Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Mimi Pentz (Nurs/Hlth Occ)
Vice Chair – Andrea LoMonaco (Business)

Kristen Booth (Pre-Coll/ESOL)
Jenn Kamrar (Art/Comm)
Emilie Miller (Science)
Pam Morse (Math)
Rebecca Schwartz (Inst Dean)
Stephen Shwiff (Soc Sci & Ed)
Robert Wells-Clark (Tec/Trad)

Non-Voting Committee Members
Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Mary Martin (Student Services/Registrar)

Support Staff
Sara Wade (Instructional Services)

Guests

November 16, 2023 3:30 – 5:00 pm
ZOOM ONLY
Zoom log-in: https://cgcc.zoom.us/j/84308320742; Meeting ID: 843 0832 0742; phone in: 1-253-215-8782

Old Business

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen) (Postponed until January 25 meeting;
    - **ACTION ITEM:** Kristen, Pam & Jarett will work on creating a chart outlining contact hour requirements for each modality to help guide and give resources to instructors. Will bring to the January meeting for the committee to review.)
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 Discussion Items)

Submissions

1. none

New Business (3:35 – 4:15 pm)

1. Transferability Requirements for Gen Ed Designation [1] – continued from 10.5.23, 3.16.23, 9.21.23, 10.5.23, 10.19.23 (Susan/Rebecca)
    - **ACTION ITEM:** Data request before next meeting: How many students successfully transfer from CGCC to 4-year universities, compared to the amount of CGCC students that complete an AAS degree from CGCC. (Susan)
    - **ACTION ITEM:** Gather the Gen Ed requirements from OSU, PSU, EOU. (Stephen)

Discussion Items (4:15 – 5:00 pm)

1. Standard Prerequisites [2] – 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: December 7, 2023

Attachments: [1] Transferability information; [2] Gen Ed Standard Prerequisite Revision November 7, 2014

COLUMBIA GORGE COMMUNITY COLLEGE

Susan Lewis <slewis@cgcc.edu>

University's Gen Ed Requirements and Information

1 message

Stephen Shwiff <sshwiff@cgcc.edu> Tue, Oct 31, 2023 at 9:36 AM
To: Curriculum CGCC <curriculum@cgcc.edu>, "Lewis, Susan" <slewis@cgcc.edu>, "Taphouse, Mike" <mtaphouse@cgcc.edu>

Fellow Committee Members, Susan and Mike T,

I did a little research on the internet and came up with the following information. I hope to be at the meeting on the 2nd(I may be traveling in or back from Portland) to discuss, or would prefer for the conversation to be held on the 16th when I can assuredly be at the meeting. I would more than appreciate anyone looking at this information and at the university's websites for more clarity for our discussion.

Oregon State University (OSU) has the Baccalaureate Core instead of Gen Ed designations. "The baccalaureate core (bacc core) curriculum represents what the OSU faculty believes is the foundation for students' further understanding of the modern world. The bacc core is required for every major at OSU. No single course may be used by a student to satisfy more than one subject area of the core even though some courses have been approved in more than one area. Some bacc core requirements may be satisfied by a program's major core. This differs by program."

BACCALAUREATE CORE – OSU'S GENERAL EDUCATION REQUIREMENTS FOR ALL MAJORS			
Skills (15 credits/5 courses)	Skills courses ensure that students have the basic skills in written and oral communication and in mathematics that are critical to their academic and professional success. Fitness emphasizes the value of personal wellness.	Writing I	3 credits
		Writing II	3 credits
		Speech	3 credits
		Mathematics	3 credits
		Fitness	3 credits

