

Curriculum Committee Meeting Agenda

Voting Committee Members

Kristen Booth (Pre-College)
P.K. Hoffman (Arts & Hum)
Katy Jablonski (Wr/FL/Eng)
Linnea Jaeger (ESOL)

Zip Krummel (Social Sci)
Emilie Miller (Science)
Pam Morse (Math)
Mimi Pentz (Nurs/Hlth Occ)

Stephen Shwiff (Inst Dean)
Ashley Michels (CTE)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Monica Pope (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

September 19, 2019 1:00 pm – 3:00 pm

The Dalles Campus, Board Room, Building 1

Welcome:

Business:

1. Election – Committee Vice Chair
2. 2019-20 CC meeting schedule <https://www.cgcc.edu/curriculum/committee>
3. Member responsibilities (time commitment, attendance, location, preparation, engagement)¹
4. Submission responsibilities review ²
5. Other

Submissions ³:

1. Kristen Booth
 - HEC 202 Contemporary Families in US (New LDC Course)

Discussion Item:

1. Standalone Course Options for Related Instruction
 - a. Review of proposed course list ⁴
 - b. Review and approval of new Administrative Rule ⁵ and Operating Procedure ⁶ for Related Instruction
2. New program adoption guidelines ⁷
 - c. First programs starting process: Aviation Maintenance, Construction Technology, Welding Technology
 - d. Review and approval of revised Administrative Rule ⁸ & Operating Procedure ⁹ for Curriculum Development and Approval

Next Meeting: October 3, 2019

Attachments: ¹ Curriculum Committee Duties; ² CCOG Template with notes; ³ Submissions: 1 New Course; ⁴ Standalone Options for Related Instruction; ⁵ AR Related Instruction; ⁶ OP Related Instruction; ⁷ New Program Adoption Guidelines; ⁸ AR 004.009.000, ⁹ OP 004.009.001

Curriculum Committee Duties

The schedule of meetings can be found on the Curriculum Committee web page <https://www.cgcc.edu/curriculum/committee>.

Duties include:

- Attendance of scheduled CC meetings (1.5 hours per meeting)
- Prior review of curricular submissions and discussion items for each meeting (up to 3.5 hours per meeting)
- Full participation in meetings, including discussion as well as voting
- Providing expertise regarding submissions or discussion items related their department. This does not mean that their job is to advocate unequivocally for submissions from their department. Rather, they are asked to provide information related to department realities that may support or not support the submission as written.
- Attendance of special sessions when there are disputes that need resolution (rare events paid separately)
- Occasionally members are requested to participate in a subcommittee to do research on a curricular issue - the expectation is that this would be part of the 3.5 hours of prep time for each meeting. These are volunteer assignments; however, the nature of the research may fit one member better than the other as it is in that member's discipline area. These types of assignments are not common.

CGCC Course Content and Outcome Guide Development Template

With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at <http://www.cgcc.edu/curriculum/forms>. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 60 characters, including spaces): Is the title descriptive? Does it align with similar courses at other colleges and universities?

TRANSCRIPT TITLE (maximum 30 characters, including spaces):

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom) Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Core Learning Outcomes (CLO #1 and 2 require a major designation and at least 1 additional CLO must have at least a minor designation)?
- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.
- Responses to CLOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.
- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the CLO or AAOT outcomes and criteria

are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on his/her verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter may then revise the written submission or attend the next meeting when the submission may be rescheduled and respond verbally.

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, pre/concurrent, recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in “hidden requirements” in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably “recommended” rather than “required.” The standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See [Suggested Verbs for Outcomes and Descriptions](#).) Avoid using the phrases: “This course will...” and/or “Students will...” Include course requisites in the description. Try to keep descriptions to 50 words or less. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).) Refer to the [Writing Course Descriptions guide on the CO website for format](#). Descriptions include requisites and availability for audit.

STUDENT LEARNING OUTCOMES: (Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners) upon completion of the course. Begin each outcome with an active verb. (See [Suggested Verbs for Outcomes and Descriptions](#).) The outcome should be written so that it completes the starter, “Upon completion of this course, students will be able to” Three to six outcomes are recommended. Guidelines for writing concise and assessable

student learning outcomes can be found at [Writing Learning Outcomes](#).) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to “Related Instruction” may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an “amendment” vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (Include suggestions for how student achievement of course outcomes may be assessed. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated.)

TEXTS & MATERIALS: (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND DESIGN: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required [specify in “required activities” box below]. For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning [jigsaw, fishbowl], inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Activities are entered only if there are specific “required” activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single delivery method.

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support him/her in the development of the course.) **Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare his/her course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course?**

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied requires Curriculum Committee approval.

Stand-alone course for RI Area (check one): communication computation human relations

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) **(When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)**

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Sciences	Submitter name: phone: email:	Kristen Booth 541.993.6858 kbooth@cgcc.edu
Prefix and Course Number:	HEC 202	Credits:	3
Course Title: (60 characters max, including spaces)	Contemporary Families in the US	Transcript Title: (30 characters max, including spaces)	Contemporary Families in US
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Introductory course in new ED pathway within the AAOT. Articulated with OSU.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
 Prerequisite/concurrent: WR 121.

Placement into: _____ Placement into: _____

course prefix & number:	WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number:	Recommended: ED 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Introduces the meaning and role of “family” in the United States through the study of historic, contemporary and personal applications. Explores how diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) is relevant in family structure and processes. Recommended: ED 101. Prerequisite/concurrent: WR 121. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society’s concept of family.
	2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.
	3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.
	4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Quizzes • Journals • Presentations • Essay • Portfolio • Final exam
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

Outcome #1: Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society’s concept of family.

- Familiarize students with current and evolving terms and theories:
 - Social Construction
 - Convention of the Rights of the Child (1989)
 - Bronfenbrenner’s Ecological Systems Theory
- Describe families and children as they apply to traditional families vs. non-traditional families.
- Develop students’ awareness of race and ethnicity.
 - Race Science: “*Race: The Power of an Illusion*” video: <https://www.youtube.com/watch?v=V9YMCKp5myl>
- Explore and understand gender identity, gender socialization, and how social institutions influence our sexual norms and values.
Video: <https://www.youtube.com/watch?v=FEeTLopLkEo>
- Explore and describe the causes of poverty in the US and some of the policies in place to help families
- Explore through readings, videos and class discussions the Theories of Social Class:
 - Generations of wealth and privilege vs. generations of working poverty
 - Low income families and resilience
 - Urban poverty
 - division of labor
 - social capital
 - exploitation
 - Division of power
 - social mobility

Video: “*Understanding Social Mobility*”:

https://www.youtube.com/watch?v=t2XFh_tD2

- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.
- Immigration (and the formation and structure of the family)
- Marriage, cohabitation, single parents
- Divorce and poverty, single-parent homes, blended families
- Family violence-risk factors (poverty, cultural, religious)
- Transnational & Immigration
- Analyze how “family” has varying contemporary and historical conceptualizations.
- Explore traditional and current ideals with gender at work & gender and pay

Outcome #2: Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.

