ½ hour instruction 2 shared posts (required to read all classmates' posts) = 1.5-2 hours instruction Posts may require citations which would impact equivalency rate.
Service-learning project	Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with classmates via emails, chats, discussion boards, and/or face-to-face.	1 hour of instruction per week for duration of project
Virtual Laboratory and Lab Reports	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share, or post lab reports produced and assess work according to course rubric.	1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise 1 lab report post and review with response to classmates posts = ½ hour instruction
Web-conferencing	Instructor engages students in desktop-to-desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (i.e., WebEx, Wimba, Skype, GoToMeeting).	1 hour webinar = 1 hour instruction
Web-Quest (Internet research)	Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings are shared with the instructor and classmates.	1 in-depth post = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Workplace Integration	Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.	1 hour of instruction per week for duration of project (a maximum of 2 hours per week)

Source: Shared by Kennesaw State University (March 2013).

Revisions:

03/08/2022: Corrected URL, updated VSU logo

CREDIT/CONTACT HOUR POLICY

The following policy is derived from Trocaire College's Credit Hour Policy and the State University of New York's (SUNY's) Credit/Contact Hour Policy.

Policy Definitions

For the purpose of this policy, the definition of a semester hour and credit hour are used interchangeably in order to address the regulatory agencies involved.

Semester hour/Credit hour: According to New York State Education Department (NYSED), *semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.* This definition is consistent with the U.S. Department of Education's definition of a credit hour.

Contact hour: a unit of measure that represents an hour (50 minutes) of scheduled instruction given to students. Please see the tables in this policy for guidance on contact hours in relation to various instructional types (e.g., lecture, laboratory, clinical, practicum, etc.).

Assignment of Credit Hours

All courses taken for credit at Suffolk County Community College, which are applied toward completion of degree and certificate completion requirements, conform to applicable state and federal regulations concerning the assignment of credit hours. The following provides information concerning credit hour assignment policies.

I. Credit Hour Definition

New York State:

All credit-bearing degree and certificate programs at Suffolk County Community College are approved by the New York State Education Department (NYSED). Calculation of credit hours for these programs follows NYSED guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

Codes, Rules and Regulations of the State of New York, Title 8 – Education Department, Chapter II – Regulations of the Commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General, Section 50.1 (o) stipulates the following: “*Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.*”

Section 52.2(c)(4) stipulates: “*A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic*

standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.”

U.S. Department of Education:

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following: *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 - (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

U.S. Department of Education guidance on Program Integrity regulations related to the credit hour (<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>) also stipulates:

The credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. Further, note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a 3-semester hour course meet 3 hours per week during a semester or a 3-quarter-hour course meet 3 hours per week during a quarter. The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour. For example, an institution with a semester-based calendar has a graduate seminar for which it awards 3 semester hours. The class meets only one hour per week over a 15-week semester with the students expected to perform a substantial amount of outside research that is the equivalent of 8 or more hours of student work each week of the semester. For purposes of the Federal definition, the institution would be able to award up to 3 semester hours for the course.”

New York State Education Department’s Policies Regarding Time on Task in Online Education

The College adheres to the New York State Education Department’s Office of College and University Evaluation policies on “Determining Time on Task in Online Education,” which is excerpted below.

Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.)

"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be

counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- *reading course presentations/"lectures"*
- *reading other materials*
- *participation in online discussions*
- *doing research*
- *writing papers or other assignments*
- *completing all other assignments (e.g., projects)*

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information includes:

- *the course objectives and expected learning outcomes*
- *the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required*
- *statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it*
- *a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)*

Theoretically, one should be able to measure any course, regardless of delivery method, by the description of content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time.

II. Credit Hour Assignment Policies

All semester/credit hours awarded by Suffolk County Community College will conform to the definitions listed above. Therefore, all units of credit awarded will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education.

Suffolk County Community College generally follows a semester system with fall and spring semesters consisting of 15 weeks for day classes and 14 weeks for evening classes. Summer terms are typically less than 15 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (for example, compressed schedules) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

Curriculum Process

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the President retains final control and approval of the curriculum. Assignment of credit hours for courses is determined within the program based on faculty expertise and course learning outcomes. New and revised courses will, upon review and approval at the

department level, be reviewed by the College Curriculum Committee and the Vice President for Academic Affairs and recommended for approval or denial. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit, conducted collaboratively through Academic Affairs and Student Affairs.

The College Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Office of Curriculum Development for inclusion in the College Catalog and website. The Office of the College Registrar reviews class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of instructional minutes corresponding to the credits and contact hours assigned, and notes when course schedules do not match assigned credit and contact hours. Any discrepancies are brought to the attention of the appropriate department and necessary corrections are made.

The following provides general guidance on the how the credit hour translates to the particular instruction method. Note, however, that the credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. The information below serves as general guidance only.