Perspectives (24 credits/7 courses)	Perspectives courses provide students with a breadth of knowledge across disciplinary fields.	Biological Science w/ Lab	4 credits
		Physical Science w/ Lab	4 credits
		Additional Science w/ Lab	4 credits
		Cultural Diversity	3 credits
		Literature and the Arts	3 credits
		Social Processes & Institutions	3 credits
		Western Culture	3 credits
Difference, Power, & Discrimination (3 credits/1 course)	In DPD courses, students examine the complex structures, systems, and beliefs behind discrimination and unequal power distribution in American society.	Difference, Power, and Discrimination	3 credits
Synthesis Courses (6 credits/2 courses)	Synthesis courses use multidisciplinary approaches that foster critical thinking in a given content area.	Contemporary Global Issues	3 credits
		Science, Technology, and Society	3 credits
Writing Intensive Course (WIC) (3 credits/1 course)	In WIC courses, students gain knowledge of and practice with writing in their major	Writing Intensive Course is specific to the major	3 credits
TOTAL CREDITS:			51 credits

Portland State University (PSU) has an even more convoluted Gen Ed criteria as follows:

GENERAL EDUCATION OPTIONS AT PORTLAND STATE

All universities have a general education curriculum included as part of the baccalaureate degree requirements. The general education curriculum differs at each institution and is typically titled differently. The goal of general education curricula is to assure that all graduates have a common set of coursework designed around the university's educational goals and gain skills that employers seek: communication, critical thinking, teamwork and collaboration.

General education curriculum is also designed to assure that graduates have a breadth of coursework from across the university's curricula. At PSU, **University Studies** and the **Honors College** are the two options for general education. Both programs include unique requirements over in a four-year pathway. Transfer students are placed based on the credits upon entry to PSU.

UNIVERSITY STUDIES

University Studies provides students with integrated, connected learning experiences that lay the foundation for lifelong intellectual development. Extending through all four years, the program teaches you how to think critically, communicate effectively, and gain a broad awareness of the human experience to instill a deep sense of responsibility to yourself, your peers and your community

- First Year Requirements (Freshman Inquiry)
- Second Year Requirements (Sophomore Inquiry)
- Third Year Requirements (Upper Division Cluster)
- Fourth Year Requirements (Senior Capstone)

Transfer students are placed into University Studies courses based on the number of credits completed at the time they enter PSU.

When registering for classes, Freshman and Sophomore Inquiries, as well as Senior Capstone, are found under the subject University Studies. Upper Division Cluster courses are found under the academic department which teaches the course (e.g., SOC 337U is found under Sociology). Use the advanced search feature to find courses in a specific cluster.

So to focus on our first two years, here is the descriptions for Gen Ed in those years:

Known on campus as FRINQ, Freshman Inquiry provides students the academic and social foundation to integrate their university experience by engaging them in transformative learning experiences with their fellow students.

Built around a theme of inquiry, over the course of a year, each FRINQ provides students a place to examine challenging course topics through a variety of perspectives while gaining knowledge and skills they will need in their other courses and career.

Staying in the same small class for the year helps students transition to Portland State and allows them to build friendships with students from a variety of majors.

FRESHMAN INQUIRY THEMES ARE MORE ALIKE THAN DIFFERENT.

Each FRINQ is:

- Interdisciplinary (examines a subject using arts & humanities, social science, and natural science).
- Reading, writing, and research-intensive.
- Experiential and integrates community-based learning.
- Focused on developing the whole student.
- Address the four University Studies Goals.
- Participation and discussion-based.
- Emphasizes critical self-reflection on learning.
- A learning community of peers.
- Taught at the same time and by the same professor each term.
- Supported by a Peer Mentored Inquiry section.

SOPHOMORE INQUIRY (SINQ)

Sophomore Inquiry (SINQ) courses act as a gateway to an Upper Division Cluster, introducing you to concepts, questions, methods, and other content that you can explore more deeply in thematically linked cluster courses. SINQ is an opportunity to explore topics of interest that are different from, yet complementary to, your major.

While each SINQ course is different, they all emphasize communication skills through class dialogue, individual and group presentations, and writing/research projects, as well as diversity, inquiry and critical thinking, and ethical and social responsibility.

You can double dip your UNST courses and your minor. So think ahead and explore the connections between SINQs/Clusters and minors before deciding which SINQ courses to take.