- Develop an understanding for the family in Sociological Theory:
 - consensus perspective & conflict perspective
- Explore and describe contemporary theories:
 - Feminist theory
 - Socialization
 - Exchange Theory
 - Symbolic Interactionism
 - Modernity Theory
 - Demographic Perspective
 - Life Course Perspective
- Discuss and analyze intersectionality:
 - Ted Talk by Kimberlee Crenshaw on Intersectionality
- Explore the Connected systems and structures of power (i.e. laws, policies, media)

- Analyze families and their well being, as these relate to:

- Causes of Poverty
- Economic Well Being, Policies: SNAP, TANF, EITC, Medicaid & Medicare
- Temporary Assistance: TANF

- Explore the development of gender socialization over time in society & Interactive Circles of Socialization

Video: <https://www.youtube.com/watch?v=M0NoOtaFrEs&feature=youtu.be>

- Evaluate the history and application of Miscegenation laws in the US and the tradition and current practice of edogomy (religious and ethnic).
- Develop an understanding of the development of families:
 - Colonial America (before 1820)
 - The Emerging Modern Family (1820-1900)
 - The Modern Family (1900-1960)
 - New Family Diversity (1960-Present)

- Discuss the difference and similarities between marriage today and the early 1900s, the decline of marriage, and the age of marriage

Video:

https://www.youtube.com/watch?time_continue=2&v=ZZZ6OB5TSfk

Laws against Interracial marriages: https://www.youtube.com/watch?v=q-qIS_J4Mho

- Explore new family configurations: grandparents raising grandchildren

Video: <https://www.youtube.com/watch?v=4j2jx-gwGyc>

- Discuss and identify the changes in divorce:

- Church and State: marital dissolution, separation, divorce, annulment of marriage
 - attitudes of divorce
 - Discuss and identify the different types of violence within the family &/or relationships and methods of intervention:
 - Family violence: physical & emotional
 - Sexual violence: rape, sexual assault, incest
 - Civil protection orders
 - Court-ordered treatment
 - Domestic violence courts
 - Services for domestic violence victims
 - Familiarize students with the different kinds of abuse, neglect & risk factors:
 - child abuse and neglect
 - elder abuse & risk factors
 - Intimate Partner Violence (IPV)
 - LGBTQ family and intimate partner
- Video: <https://www.youtube.com/watch?v=bF3j5UVCSCA&feature=youtu.be>
- Explore the concepts of work and how they apply to the family:
 - Carework
 - Housework
 - market work
 - system of care
 - paid work
 - occupational gender segregation
 - gender division of labor
 - work-family conflict.
 - Analyze Explicit and Implicit Family Policy
 - Describe how the role of government in family policy has changed over time.

Outcome #3: Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) relates to family structure and processes.

- Explore the theory of Social Diversity and how it can contribute to a society.
- Marriage: Marriage market, education, religion; cohabitation; Same-sex marriage
- Divorce: remarriage & blended families, step siblings and step parents
- Analyze diverse parenting styles within our society:
 - Helicopter parenting, outsourcing, attachment
 - Different approaches by gender and social class
 - LGBTQ parenting
 - grandparents raising grandchildren.

	<ul style="list-style-type: none"> ○ Video: The Mother 'Hood (commercial) https://www.youtube.com/watch?v=JUbGHeZCxe4 ● Explore the history and current impacts of immigration and transnational families in the US, mothering from afar, effects on spousal relationships, economic results <p>Outcome #4: Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.</p> <ul style="list-style-type: none"> ● Discuss consensus perspective and its application to families and society ● Familiarize students with current and evolving terms and theories: <ul style="list-style-type: none"> ○ Social Construction ○ Convention of the Rights of the Child (1989) ○ Bronfenbrenner's Ecological Systems Theory ● Describe families and children as they apply to traditional families vs. non-traditional families. ● Analyze families and their wellbeing, as these relate to: <ul style="list-style-type: none"> ○ Causes of Poverty ○ Economic Well Being, Policies: SNAP, TANF, EITC, Medicaid & Medicare ○ Temporary Assistance: TANF ● Develop an understanding of the development of families: <ul style="list-style-type: none"> ○ Colonial America (before 1820) ○ The Emerging Modern Family (1820-1900) ○ The Modern Family (1900-1960) ○ New Family Diversity (1960-Present) ● Explore new family configurations: grandparents raising grandchildren Video: https://www.youtube.com/watch?v=4j2jx-gwGyc ● Explore the history and current impacts of immigration and transnational families in the US, mothering from afar, effects on spousal relationships, economic results
Suggested Texts & Materials (specify if any texts or materials are required):	<p>Suggested texts:</p> <ul style="list-style-type: none"> ● Ferguson, S. J. (2019). Shifting the center: understanding contemporary families (Fifth edition.). Thousand Oaks, California: Sage. ● Cohen, Philip N. (2018). The Family: Diversity, Inequality, and Social Change (Second edition.). W. W. Norton & Company, New York & London <p>Relevant websites:</p> <ul style="list-style-type: none"> ● Washington Center for Equitable Growth: https://equitablegrowth.org/demographic-group-wages-interactive/

<p>Department Notes: (optional)</p>	<p>The portfolio should be supported throughout all ED and HEC courses as a required assessment strategy for the ED Pathway and ECEFS. Since we are requiring a portfolio for all students in these programs, all ED and ECEFS faculty should be aware of the potential for students to incorporate materials from the course.</p> <p>As per Oregon State University's Bacc Core Requirements, the following material needs to be covered in the teaching of this course. While content related to these outcomes has been integrated within the content of the course, you should be aware that these outcomes need to be addressed (for transferability, CGCC needs to fulfill these outcomes for our articulation agreement with OSU).</p> <p>Student Learning Outcomes (SPI)</p> <p>Upon completion of HEC 202, students will be able to:</p> <ol style="list-style-type: none"> 1. Critique the nature, value, and limitations of the basic methods of the social sciences. <ul style="list-style-type: none"> o Describe how the nature, value and limitations of the basic methods of the social sciences have contributed to scholarship and research on families 2. Use theoretical frameworks to interpret the role of the individual within social process and institutions. 3. Analyze current social issues and place them in historical context(s). <p>Student Learning Outcomes (DPD)</p> <p>Upon completion of HEC 202, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how difference is socially constructed. 2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination. 3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.
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SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	OSU

How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	OSU HDMS 202 Contemporary Families in the US
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT – ED pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course for ED pathway to OSU	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	OSU was unwilling to articulate our HEC 201 Family Partnerships in Education to fulfil their Contemporary Families in the US requirement. Spoke with the CTE department chair and ECEFS lead faculty regarding potential similarities with HEC 201 and potential for replacing ECEFS requirement for HEC 201 with HEC 202. There is some concern regarding loss of some family partnership content with adopting HEC 202. Therefore, for the time being, both courses will be retained. We expect to continue this conversation this year as ECEFS conducts its program review and prepares for a new cohort beginning in fall 2020.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 9.18.19 <input type="checkbox"/> No	

Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input checked="" type="checkbox"/> Specify term (if BEFORE start of next academic year): Winter, 2020
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	9.18.19
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). 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 director. 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.

