

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

Anne Kelly

October 19, 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 October 5, 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 for Gen Ed Designation – continued from 10.5.23, 3.16.23 (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. Anne Kelly (3:40 – 3:55 pm)
 - ESOL Program Outcomes (Revision)

New Business (3:55 – 4:45 pm)

1. Contact Hour Definitions ³ – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen)
2. Transferability Requirements for Gen Ed Designation ⁴ – continued from 10.5.23, 3.16.23 (Susan/Rebecca)

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: November 2, 2023

Attachments: ¹ October 5, 2023 Minutes; ² Submissions: 1 Program Outcomes Revision; ³ Contact Hours Definition (working document), Contact Hours Definition supporting packet; ⁴ Transferability information; ⁵ Gen Ed Standard Prerequisite Revision November 7, 2014

Curriculum Committee Minutes
October 6, 2023
Location: TDC Boardroom 1.162 & HRC

PRESENT:

Voting Committee Members

Chair- Mimi Pentz (Health)

Vice Chair- Andrea LoMonaco (Business)

Pam Morse (Math)

Kristen Booth (Pre-College/ESOL)

Robert Wells-Clark (Ind/Trade)

Rebecca Schwartz (Inst Dean)

Stephen Shwiff (Social Science)

Emilie Miller (Science)

Jenn Kamrar (Art,Cult,Comm)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Mary Martin (Student Services)

Supporting Staff

Sara Wade (Instructional Services)

Guests

Karly Aparicio, Tina Ontiveros

ABSENT

Voting Members

Non-Voting Committee Members

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.	
Approval of September 21, 2023 Minutes	Motion: approve as written	Motion: Rebecca 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
Submissions:		
WR 102- Introduction to Creative Writing (New LDC Course)	General like for this class and committee feels it will be a good benefit to our students. The purpose of this class is <ul style="list-style-type: none"> A creative outlet for students before they take WR121Z, to help ease in through the creative writing space and find their 	Motion: Kristen 2nds: Rebecca 7 in favor – 0 opposed – 0 abstains

	<p>writing style without the pressure of rigorous curriculum of a higher education writing course.</p> <ul style="list-style-type: none"> • Give students a chance to explore different types of artistic expression. • Hope this will help with enrollment boost <p>Motion: approve as written</p>	
New Business:		
1. Transferability Requirements- continued from 3.16.23	<p>Clarification of the idea proposed of including the 6 universities to the submission form – It was not to require that all schools had to approve the transfer but was a way to gather the information about how a class would transfer to all 6 public Oregon universities.</p> <p>Supporting arguments in favor of increasing the required number of universities contacted in regards to transfer:</p> <ul style="list-style-type: none"> • Having the information regarding transferability of courses from all 6 public universities in Oregon could help Student Services/ Advising & Instruction to help guide students in the right direction. <ul style="list-style-type: none"> ○ Advisors could have information on transferability of a course. While transferability may change over time, we would have an initial indication from the university regarding their acceptance of the course. Ideally, we could create a list of our courses and how each course transfers to different universities, similar to what is found on university websites. (Student Services states there is currently no internal list of CGCC course transferability, and it is not a current priority to create one.) ○ Suggested that we may even want to have information from some Washington universities. • Support students in transfer <ul style="list-style-type: none"> ○ If students run into transfer issues with universities, we have documentation of what the university indicated upon creation of the course. We have been able to support students on different occasions regarding transfer of specific courses. ○ We can either shoulder the responsibility of learning about the transferability of courses or leave it to the 	

students to do it for themselves. Thought that it was preferred for the college to make its best effort and do its due diligence to gather this information, rather than leaving the responsibility to the student.

- It was recognized that CGCC cannot mandate that courses transfer in any specific way. It is up to the receiving institution to determine how they will accept the course. Also, transferability may change over time; however, there was support for the idea that we should make our best effort to determine transferability and have that information available, with the understanding that receiving institutions will always have the final word.
- We are obligated, at time of submission to CCWD, to indicate in Webforms that the course transfers to universities.
 - What happens if we say that it doesn't transfer? The course will be sent back by CCWD, unapproved.
- Doesn't represent a significant increase in workload to send 6 transferability requests vs. 3 requests. The same email can be sent to each university. An email template is available from the Curriculum Office as well as contact information for transfer specialists at all 6 OPUs. If the template is used, the university generally responds with the needed information without need for additional questions. Who will do this work if the submitting faculty doesn't do it?