All students who began UNST with Freshman Inquiry (FRINQ) as of Fall 2022 are required to take two (2) different SINQ courses (prior catalog years may require three (3) SINQs). SINQ requirements for transfer students are determined by the number of credits transferred upon admission to PSU. A co-requisite weekly 50-minute Mentor Session, led by a Graduate Peer Mentor, is connected with each SINQ course.

A look at the PSU transfer guide indicates that our Gen Ed designation will not be a factor in the credit review process, and students will follow a course of study including General Education depending on the amount of credits brought in at the time of transfer. Please look at this:

PLANNING YOUR TRANSFER

Courses taken to meet Bachelor of Arts or Bachelor of Science requirements are great options for courses to be taken at the community college in advance of your transfer. You can complete all of your BA or BS requirements at any Oregon community college.

Most of your major course work, all of your Sophomore Inquiry and/or Upper Division Cluster courses, as well as your Senior Capstone, will be completed at PSU.

If you are participating in a co-admission program, your placement may need to be adjusted. For more information, please contact askdars@pdx.edu.

Sophomore Transfers (31-89 Transferable Credits)

- Take at least one sophomore inquiry course (4+ credits). The number of Sophomore Inquiry courses (SINQ) will depend on your number of transfer credits.
- Move onto Upper Division Cluster and Capstone courses.

Junior Transfers (90+ Transferable Credits)

- Take three courses outside of your major from one Upper Division Cluster (12 credits).
- Select one community-based Senior Capstone (6 credits).

University Studies Placement by Total Number of Transfer Credits

Credits Transferred	University Studies Requirements to complete
0 - 29	Freshman Inquiry: UNST 1X1, 1X2, 1X3
30 - 74	Two Sophomore Inquiry Courses: UNST 211 - 299
75 - 89	One Sophomore Inquiry Courses: UNST 211 - 299
90- 134	Three Upper-Division Cluster Courses (12 credits) *and* Senior Capstone
135+	One Senior Capstone (6 credits)

Moving on to Eastern Oregon University. Here is the general description:

Eastern Oregon University > EOU Registrar > General Education Core (GEC)

General Education Core (GEC)

Eastern Oregon University is a community of scholars who understand that learning is a life-long process. The General Education Core (GEC) provides opportunities for students to become reflective, responsible citizens of strong mind and ordered intellect who see multiple points of view. The University expects graduates to use their knowledge of the human condition and the physical world to adapt to, solve the problems of, and thrive in an ever-changing world.

The 60 credit GEC curriculum serves the diverse student body of Eastern Oregon University by helping students to integrate into university life and challenging them to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world.

GEC Information – www.eou.edu/epcc/gec

Courses may be taken graded (C- or better) or S/U (please refer to the S/U policy). A minimum of 60 credits is required. For the most current listing of GEC courses please refer to:

- General Education list
- For a paper General Education Checksheet click below on the appropriate degree;
  - Bachelor or Arts or Science GEC paper Form (Also available as a Google doc)
  - Bachelor of Applied Science CEC paper form

All courses used to fulfill the general education core must be approved by the Educational Policy and Curriculum Committee to ensure that the General Education Outcomes, as distinct from the discipline-specific outcomes, have been identified and means of assessment are in place.

Easy to follow course list as follows (heck, I even teach a course listed or three):

EASTERN OREGON UNIVERSITY

General Education Core

Aesthetics and Humanities (AEH)

(6-20 Credits in at Least Two Disciplines)