Related Instruction – Standalone Options

Communication

- BA 205 Business Communication (4 cr)
- CAS 105 Writing for the Web (3 cr)
- CHN 101 First Year Chinese (5 cr)
- CHN 102 First Year Chinese (5 cr)
- CHN 103 First Year Chinese (5 cr)
- COMM 111 Public Speaking (4 cr)
- COMM 130 Business and Professional Speech Communication (4 cr)
- COMM 140 Introduction to Intercultural Communication (4 cr)
- COMM 214 Interpersonal Communication: Process and Theory (4 cr)
- COMM 215 Small Group Communication: Process and Theory (4 cr)
- COMM 228 Mass Communication and Society (4 cr)
- COMM 237 Gender and Communication (4 cr)
- OS 220 Business Editing (4 cr)
- SPA 101 First Year Spanish – First Term (4 cr)
- SPA 102 First Year Spanish – Second Term (4 cr)
- SPA 103 First Year Spanish – Third Term (4 cr)
- SPA 201 Second Year Spanish – First Term (4 cr)
- SPA 202 Second Year Spanish – Second Term (4 cr)
- SPA 203 Second Year Spanish – Third Term (4 cr)
- WR 115 Introduction to Expository Writing (4 cr)
- WR 121 English Composition (4 cr)
- WR 122 English Composition (4 cr)
- WR 227 Technical and Professional Writing (4 cr)
- WR 241 Creative Writing – Fiction (4 cr)
- WR 242 Creative Writing – Poetry (4 cr)
- WR 243 Creative Writing – Script Writing (4 cr)
- WR 244 Advanced Creative Writing – Fiction (4 cr)
- WR 245 Advanced Creative Writing – Poetry (4 cr)
- WR 246 Advanced Creative Writing – Editing and Publishing (4 cr)
- WR 247 Advanced Creative Writing – Scriptwriting (4 cr)

Math

- BA 104 Applied Business Math (4 cr)
- BA 111 Introduction to Accounting (3 cr)
- BA 177 Payroll Accounting (3 cr)
- BA 211 Principles of Accounting I (3 cr)
- BA 212 Principles of Accounting II (3 cr)
- BA 213 Managerial Accounting III (4 cr)
- BA 222 Financial Management (3 cr)

- MTH 105 Math in Society (4 cr)
- MTH 111 College Algebra (5 cr)
- MTH 112 Elementary Functions (5 cr)
- MTH 243 Statistics I (5 cr)
- MTH 244 Statistics II (5 cr)
- MTH 251 Calculus I (5 cr)
- MTH 252 Calculus II (5 cr)
- MTH 253 Calculus III (5 cr)
- Science courses???

Human Relations

- ATH 103 Introduction to Cultural Anthropology (4 cr)
- BA 208 Business Ethics (4 cr)
- BA 285 Human Relations in Organizations (3 cr)
- ED 219 Civil Rights & Multicultural Issues in Educational Settings (3 cr)
- HEC 201 Family Partnerships in Education (3 cr)
- PS 211 Peace and Conflict (4 cr)
- PSY 101 Psychology and Human Relations (4 cr)
- PSY216 Social Psychology (4 cr)
- SOC 204 Sociology in Everyday Life (4 cr)
- SOC 206 Social Problems (4 cr)
- Philosophy courses???
- Women's Studies courses???

Highlighted courses are currently used for RI.



ADMINISTRATIVE RULE

Approval Date: MM/DD/YY
Effective Date: MM/DD/YY
Last Revised: MM/DD/YY

Rule Number/Name:	040.XXX.XXX – Related Instruction
Responsible Department:	Instructional Services
Authority:	Director of Curriculum, Assessment, Strategic Planning & Accreditation

Overview

Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Instruction in the related instructional areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study. ([CCWD Handbook](#) – Oregon Administrative Rule [589-006-0050](#))

Applicability

Faculty; Curriculum Committee; Instructional Deans; Director of Curriculum, Assessment, Strategic Planning and Accreditation; Vice President of Instructional Services; Academic Assessment Coordinator.

Administrative Rule Statement

Related Instruction in Associate of Applied Science (AAS) degrees.

Related Instruction for AAS degrees is fulfilled through the requirement of a minimum of 16 credits of general education coursework with at least one course (3 credits or more) in each of the three areas of the General Education/Discipline Studies list (Arts and Letters; Social Science; and Science, Mathematics, and Computer Science). To earn a General Education designation, courses must address at least three of the college’s five Institutional Core Learning Outcomes (CLOs). CLOs cover the three Related Instruction areas of communication, computation, and human relations.

Related Instruction in certificates of 45 credits or more

Certificates of 45 credits or more are required to include coursework that addresses the three area of Related Instruction. Distribution of Related Instruction is recorded on the Related Instruction Template (see [Curriculum Office Forms](#) webpage for blank template).



ADMINISTRATIVE RULE

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 48 hours (20% of the minimum total) of student learning is required in each area; 96 hours are at the department's discretion.

For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 96 hours (20% of the minimum total) of student learning are required in each area; 192 hours are at the department's discretion.

Related Instruction Course Options:

The related instruction requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below), or a combination of the two. However, departments are strongly encouraged to use stand-alone courses whenever possible.

Stand-alone course(s) option: Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three areas. (Courses that address more than one area are considered to have embedded related instruction, as described below). Stand-alone courses used for related instruction must be identified and the hours included on the Related Instruction Template (see Curriculum Office Forms page for blank template).

Embedded instruction option: Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's CCOG. More than one of the three areas can be embedded in a single course. Departments may identify embedded instruction hours that apply to their CTE courses only. The related instruction embedded in courses is recommended by the department, seeking approval from the Curriculum Committee and the vice president of Instructional Services.