Lecture, Seminar, Quiz, Discussion, Recitation: Courses with multiple students, which meet to engage in various forms of group instruction under the direct supervision of a faculty member. A semester credit hour is an academic unit earned for a minimum of fifteen 50-minute sessions of classroom instruction with a normal expectation of two (50-minute) hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for 45 sessions. Examples of the minimal amounts for each activity on a per credit basis are displayed in the table below, using a traditional 15-week semester as the base:

Lecture, Seminar, Quiz, Discussion, Recitation:

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

Activity supervised as a group with substantial outside preparation expected

(laboratory, field trip, practicum, workshop, group studio): Courses with a focus on experiential learning under the direct supervision of a faculty member, with substantial outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 100 minutes or more in duration. (2:1 ratio of contact time to credits, per week).

Activity supervised as a group with substantial outside preparation expected:

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

Activity supervised as a group with little or no outside preparation expected

(laboratory, field trip, practicum, workshop, group studio): Courses with a focus on experiential learning under the direct supervision of a faculty member, with little or no outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration. (3:1 ratio of contact time to credits, per week).

Activity supervised as a group with little or no outside preparation expected

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

Independent Study:

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples previously provided, and the faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

Internship/Practica/Field Experience/Clinical:

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off-campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. A semester credit hour is awarded for a minimum of 45 hours of work. The faculty member or program director responsible for the experience is required to keep records of the amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

Accelerated Courses:

Courses offered outside of a standard 15-week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered within an accelerated time frame.

Online Courses:

Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternate delivery method. Contact time is satisfied by several means, which can include, but is not limited to, the following: a) Regular instruction or interaction with a faculty member once a week for each week the course runs. b) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.

Blended Courses:

Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.

November 7, 2014

**Proposal to revise the standard prerequisites for General Education courses to:
Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite/concurrent: WR 121.**

In an effort to help students succeed in General Education classes, the five General Education Department Chairs propose that WR 121 be a prerequisite/concurrent requirement for all General Education classes currently listing WR 115 as a pre-requisite.

As can be seen from the WR 121 Course Description which follows, students taking WR 121 will be better prepared to think and read critically, and to write coherently in all of their courses:

WR 121 Course Description

Introduces academic writing as a means of inquiry. Employs critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisite: Placement into WR 121, or completion of WR 115 and RD 115. Audit available.

While students who have successfully completed WR 121 will have the skills listed below, students taking WR 121 *while* taking a General Education course will be working toward the intended outcomes. Also, when the instructor of a General Education course sees a student struggling with one of the following outcomes, the instructor will have the opportunity to communicate with the WR 121 instructor in an effort to help the student address areas of concern.

The implementation of this proposal would not require students to complete an additional course prior to enrolling in General Education courses, and it would not prevent a student from taking such courses. However, it would encourage students to take WR 121, a requirement for all our degrees, early in their academic career.

WR 121 Intended Outcomes

Upon successful completion of this course, students will be able to:

- 1. Read closely to determine a writer's purpose and perspective.*
- 2. Write for a variety of clearly defined purposes, audiences and contexts.*
- 3. Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.*
- 4. Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.*
- 5. Write and revise coherent essays using MLA format.*

We propose implementing this co-requisite fall term, 2015. No impact upon the budget is expected.

Tim Schell – Writing, Literature & Foreign Languages Department Chair
Dan Ropek – Science Department Chair
John Evans – Math Department Chair
Joel Kabakov – Arts and Humanities Department Chair
John Copp – Social Sciences Department Chair

Proposal to revise the standard prerequisites for General Education courses to:
Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite/concurrent: WR 121.

_____ () RECOMMENDED () NOT RECOMMENDED**
TIM SCHELL – WRITING, LITERATURE & FOREIGN LANGUAGES DEPARTMENT CHAIR

_____ () RECOMMENDED () NOT RECOMMENDED**
DAN ROPEK – SCIENCE DEPARTMENT CHAIR

_____ () RECOMMENDED () NOT RECOMMENDED**
JOHN EVANS – MATH DEPARTMENT CHAIR

_____ () RECOMMENDED () NOT RECOMMENDED**
JOEL KABAKOV – ARTS AND HUMANITIES DEPARTMENT CHAIR

_____ () RECOMMENDED () NOT RECOMMENDED**
JOHN COPP – SOCIAL SCIENCES DEPARTMENT CHAIR

_____ () RECOMMENDED () NOT RECOMMENDED**
CODY YEAGER – TRANSFER & PRE-COLLEGE DIRECTOR

_____ () RECOMMENDED () NOT RECOMMENDED**
MARY KRAMER – CTE DIRECTOR

_____ () RECOMMENDED () NOT RECOMMENDED**
DORIS JEPSON – NURSING AND HEALTH OCCUPATIONS DIRECTOR

Obtain Department Chair and Director signatures. Turn in to the Curriculum Office in The Dalles no later than 5:00 p.m. on day posted as the “Signature Submission Deadline.”

(Curriculum Office will obtain the signatures listed below this line)

_____ () RECOMMENDED () NOT RECOMMENDED**
CURRICULUM COMMITTEE CHAIR (signature indicates full CC approval)

DATE

_____ () RECOMMENDED () NOT RECOMMENDED**
CHIEF ACADEMIC AND STUDENT AFFAIRS OFFICER

DATE

**Indicate Reason(s):