ART 101 Foundations of Visual Literacy (4)
ART 204 Art History I (3)
ART 205 Art History II (3)
ART 206 Art History III (3)
ART 390 Expanded Arts (4)
COM 215 Conflict Management (3)
COM 315 Media, Power and Difference (4)
COM 320 Speaking in the Modern Organization (3)
COM 325 Intercultural Communication (3)
COM 330 Are You Listening (3)
COM 340 Interviewing Strategies & Skills (3)
COM 347 Communication at the End of Life (2)
COM 365 Participatory Culture and Identity (4)
ENGL 136 Themes (4)
ENGL 195 Intro to Film (4)
ENGL 199 World Cinema (4)
ENGL 201 Shakespeare (4)
ENGL 315 Intro Applied Linguistics (4)
ENGL 316 Approaches to Grammar (4)
ENGL 339 Literary/Cinematic Genres (2-4)
ENGL 390 Multicultural Literature/Film (2-4)
ENGL 395 Gender in Literature/Film (2-4)
HIST 203 Investigating the Past (5)
HIST 230 Women & Gender in Modern Europe (5)
HIST 311 Immigration Nation (5)
MUS 107 Listen in Music (2)
MUS 111 Music Theory (3)
MUS 113 Music Theory (3)
MUS 202 World Music (3)
MUS 203 Jazz: American Music (3)
MUS 204 Popular Music in American (3)
MUS 304 Down in the Boondocks (2)
PHIL 101 Self, World & God (5)
PHIL 102 Ethics, Politics & Law (5)
PHIL 320 Philosophy of Religion (5)
POLS 250 Politics and Music (3)
SPAN 107 1st Year Spanish (4)
SPAN 108 1st Year Spanish (4)
SPAN 109 1st Year Spanish (4)
SPAN 207 2nd Year Spanish (4)
SPAN 208 2nd Year Spanish (4)
SPAN 209 2nd Year Spanish (4)
SPAN 320 Oral Communication Bilingual (3)
SPAN 345 Intro Literature of Latin America (4)
THEA 260 Theatre History (5)
WR 222 Intro to Rhetoric (4)
WR 281 Writing in the Community (4)
WR 393 Rhetoric of Public Culture (3)

Artistic Process and Creation (APC)

(6-20 Credits in At Least Two Disciplines)

ART 120 Design I (4)
ART 121 Design II (4)
ART 130 Drawing I (4)
ART 227 Graphics (4)
ART 230 Drawing II (4)
ART 240 Intro to Printmaking (4)
ART 243 Intro to Screen Printing (4)
ART 260 Beginning Photography (4)
ART 261 Beginning Digital Photography (4)
ART 270 Intro to Ceramics (4)
ART 280 Beginning Painting (4)
ART 290 Intro to Sculpture (4)
ART 321 Digital Design (4)
COM 152 Intro to Web Design (4)
COM 162 Communication Design (4)
COM 225 Foundations of Digital Media (4)
COM 252 New Media (4)
COM 264 Video (4)
MUP 171-191 Performance (2-3)
MUP 271-291 Performance (2-3)
MUP 371-391 Performance (2-3)
MUS 101 Elements Music (3)
MUS 140 Electronic Music I (3)
MUS 192/193/194 Class Lessons (1-2)
MUS 192D/193D/194D African Drumming (2)
MUS 192G/193G/194G Guitar (1)
MUS 192P/193P/194P Piano (2)
MUS 192S Song Writing (2)
MUS 192V/193V/194V Voice (2)
MUS 195/395 Large Ensemble (1-2)
MUS 195A/395A Community Orchestra (1)
MUS 195B/395B Community Band (1)
MUS 195C/395C Community Chorus (1)
MUS 195D/395D African Drumming (1)
MUS 195E/395E 45th Parallel Ensemble (2)
MUS 195F/395F Fiddle Ensemble (1)
MUS 195G/395G EOU Chamber Choir (2)
THEA 112 Introduction to Theatre (3)
THEA 150 Acting I (4)
THEA 216 Dance for Musical Theatre (5)
THEA 249 Musical Theatre Performance (3)
THEA 250 Acting II (4)
THEA 255 Production and Performance (1-3)