Credit and Contact Hour Requirements for Related Instruction:

In order to facilitate identification and recording, related instruction is counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice). Student learning includes both



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direct instruction and class work such as study or practice. For every hour of lecture, it is expected that students will spend 2 hours in study outside of class time; so a 1-credit lecture class meets for 10 hours (minimum) and includes 20 hours additional learning time outside of class. Over the course of a 10-week term that would be equivalent to 30 hours. The distribution of class vs. out-of-class time is different for the lab and lecture-lab configurations. The conventions used at CGCC are as follows:

- 1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for at least 10 weeks = 30hours
- 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
- 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

The Related Instruction Template identifies the courses and hours of instruction in the three areas used to meet the requirements described above. This is recommended by the department, seeking approval from the Curriculum Committee and the vice president of Instructional Services.

Assessment of Related Instruction

Assessment of Related Instruction outcomes achievement for AAS degrees is completed via [Institutional Core Learning Outcomes Assessment](#). Assessment of Related Instruction outcomes achievement for certificates is completed via [Degree, Certificate and Program Outcomes Assessment](#). Certificates of 45 credits or more are required to include program outcomes that address the three areas of Related Instruction.

Instructor Qualifications for Embedded Related Instruction

The department for the CTE program develops specific requirements that pertain to the related instruction embedded in their courses, and recommends these for administrative approval. These requirements are published as part of the Instructor Qualifications. The Instructor Approval Form will note that an instructor is qualified to deliver embedded related instruction either for all courses or for specific courses. Supporting documentation of the relevant qualifications will be attached to the approval form.

Definitions

1. *CCWD – Community Colleges and Workforce Development*: State agency which monitors and approves instructional programming at community colleges.
2. *Curriculum*: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.



ADMINISTRATIVE RULE

3. *Program*: A coherent body of classes preparing students for college level work, a credential, certificate, or degree.

Interpretation of Administrative Rule

Director of Curriculum, Assessment, Strategic Planning & Accreditation

Cross Reference to Related Administrative Rules

1. 040.027.000 – Credit Guidelines
2. 040.009.000 – Curriculum Development and Approval
3. 040.003.000 – Instructional Program Review
4. 040.???.???. – Core Learning Outcomes Assessment
5. 040.???.???. – Degree, Certificate and Program Outcomes Assessment

Further Information

Director of Curriculum, Assessment, Strategic Planning and Accreditation

slewis@cgcc.edu

541-506-6047

Strategic Direction

Core Theme B: Education

Appendix

1. CGCC Operating Procedure 040.XXX.XXX – Related Instruction
2. Oregon Administrative Rule 589-006 – Community College Course Approval
3. Community College and Workforce Development Community College Handbook – Related Instruction definition



OPERATING PROCEDURE

Approval Date: MM/DD/YY
Effective Date: MM/DD/YY
Last Revised: MM/DD/YY

Procedure Number/Name:	040.???.??? – Related Instruction
Associated Rule Number/Name:	040.???.??? – Related Instruction
Responsible Department:	Instructional Services

Overview

The required inclusion of Related Instruction (RI) in Associate of Applied Science (AAS) degrees and certificates of 45 credits or more is verified and approved in accordance with established procedures set forth by the Curriculum Committee and the vice president of Instructional Services. The process is facilitated by the Curriculum Office.

Areas of Responsibility

Faculty, Instructional Deans, Department Chairs, Curriculum Committee, Vice President of Instructional Services, Curriculum Office

Operating Procedure Details

Inclusion of Related Instruction in degrees and certificates

AAS degrees will include a minimum of 16 credits of General Education including courses that address the RI areas of communication, computation, and human relations. Approval process for new or revised AAS degrees will follow the procedures laid out in **OP 040.009.000** Curriculum Development and Approval.

Certificates of 45 credits or more will include in their new or revised certificate requests documentation on how the required hours of RI are addressed. Certificate submissions will be accompanied by a Related Instruction Template (see [Curriculum Office Forms](#) webpage for blank template) that includes the number of hours of student learning for each area of RI and a confirmation that instructor qualifications have been developed and approved for the teaching of any embedded RI. Certificate submissions without the required accompanying RI documentation will not be placed on the Curriculum Committee agenda nor proceed in the certificate approval process.

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 48 hours (20% of the minimum total) of student learning is required in each area; 96 hours are at the department’s discretion.



OPERATING PROCEDURE

For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 96 hours (20% of the minimum total) of student learning are required in each area; 192 hours are at the department's discretion.

Identifying Related Instruction in courses

The RI requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below), or a combination of the two. However, departments are strongly encouraged to use stand-alone courses whenever possible.

Stand-alone course(s) option: Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three RI areas. (Courses that address more than one area are considered to have embedded RI, as described below). Stand-alone courses used for RI must be identified and the hours included on the Related Instruction Template (see [Curriculum Office Forms](#) page for blank template).

The Curriculum Committee identifies courses that fulfill stand-alone requirements for each of the three areas of Related Instruction. The list of courses can be found on the Curriculum Office website.

Embedded instruction option: Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's Course Content and Outcome Guide. More than one of the three areas can be embedded in a single course.

Departments may identify embedded instruction hours that apply to their CTE courses only. An Embedded Related Instruction form must be completed for each course being proposed for embedded RI and submitted to the Curriculum Office for review and approval by the Curriculum Committee and the vice president of Instructional Services. Documentation of the following is required:

- A course outcome that is associated with the RI area
- Course content (activities, skills, concepts, etc.) showing how the RI area is addressed in the course: providing details and including specific number RI hours for each activity (See Credit and Contact Hour Requirements below*)



OPERATING PROCEDURE

- Qualifications instructors must have to teach each RI area identified for the course. (Departments develop the specific requirements that pertain to teaching embedded RI in their courses and recommend these for administrative approval by the department dean and vice president of Instructional Services.)

* Credit and Contact Hour Requirements for Related Instruction:

In order to facilitate identification and recording, related instruction is counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice). Student learning includes both direct instruction and class work such as study or practice. For every hour of lecture, it is expected that students will spend 2 hours in study outside of class time; so a 1-credit lecture class meets for 10 hours (minimum) and includes 20 hours additional learning time outside of class. Over the course of a 10-week term that would be equivalent to 30 hours. The distribution of class vs. out-of-class time is different for the lab and lecture-lab configurations. The conventions used at CGCC are as follows:

- 1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for at least 10 weeks = 30 hours
- 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
- 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

Once Related Instruction is approved by the Curriculum Committee and the vice president of instruction, degrees and certificates will proceed according to internal and external curriculum development and approval procedures.

Definitions

1. *Curriculum*: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.