Arguments in opposition to increasing the number of required universities contacted regarding transfer:

- Approval of a course should not be dependent on whether the course transfers or not. We know what qualifies as a good course and don't need university approval for our own courses.
 - Suggested that transferability work could be completed after the CC approves the course.
- Transferability is the jurisdiction of the receiving institution, and we don't have any control/say in whether a course is accepted in transfer or not. Transferability is different institution to institution.
- Transferability can change over time. Concern that even if a university says it will take the course as a transfer credit,

	<p>there is a possibility the status could change right after the course is approved by our Curriculum Committee or even right before. Any assurance that we may give to a student could be disingenuous due to the potential for changing transferability at each university.</p> <ul style="list-style-type: none"> Concerns regarding additional workload: <ul style="list-style-type: none"> By requiring reaching out to 6 universities would add too much extra work for the instructor or for the person creating the course. Considerable back and forth required with each university to obtain the needed information, multiplied by 6. <p>The team really liked the spreadsheet that was included in the WR102 submission, and talked about the possibility of creating something similar for regular inclusion in the CC's transferability form.</p> <p>Motion #1: Leave LDC course submission as is with the requirement to reach out to 3 universities about course transferability. Submitter has the option to do more if they so choose.</p> <p>Discussion on whether to remove the Gen Ed requirement that one university must accept the course as fulfilling a Gen Ed transfer credit.</p> <ul style="list-style-type: none"> It was stated that we should remove this requirement from the approval of submissions because each school creates its own standards for Gen Ed courses. <p>Motion #2: Remove the requirement that to earn a Gen Ed designation, one university (at a minimum) must accept the course as fulfilling a Gen Ed requirement at the university.</p>	<p>Motion #1: Motion: Kristen 2nds: Jenn 6 in favor – 2 opposed – 0 abstains</p> <p>Motion #2: Motion: Rebecca 2nds: Stephen 4 in favor – 4 opposed – 0 abstains</p>
2. Contact Hour Definitions	Committee ran out of time will be placed on a future meeting agenda.	
Discussion Items:		
1. Standard Prerequisites	Committee ran out of time will be placed on a future meeting agenda.	

Reminder to Committee	If you are going to be absent or late to a Curriculum Committee meeting, make sure to email your CC chair (Mimi Pentz) and cc Susan Lewis & Sara Wade.	
Meeting Adjourned: 5:00pm	Robert motioned to end the meeting Rebecca seconded, all in favor. Meeting ended at 5pm.	Next Meeting: October 19, 2023

October 19, 2023

Proposal to revise English for Speakers of Other Languages (ESOL) Program Learning Outcomes (PLOs).

Current PLOs for the ESOL are:

Upon completion of the ESOL Program at CGCC, a student should be able to:

1. Read, listen and speak English with understanding in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
2. Write in English purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
3. Use the computer to navigate the Internet, communicate electronically, to enter a computer training course, or fulfill personal goals.

As part of the April 12, 2022 Pre-College/ESOL – Outcomes Mapping and Guided Pathways meeting, a gap was identified within the coverage of ESOL PLOs, specifically for PLO #3. Only one Course Learning Outcome (CLO) mapped to this PLO, resulting in concerns about how students would be learning the outcome content. In addition, it was recommended that the department consider breaking apart CLO#1 into two or three outcomes as it was thought to contain too many concepts.

The ESOL department faculty reviewed the PLOs and determined that PLO#3 was no longer necessary for today's ESOL student. Therefore, the PLO was removed. In addition, the department agreed with the recommendation to split PLO#1 into three separate outcomes. The department proposes the following revision in their Program Learning Outcomes:

Upon successful completion of the ESOL Program, students will be able to:

1. Listen with understanding in order to enter college or training courses, or fulfill personal, work or enrichment goals.
2. Speak purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
3. Read with understanding in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
4. Write purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.

If this proposal is approved, it is expected the new outcomes will be applied immediately. No impact on the budget is expected.



ANNE KELLY – PRE-COLLEGE & ESOL DIRECTOR

(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**
VP INSTRUCTIONAL SERVICES

DATE

**Indicate Reason(s):

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.

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.

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.

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.

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):