EASTERN OREGON UNIVERSITY

HIST 202 US History since 1865 (5)
POLS 101 American National Government (5)
POLS 102 Politics and Law (5)
POLS 150 Political Economy of Sport (5)
POLS 151 Intro to Public Administration (5)
POLS 221 International Relations (5)
POLS 340 Politics & Media (5)
POLS 350 Public Policy (5)
POLS 351 Public Administration (5)
PSY 201 General Psychology (4)
PSY 202 General Psychology (4)
PSY 231 Human Sexuality (3)
PSY 311 Child Development (5)
PSY 330 Emotion (5)
SOC 204 General Sociology (5)
SOC 205 General Sociology: Problems (5)
SOC 334 Work and Organizations (5)
SOC 344 Selling the News (2)
SOC 345 Media/Politics/Propaganda (5)
SOC 360 Gender & Power (5)
SOC 365 Communities (5)
SOC 370 Environment & Society (5)
SOC 371 Technology & Society (2)
SOC 374 Food & Society (2)
SOC 375 Sociology of Food (5)
SPAN 339 Culture & Civilization in Latin America (4)
SRS 201 Rural Society, Environment, and Economy (4)
SSCI 115 Democracy, Freedom & the American Ideal (5)

There you have it. I will resist the editorial now, and will be happy to share my opinions at the meeting. Have a good one.

Stephen Shwiff

Stephen Shwiff, JD, MA
Pronouns: he/him/his

Adjunct Business & Entrepreneurship and History Instructor
Columbia Gorge Community College

https://cgcc.zoom.us/j/2103787119 (Zoom Conferencing by appointment)

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THEA 256 Fundamentals of Stage Combat (3)
THEA 264 Stagecraft (4)
THEA 266 Fundamentals of Costuming (3)
THEA 267 Fundamentals of Stage Makeup (3)
THEA 274 Set and Lighting Design (4)
THEA 344 Costume Design (4)
THEA 355 Production and Performance (1-3)
THEA 346 Fashion as Costume (3)
WR 131 Exploratory Prose Writing (4)
WR 241 Intro to Fiction Writing (3)
WR 242 Intro to Poetry Writing (3)
WR 243 Screenwriting Fundamentals (3)
WR 248 Intro to Writing in the Genres (3)

Gateway (GTW)

(Max. of 15 Credits May Count toward 60 Credits General Education Core)

BA 101 Intro to Business in a Global Environment (4)
COM 111 Interpersonal Communication (3)
COM 112 Public Speaking (3)
CORE 101 Integrated Studies Seminar (3)
CORE 102 Gateway Seminar (3)
HUM 112 Introduction American Lang & Culture (4)
HUM 113 Topics American Lang & Culture (4)
HUM 114 Global Perspect/Amer Lang & Culture (4)
LIB 127 Information Access (2)
PHIL 103 Critical Thinking (5)
UNI 101 University Studies (3)
WR 121 Academic Composition (4)
WR 122 Argumentative Writing (4)
WR 123 Research Writing (4)

Natural, Mathematical & Informational Sciences (SMI)

(6-20 Credits in At Least Two disciplines, Including At Least One Physical/Biological Science.)
(Physical/Biological Science Courses Designated with *)