Further Information

Director of Curriculum, Assessment, Strategic Planning & Accreditation
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OPERATING PROCEDURE

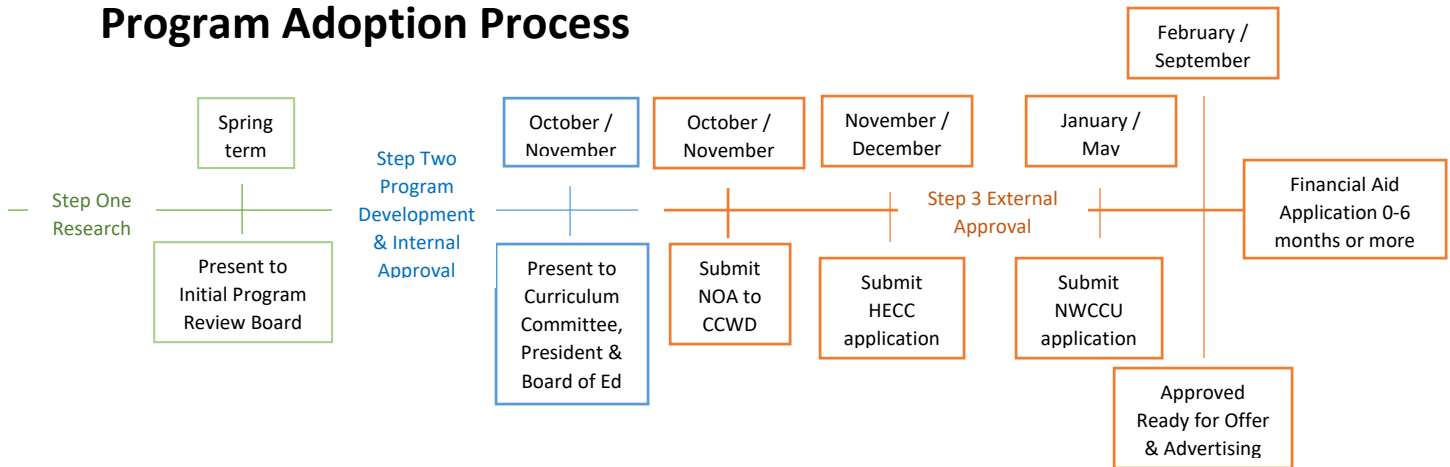
References

1. CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval
2. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)
3. Community College and Workforce Development Community College Handbook – [Related Instruction definition](#)

Forms

1. Curriculum submission forms – [CGCC Curriculum Office Forms website](#)

Program Adoption Process



(The above time line is only an estimate. There are multiple stages in which the time line may vary based on requirements or potential impediments, particularly within Step 3 External Approval.)

The following process starting with Step One applies to all new degrees or certificates that are unrelated to current offerings. Related Certificates or Career Pathway Certificates may proceed to Step Two bullet #2. Please consult with the Curriculum Office to clarify under which category your proposed new degree/certificate/program falls.

For referenced “HECC (Higher Education Coordinating Commission) Standards,” the submitter should address all of the “Program Elements.” The “Guiding Questions” are meant to provide explanation/guidance for responding to the elements, not to be answered separately. The “Guiding Questions” often represent concepts upon which the proposal will be evaluated. Description of HECC Standards are listed below Step Step Three.

✚ There is an idea or perceived need!!!

Step One – Initial Proposal (testing the waters)

The proposal of a new program (degree or certificate) should come from a shared vision between the relevant department dean, department chair, and the VP of Instructional Services that the program is needed within the CGCC service area. New programs that are unrelated to current offerings generally will not have faculty on staff at the time of inception; however, if there are faculty who teach in related fields, or the proposal stems from faculty vision, these faculty members should play a significant role in the initial proposal and, if approved to proceed, the further design and development of degree/certificate program curriculum.

1. Meet with [curriculum director](#) to discuss new program submission and approval process: clarify what is needed and determine an optimum schedule for development.
2. Prepare New Program Proposal for presentation to the New Program Review Board. Report is to include:
 - a. Research on need (all elements of HECC Standard A) and potential enrollment:

- i. Career & Technical – Conduct labor market & industry growth study (regional, national, local); potential enrollment interest (high school feeder programs, employment office hits); advisory board input
 - ii. Transfer – articulation opportunities; potential enrollment interest (high school advising, college requests)
 - b. Develop rough outline of program with short (paragraph) descriptions of potential new courses.
 - c. Conduct initial estimated cost analysis and an institutional capacity study (all elements of HECC Standard E)
 - d. Develop implementation timeline
- 3. Presentation to New Program Review Board for approval to move forward with development as proposed or with Review Board revisions. (Review Board consists of: Curriculum Committee chair, director of curriculum, assessment, strategic planning and accreditation; president; VP of Instructional Services; VP of Finance; VP of Student Services; financial aid director)
 - a. Submit New Program Proposal to the curriculum director who will organize a meeting of the New Program Review Board.
 - b. Review Board members may send to the submitter, prior to the meeting, clarification questions that require research by the submitter, giving him/her the necessary time to find an answer.
 - c. Submitter(s) attend Review Board meeting ready to answer questions. The Review Board will provide a decision on whether the submitter may move forward with the development of the proposed program.

Step Two – Program Development & Final Proposal (seeking internal approval)

Program development following Review Board approval includes research, collaboration with educational and/or industry partners, any necessary development of coursework, and degree or certificate design. Internal CGCC approval requires an update of the original New Program Proposal, adding responses for the remaining HECC Standards (B, C, and D) and any necessary updates to Standards A and E. Required Curriculum Committee submission documents will also need to be completed at this time. Submission requires approval from the Curriculum Committee, the vice president of Instructional Services, the president, and the Board of Education.

1. Submitter conducts activities outlined in remaining HECC Standards (B, C, and D) and adds responses to New Program Proposal describing:
 - a. Work with internal and external partners (respond to all HECC Standard B elements).
 - b. Collaboration with educational institutions to develop an alignment of curriculum starting with K-12, through CGCC, and potentially transferring to university, trade school (respond to all HECC Standard C elements)
 - c. A fully develop curriculum path (respond to all HECC Standard D elements)
 - d. A final cost analysis and institutional capacity study (update of HECC Standard E)
2. Submitter completes curriculum submission documents and brings final proposal to Curriculum Committee, including:
 - a. Finalized New Program Proposal addressing all five HECC Standards A-E

- b. New LDC or CTE Course submissions forms if new courses are being developed (see course development guidelines)
 - c. New Certificate or Degree forms
 - d. Related Instruction forms for certificates of 45 credits or more
3. Presented to the vice president of Instructional Services for approval (responsibility of Curriculum Office)
4. Presented to the college president and the Board of Education for approval (responsibility of Curriculum Office and new program representative)