*BIOL 101-103 Introduction to Biology (3)
*BIOL 104 Introduction to Biology Lab (1)
*BIOL 211-213 Principles of Biology (4)
*BIOL 343 Future of Genetics (2)
*BOT 201 Plant Biology I (5)
*BOT 202 Plant Biology II (5)
*CHEM 101-103 Intro to Chemistry W/Lab (4)
*CHEM 204-206 General Chemistry W/Lab (5)
*GEOG 106 Physical Geography (5)
GEOG 201 Introduction to GIS*SMI (4)
MATH 105 Lotteries & Loans (4)
MATH 211 Foundations Elementary Math I (4)
MATH 212 Foundations Elementary Math II (4)
MATH 213 Foundations Elementary Math III (4)
MATH 241 Survey Calculus (4)
MATH 241A&B Survey Calculus I & II (2 each)
MATH 251 Calculus (4)
MATH 251A&B Differential Calculus Part I & II (2 each)
MATH 252 Calculus (4)
MATH 253 Calculus (4)
MATH 254 Calculus (4)
*PHYS 201-203 General Physics W/Lab (4)
*PHYS 221-223 General Physics with Calculus W/Lab (5)
PSY 335 Principles of Cognitive Psychology (5)
PSY 357 Evolution & Behavior (5)
*SCI 101 Intro to Physical Science Practices (4)
*SCI 102 Intro to Earth Science Practices (4)
*SCI 103 Matter (4)
*SCI 104 Intro to Life Sciences (4)
*SCI 221 Introduction to Astronomy (3)
*SCI 226 Envir Sci I: Ecol/Bio w/Lab (5)
*SCI 227 Envir Sci II: Chem w/Lab (5)
*SCI 239 History of Science (3)
STAT 243 Elementary Statistics (4)
STAT 243A&B Elementary Statistics I & II (2 each)
STAT/PSY 327 Statistics & Experimental Design (5)

Social Sciences (SSC)

(6-20 Credits in At Least Two Disciplines)

ANTH 100 Introduction to Anthropology (5)
ANTH 201 Introduction to Archaeology (5)
ANTH 202 Physical Anthropology (5)
ANTH 203 Cultural Anthropology (5)
ANTH 320 Human Adaptation (2)
ANTH 330 Ethnology of Hunters/Gatherers (2)
ANTH 340 Frauds/Myths/Mysteries (2)
ANTH 350 Primate Populations (2)
BA 220 Gender, Work & Society (4)
COM 295 Communication Theory (3)
COM 355 Organizational Communication (4)
ECON 115 Economics of Social Issues (5)
ECON 150 Political Economy of Sport (5)
ECON 201 Microeconomics (5)
ECON 202 Macroeconomics (5)
ECON 370 History of Economic Thought (5)
GEOG 105 Cultural Geography (5)
HIST 101 Western Civilization to 1500 (5)
HIST 102 Western Civilization 1500+ (5)
HIST 105 Slavery & Freedom in America (3)
HIST 111 World History to 1500 (5)
HIST 112 World History since 1500 (5)
HIST 201 US History to 1865 (5)

The Transfer Checklist

Six ways colleges can facilitate transfer student success.

By Alexandra W. Logue

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

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

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

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

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

1. **Provide accurate, complete, timely, easily accessible information to everyone involved in transfer.** This item has a great many subparts. Multiple constituencies within a college—students, advisers, faculty, administrators—are not taking optimal actions concerning transfer because of having inaccurate or no information about various aspects of transfer.

    a. Students don't know how their credits will transfer and therefore do not know which courses to take or which transfer destination will maximize credit transfer.

    b. Advisers don't know some transfer policies.

    c. Faculty also don't know policies or how transfer students are faring at their colleges.

    d. Administrators sometimes don't even know where their students are transferring from or to.

e. Everyone sees their piece of the elephant, but transfer is, by definition, an entity encompassing, not just multiple classes, or multiple departments, but at least two institutions. Therefore, optimizing transfer student outcomes involves people having information beyond their areas of expertise and usual institutional involvement. Some specific solutions:

f. Collect accurate, relevant data;

g. Push it to everyone who has anything to do with transfer (accompanied by lots of explanation); and

h. Use technology when the amount of information is beyond some people's capacity (e.g., Transfer Explorer, AKA T-Rex).

2. **Recognize and take into account the fact that associate- and bachelor's-program faculty likely have different views about what is causing the vertical transfer pipeline leaks (if they even know that such leaks exist).** Associate-program faculty tend to believe it is lack of credit transfer, and bachelor's-program faculty tend to believe it is lack of adequate preparation. Therefore, when these two groups of faculty try to work together to facilitate transfer, they prioritize different solutions. Complicating such joint work further, many faculty (as well as administrators) have conflicts of interest concerning policy and curriculum changes.Some specific solutions: ensure that college leaders take the lead in setting the tone for facilitating transfer, give faculty accurate data and other information that directly speak to their concerns, give faculty all possible opportunities to work productively together, and recognize that at some point it may be necessary for a higher authority to step in.