Step Three – External Approvals (HECC, NWCCU, Financial Aid)

1. Higher Education Coordinating Commission (HECC) Approval (state): 1-5 months
 - a. Submit Notice of Application (NOA) to the Office of Community Colleges and Workforce Development (CCWD) of the HECC. (responsibility of Curriculum Office and instructional dean)

Required elements for NOA vary by type of award. Note: Associate of Science (AS) degrees do not require submission for state approval. (See Appendix A HECC Submission Requirements.) May include:

 - Labor Market Survey
 - Career Pathway Roadmap
 - Listing of Advisory Board membership
 - b. Upon acceptance and approval of NOA by CCWD, submit Program Application. (responsibility of Curriculum Office and instructional dean)

Program Application requirements vary by type of award. (See Appendix A HECC Submission Requirements.) Most applications, other than Related Certificates and Career Pathway Certificates, will require responses to Standards A – E.
 - c. State approval may take 0 to 5 months depending on the type of award, submission requirements, and HECC meeting schedule. Refer to Appendix A HECC Submission Requirements and consult with the Curriculum Office to determine in what range your submission may fall. Submissions that only require the approval of a Community Colleges and Workforce Development (CCWD) program specialist may often be approved in 2 to 3 weeks. Submissions that require review and approval by the HECC may take 3 to 5 months to complete the process.
2. Northwest Commission on Colleges and Universities Approval (regional accreditor): 1-4 months
 - a. HECC approval must be obtained prior to submission to NWCCU.
 - b. Notify or seek approval to offer ([NWCCU Substantive Change Manual](#)). Consult with Curriculum Office for clarification on whether a Substantive Change application is required or if a Notification is sufficient. (responsibility of Curriculum Office and instructional dean)
 - Notification is approved upon email response from NWCCU. This may only take a few days or it may take a few weeks depending on availability of NWCCU's college representative. Upon receipt of email approval, the new degree or certificate is eligible to offer and advertise.

- Substantive Change application may take 2 to 4 months to be approved. New degree or certificate may not be advertised or promoted until approval is received. Upon receipt of NWCCU approval letter, the degree or certificate is eligible to offer and advertise.
3. Federal Financial Aid Approval (Department of Education): 0-6 months or longer
- a. Submit request for Federal Financial Aid to CGCC director of financial aid (responsibility of Curriculum Office), includes:
 - Description of degree/certificate program: name, CIP Code, credits, date first provided, and number of weeks of instruction.
 - Submission approval dates from: CGCC Curriculum Committee, president and Board of Education
 - Approval notifications from HECC and NWCCU
 - Provide all available documentation to financial aid director following HECC approval and prior to NWCCU approval in order that the financial aid submission may be prepared and ready to submit immediately upon approval by NWCCU.
 - b. Degree/certificate program may be offered, and funds may be authorized and disbursed to students, prior to Department of Education approval with the understanding that the college assumes the risk if the degree/certificate is not approved. If the Department of Education determines that the degree/certificate is not eligible for Title IV aid, the college will be responsible for repaying to the Department of Education any aid disbursed to students in the program.
 - c. Department of Education approval may take 4 to 6 months or even longer, depending on application window.
-

STANDARD A: Need

The community college provides clear evidence of the need for the program.

A. PROGRAM ELEMENTS

- a. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts. ([HECC Labor Market Information Policy Guide](#)) Data may be found at www.qualityinfo.org. The report generated from this website is required as an attachment for the state submission under Standard A. ([Directions for Accessing Employment Data](#))
- b. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
- c. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.
- d. Anticipated cost for students to complete the certificate/degree, including: tuition, fees, books and materials.

B. GUIDING QUESTIONS

- a. Why is this program necessary?

- Is there clear evidence in your area that this program is needed and sustainable? What occupations will this degree or certificate assist the student to obtain?
- b. Does the workforce data show that the proposed program is needed?
Using the occupational profiles report at www.qualityinfo.org, does the data show a need in your region? If no data is available for your region, does your business & industry partners show a clear need?
 - c. Are there similar programs that already exist in the area/region? Can training be provided without creating a new program?
 - d. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?
 - e. What are the expected wages for students immediately upon graduation, a year following graduation, five years following graduation?
 - f. What is the average expected rate of turnover for positions in this field? What is the likelihood of this career field being saturated within two years, five years, ten years? Locally, regionally, nationally?

STANDARD B: Collaboration

The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

A. PROGRAM ELEMENTS

- a. The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
 - i. Advisory committees
 - ii. Apprenticeship committees/trusts
 - iii. Business/industry associations or alliances
 - iv. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
 - v. Part-time faculty from industry
 - vi. Customized training and development departments
 - vii. Partners/co-applicants in college-led grant activities
- b. The program has been developed through joint ventures and significant systemic working relationships with educational partners:
 - i. External Educational Partners
 - 1. Secondary, postsecondary schools or consortia
 - 2. Public and private colleges and universities
 - 3. Private/proprietary career schools
 - 4. Armed Services
 - 5. Service learning foundations, organizations, and/or sponsors
 - ii. Internal Educational Partners:
 - 1. Student Services and counselors
 - 2. Financial Aid
 - 3. Work based learning coordinators

- c. The program leads to occupations that have been identified as “nontraditional by gender” on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.
- d. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

B. GUIDING QUESTIONS

- a. Who are your key constituents and how have they helped you design your program?
- b. What resources are your constituents contributing or sharing?
- c. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
- d. Who in the college community has been involved in planning?
- e. Are there any national constituents involved in the design and resource sharing?
- f. How will this program help meet your partners’ needs?

STANDARD C: Alignment

The program is aligned with appropriate education, workforce development, and economic development activities.

A. PROGRAM ELEMENTS

- a. The program is aligned with appropriate PK-20 educational programs and related activities.
- b. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
- c. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
- d. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

B. GUIDING QUESTIONS

- a. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
- b. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?
- c. Is your program meeting important education, workforce development, and economic development activities and priorities?
- d. How does this program support Oregon’s educational initiatives?
- e. How does this program support the larger context of workforce educational needs and state and national initiatives?
- f. Are there articulation agreements in place for students in high school to receive college credit?

- g. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities.
- h. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?
- i. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications?

STANDARD D: Design

The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

A. PROGRAM ELEMENTS

- a. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- b. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
- c. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- d. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education. What is the instructional delivery design (i.e., type of delivery including percent of face-to-face, hybrid, and/or distance delivery)?
- e. The program is designed or may be delivered in distinct segments that contribute to increased student completion and success.
- f. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
- g. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
- h. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

B. GUIDING QUESTIONS

- a. Is the program designed to meet the need stated in Standard A?
- b. Are the learner outcomes clearly identified and targeted to the identified needs of students?
- c. Is the program designed so that the student can participate in a learning community?
- d. Does the student have an opportunity to construct his own learning experiences?