3. **Help vertical transfer students feel a sense of belonging in their bachelor's colleges.** Prospective transfer students are often apprehensive about the transfer process and feel alone and out of place at their new colleges. Some specific solutions: make application to a bachelor's program the default for community college graduates in some majors, provide prospective transfer students with useful information and human contacts at their new colleges, for example by pairing up new (even prospective) transfer students with old transfer students who have followed the same transfer path; and give new transfer students opportunities to make friends at and connections to their new (even prospective) colleges, such as by (pre-)transfer student orientation activities.

4. **Make good use of vertical transfer students' time.** Vertical transfer students' time is precious in more than one sense. First, a long time spent in college is the enemy of completion. The longer college takes, the more opportunity there is for events (such as a car breaking down or being laid off from a job) to result in vertical transfer students, who often have few resource reserves, draining out of the pipeline. Second, because vertical transfer students are, on average, older than many other student groups, they tend to have more noncollege—e.g., family—obligations. Some specific solutions: help students enroll in the courses they need; ensure these students have course schedules that accommodate their other time commitments; offer at least some online courses; don't put students into remediation unless data show they would then be more likely to graduate and offer only corequisite, not prerequisite, remediation; encourage students to take as many credits each semester as feasible; and provide drop-in on-site childcare.

5. **Ensure that vertical transfer students have sufficient financial support.** Vertical transfer students' financial aid may be more likely to run out before bachelor's graduation than that of other students due to transfer students frequently having credit transfer problems necessitating course repetition. Compounding this problem, colleges may dedicate more financial aid and scholarships to freshmen than transfer students. Some specific solutions: don't focus financial aid just on first-time freshmen; have dedicated financial aid for transfer students, and provide enough funds—for books and fees and transportation, not just tuition—so that students can devote as much of their energies as possible to their studies.

6. **Ensure that credits transfer as applying to bachelor's degree requirements, and not just as electives.** Estimates range up to 43 percent for credits lost by vertical transfer students. Some specific solutions: set policy that all courses transfer as at least electives, establish a common core of courses (the general education requirement) that transfers seamlessly among colleges and whose requirements individual colleges cannot augment, align across colleges at least the first several courses of majors, establish joint associate-bachelor's admissions to some majors along with a single associate-bachelor's curriculum, and establish a student appeals procedure for credit transfer.

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

- Enrollment, which has not yet returned to pre-pandemic levels and is threatened by a decreasing supply of college-aged people, will not recover, due to loss of students at multiple points in the vertical transfer student pipeline.

- Inequities will continue to exist because students from underrepresented groups, who are more likely to enroll in community colleges, will continue to face more challenges in obtaining bachelor's degrees than do students who begin college in a bachelor's program.

- Equal opportunity for higher education that many of us believe is an essential characteristic of our country, the assurance that anyone, given they work hard and learn, has the right to obtain associate and bachelor's degrees, will continue to elude us.

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

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

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

Transfer/Articulation of Individual CGCC Courses

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

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

Course #: _____ Title: _____

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

Course Description:

Course Prerequisites:

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

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

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

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

Signature: _____ Date: _____

Printed Name: _____ Title: _____

Department: _____ E-mail: _____

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

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:	☐ Arts and Letters ☐ Social Science ☐ 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. (*Communication*) ☒ 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. (*Critical Thinking and Problem-Solving*) ☒ 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. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

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

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:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- 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:

A course in Arts & Letters should:

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.

And each course should also do at least one of the following:

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.*	

***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.

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: • 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: 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:	
As a result of taking General Education Science or Computer Science courses, a student should be able to: • 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:	
A General Education course in either Science or Computer Science should: 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. In addition: 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.*	
***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.	
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: • 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: 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):