- e. What assessment will be used to place students in the appropriate courses?
- f. Are the times and length of instruction appropriate for working adults?
- g. How do all aspects of the program lead to student achievement and successful transition?
- h. How will data be collected and used to determine student success and improve the program?
- i. Are there related internships, work study and part time employment opportunities provided for students?
- j. How are career and employment information and counseling incorporated?
- k. Are tutoring and mentoring incorporated?
- l. How is academic and technical rigor addressed?

STANDARD E: Capacity

The community college identifies and has the resources to develop, implement, and sustain the program.

A. PROGRAM ELEMENTS

- a. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- b. There are sufficient and accessible facilities, instructional materials and equipment for the program.
- c. Financial resources are adequate for the implementation and continued operation of the proposed program.
- d. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- e. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.
- f. Positive cost analysis.

B. GUIDING QUESTIONS

- a. What impact will this program have on current school programs and budgets?
- b. What is the student to teacher ratio?
- c. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
- d. What additional facilities or tools, supplies and equipment required? Required for initial set-up? Required for ongoing maintenance of supplies and equipment?
- e. What in-kind and financial resources are available from key partners?
- f. Is team teaching being utilized to manage instructional personnel needs?
- g. What opportunities have been identified to extend student learning beyond the classroom?
- h. What is the overall cost of developing the program prior to offer? Can these costs be recouped when the program is offered?

Appendix A



The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
I	I	AAS	Associate of Applied Science Degree	"Associate of Applied Science (AAS)" means a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS degrees may also help to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	NO	YES	YES	NO	YES	YES
I	I	AASO	Associate of Applied Science Degree Option	"Associate of Applied Science degree option" means a transcripted specialization within a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. 70% of course credits must be the same as the base AAS.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	70% contained in base AAS	NO	YES	NO	YES	NO
I	I	BAAS	Business and Industry-Based Associate of Applied Science Degree	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.	90	108	Not a registered apprenticeship certificate	NO	NO	YES	NO	YES	YES
L	L	BCC	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	12	30	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BCC1	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	45	60	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	BCC0	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	31	35	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BCC0	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	36	44	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
>	>	BCC2	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	61	108	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BC1R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	45	60	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
L	L	BC0R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	31	35	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	BCOR	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	36	44	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
L	L	BCR	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	12	30	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
>	>	BC2R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	61	108	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
Z	Z	CPCC	Career Pathway Certificate of Completion	"Career Pathways Certificate of Completion" means a form of certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates pertain to a grouping of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree/option or an Independent Certificate of Completion (with a minimum size of 45 credits), have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	YES	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	CC	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	CC0	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
J	J	CC0	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	CC1	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
>	>	CC2	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	CCOR	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	CC0R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
J	J	CC1R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
>	>	CC2R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	CCR	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
#	#	NCTC	Non-Credit Training Certificate	A certificate made up of non-credit courses to provide certification for specific training that is outside of the regular "for credit" programs.	*18	*210	*These are hours. There are no credits associated with a NCTC award.	NO	NO	NO	NO	YES	NO
I	I	SAAS	Statewide Associate of Applied Science Degree	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
z*	O	SCPC	Statewide Career Pathway Certificate of Completion	"State-Wide Career Pathways Certificate of Completion" means a form of certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. State-Wide Career Pathways Certificates pertain to a grouping of 12 to 44 credits that are wholly contained in an approved State-Wide Associate of Applied Science (SAAS) degree/option or a State-Wide Independent Certificate of Completion (with a minimum size of 45 credits), have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	44	*If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	YES	YES	NO
L	L	SCC	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	SCC0	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	SCC0	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
J	J	SCC1	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
>	>	SCC2	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	SC1R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
L	L	SC0R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
J	J	SC0R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
>	>	SC2R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	SCR	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
X	X	CEST	Certificate of Completion - Employment Skills Training	A form of recognition awarded by a community college intended to serve as a beginning point for students in preparation for a job or to get a better job and open the door to further education to expand their employment opportunities.	12	44	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	NO
@	@	COST	Certificate of Completion - Occupational Skills Training	A form of recognition awarded by a community college for an individualized career training opportunity focused on learning on a job sit that meets a students occupational goals, abilities, skills, and interests.	36	65	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	NO
K	K	NFA	No Formal Award (PT approved programs)	Programs that do not result in any type of formal award.				NO	NO	YES	NO	YES	NO
F	F	AAOT	Associate of Arts Oregon Transfer (LDC Program only)	"Associate of Arts Oregon Transfer (AAOT) degree" means a state-approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree.	90	108		NO	NO	NO	NO	NO	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
C	C	AGS	Associate of General Studies	Associate of General Studies" means a state-approved associate degree that is intended to meet the individual student needs using a variety of collegiate-level courses to meet degree requirements.	90	108		NO	NO	NO	NO	NO	NO
D	D	AS	Associate of Science (LDC Program only)	"Associate of Science" means a state-approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.	90	108		NO	NO	NO	NO	NO	NO
F	F	ASOT	Associate of Science Oregon Transfer	"Associate of Science Oregon Transfer Degree" means any student having the Associate of Science Oregon Transfer-Business (ASOT-Business) degree or Associate of Science Oregon Transfer-Computer Science degree (ASOT-CS) recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under these agreements will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT degree. Like the AAOT (Associate of Arts Oregon Transfer degree), the intention is to recognize lower division coursework, but in these cases includes coursework taken by students intending to major in business or computer science.	90	108		NO	NO	NO	NO	NO	NO

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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
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RESOURCES

OAR 589-006-0050: <https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=153489> OAR 589-006: <https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=2685>
 Community College Handbook: <http://handbook.ccwdwebforms.net/>
 Acronyms: <http://handbook.ccwdwebforms.net/handbook/acronyms>
 CTE Information: <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>
 CPCC Information: <http://handbook.ccwdwebforms.net/handbook/other-educational-programs-models-strategies/career-pathways>



ADMINISTRATIVE RULE

Approval Date: 12/10/12
Effective Date: 12/10/12
Last Revised: 07/12/19

Rule Number/Name:	004.009.000 – Curriculum Development and Approval
Responsible Department:	Instructional Services
Authority:	Director of Curriculum, Assessment, Strategic Planning & Accreditation

Overview

Requests for new courses and changes to existing courses that are offered by Columbia Gorge Community College (CGCC) academic departments are normally initiated at the departmental level, by faculty. They may also originate out of a need identified by the administration and/or community partners, both public and private.

Requests for course curriculum or program changes which will alter a degree or certificate requirement or will create a new degree or certificate program will follow the prescribed procedures as described in Operating Procedure 040.009.001 – Curriculum Development and Approval.

Applicability

Faculty, Curriculum Committee, and Instructional Services staff

Administrative Rule Statement

Curriculum development, revision, and approval of courses, degrees, certificates or programs will comply with requirements enumerated in the State of Oregon's OAR 589-006 – Community College Course Approval. The content of curriculum is the responsibility of the faculty. The Curriculum Committee has oversight of the college's curriculum, reviews all curricular submissions and forwards its decisions to the vice-president of Instructional Services, college president, and Board of Education regarding the approval of new and revised courses, degrees, certificates and programs as required in Operating Procedure 04.009.001 – Curriculum Development and Approval.

Definitions

1. *Curriculum*: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.
2. *Program*: A coherent body of classes preparing students for college level work, a credential, certificate, or degree.



ADMINISTRATIVE RULE

Interpretation of Administrative Rule

Director of Curriculum, Assessment, Strategic Planning & Accreditation

Cross Reference to Related Administrative Rules

1. 040.003.000 – Academic Program Review
2. 040.007.000 – Distance Learning Course Development

Further Information

Director of Curriculum, Assessment, Strategic Planning and Accreditation

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541-506-6047

Strategic Direction

Core Themes A: Access; B: Education; C: Partnerships

Appendix

1. CGCC Operating Procedure 040.009.001 – Curriculum Development and Approval
2. [CGCC Curriculum Committee Charter](#)
3. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)



OPERATING PROCEDURE

Approval Date: 12/10/12
Effective Date: 12/10/12
Last Revised: 07/22/19

Procedure Number/Name:	040.009.001 – Curriculum Development and Approval
Associated Rule Number/Name:	040.009.000 – Curriculum Development and Approval
Responsible Department:	Instructional Services

Overview

Curriculum requests are submitted, in accordance with established procedures and deadlines, to the Curriculum Office for placement on the next available Curriculum Committee agenda. Committee decisions are forwarded to the vice president of Instructional Services (VPIS), president, and Board of Education for approval as appropriate.

Areas of Responsibility

The individual(s) proposing the curriculum changes, the Curriculum Committee, and the VPIS are responsible for following the established procedures. The Curriculum Office provides technical, content, and routing assistance. The Curriculum Office is responsible for overseeing application to appropriate state entities and accrediting bodies as required.

Operating Procedure Details

Proposals for new degrees, certificates and/or programs (not including related certificates or career pathway certificates) are submitted to the Initial Program Adoption Review Board for initial review and recommendations regarding continued investment in program development.

New course, related certificate, and career pathway certificate submissions, as well as all revision submissions proceed directly to the Curriculum Committee.

Initial Program Adoption Review Board

Submissions proposing a new degree, certificate, or program are to complete Step One of the New Program Adoption Process and request a hearing before the Initial Program Review Board.

Programs approved for next steps in the New Program Adoption Process will proceed to the Curriculum Committee submission process.

Curriculum Committee

The process for considering a proposal will be as follows:

- A. Curricular submissions are submitted to the Curriculum Office using approved submission forms. Submissions for new degrees, certificates, or programs (other



OPERATING PROCEDURE

- than new related certificates or career pathways) will continue with Step 2 of the New Program Adoption Process.
- B. The Curriculum Office will place submissions on the next available Curriculum Committee agenda and post to the Curriculum Office website prior to each Curriculum Committee meeting.
 - C. Representative(s) for each curriculum request are encouraged to attend the committee meeting in order to represent their department and respond to committee questions. For courses and most revisions, attendance is not mandatory, however, unanswered questions could result in approval being withheld and/or delayed. Attendance is mandatory for submissions of all new degrees or certificates.
 - D. The Committee will vote to approve or not approve each curriculum request/submission. Approval requires a positive vote of 50% + one with a quorum present.
 - a. Approved submissions will be routed to the VPIS.
 - b. Submissions not approved may be:
 - 1) Postponed for further development, resubmission, and review;
 - 2) Withdrawn; or
 - 3) Directed to the VPIS for arbitration. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.

Post Curriculum Committee Approval Process

- A. New and/or revised courses, programs, degrees, and/or certificates require endorsement by the VPIS.
 - a. VPIS questions that cannot be satisfactorily answered by the Curriculum Office or the submitting department will be brought to the Curriculum Committee for further clarification and discussion.
 - b. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.
- B. The VPIS or the VPIS's representative will present newly approved programs, degrees or certificates, or changes therein, to the college president and/or the Board of Education, as appropriate.
 - a. New degrees and certificates require presidential and board approval.



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- b. Degree or certificate revisions that significantly change the nature of a degree or certificate, in essence making it a new degree or certificate, require presidential and board approval.
- c. Termination of a degree or certificate requires presidential and board approval.
- C. New degrees, certificates and programs proceed with Step 3 of the New Program Adoption Process in order to obtain the required external approvals.
- D. The Curriculum Office will oversee and provide technical and content support to the department regarding the filing of the necessary requests with the Higher Education Coordinating Commission (HECC).
- E. Following HECC approval, the VPIS will seek approval from the Northwest Commission on Colleges and Universities (NWCCU) for any new degrees or certificates as well as any significant revision of existing degrees or certificates.
- F. Following NWCCU approval, the Financial Aid Office will apply to the Federal Department of Education requesting eligibility to participate in federal student financial aid programs for any new or significantly revised non-degree certificates.
- G. Upon completion of the required external approvals (excluding Financial Aid approval), the appropriate additions/revisions will be made to the course catalog and schedule.

Definitions

- A. Curriculum: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.
- B. Quorum: 50% + one of active voting committee members represent a quorum.
- C. Active committee member: Faculty elected to serve by their department, not on leave or temporarily excused because of conflicting class schedule; professional management representatives (instructional director and library representative) not on leave or temporarily excused because of conflicting assignment.
- D. Significant change: Any revision that changes the intent/nature of the certificate or degree, essentially making a new certificate or degree. Any revision resulting in a 30% change in curriculum would be considered a “significant” change.
- E. Webforms: CCWD/HECC online system for the submission, approval, and housing of college curriculum, including courses (credit and non-credit), certificates, and degrees.

Further Information

Director of Curriculum, Assessment, Strategic Planning & Accreditation
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OPERATING PROCEDURE

541-506-6047

References

1. [CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval](#)
2. [CGCC Curriculum Committee Charter](#)
3. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)

Forms

1. Curriculum submission forms – [CGCC Curriculum Office website](#)
2. [New Program Adoption Process & Guidelines](#)