

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)

Zip Krummel (Social Sci)

Ashley Mickels (CTE)

Katy Jablonski (Wr/FL/Eng)

Emilie Miller (Science)

Abel Wolman (MTH)

Linnea Jaeger (ESOL)

Stephen Shwiff (Inst Dean)

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Mary Martin (Student Services)

## Support Staff

Gail Gilliland (Curriculum)

## Guests

Courtney Cunningham

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**June 12, 2020 9:00 am – 12:00 pm**

Zoom log-in: <https://cgcc.zoom.us/j/92273897492>

Meeting ID: 922 7389 7492 phone in: 1-669-900-6833

## Business:

1. Approval of May 7, 2020 minutes <sup>1</sup>

## Submissions <sup>2</sup>

1. Courtney Cunningham (9:10 – 9:20 am)
  - ECE 223 Supporting Dual Language Learners (New CTE Course)
2. Ashley Mickels (9:20 – 9:25 am)
  - Consent Agenda (adding elective to ECE AAS)

## Discussion Items:

- Jarett's joining the CC (9:25 – 9:40 am)
- Charter Review and Update <sup>3</sup> (9:40 - 10:00 am)
- Meeting Dates for 2020-21 <sup>4</sup> (10:00 – 10:05 am)
- Related Instruction Definitions and Criteria for Standalone Courses <sup>5</sup> (10:05 – 10:30 am)
- Course Development Guidelines (DRAFT Outline) <sup>6</sup> (10:30 – 11:00 am)
- Review of General/Transfer degree Core Requirements <sup>7</sup> (11:00 – 11:30 am)
  - ASOT-BUS computer application requirements
- Pre-College Math courses – teaching multiple courses with separate CCOGs in combination (11:30 – 11:45 am)
- Future Topics for 2020-21 (11:45 – 11:55 am)

Next Meeting: September, 2020 (have a lovely summer)

Attachments: <sup>1</sup> May 7, 2020 minutes; <sup>2</sup> Submissions: 1 New CTE Course, 1 Consent Agenda; <sup>3</sup> CC Charter; <sup>4</sup> Proposed CC Meeting Dates for 2020-21; <sup>5</sup> Related Instruction Definitions & Criteria; <sup>6</sup> Course Development Guidelines Draft; <sup>7</sup> General/Transfer degrees.

**Curriculum Committee Minutes  
May 7, 2020 3:30 pm – 5:00 pm**

**Location:** Keeping with State enforced social distancing regulations due to the Covid-19 pandemic, the Curriculum Committee is meeting via Zoom

**PRESENT**

**Voting Committee Members**

Kristen Booth (Chair) (Pre-College)  
P.K. Hoffman (Arts and Hum)  
Katy Jablonski (WR/FL/Eng)  
Linnea Jaeger (ESOL)  
Zip Krummel (Social Science)

Ashley Mickels (CTE)  
Emilie Miller (Science)  
Pam Morse (Math)  
Stephen Shwiff (Inst Dean)

**Non-Voting Committee Members**

Susan Lewis (Curriculum)  
Mary Martin (Student Services)

**Support Staff**

Gail Gilliland (Curriculum)

**Guests**

Mary Kramer  
Robert Wells-Clark  
Mike Davis

Linda Hughitt  
Lois Colton  
Todd Meislahn

**Absent**

**Voting Committee Members**

Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ)

**Non-Voting Committee Members**

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order at 3:30 pm by chair, Kristen Booth	
<b>Business:</b>		
1. Approval of April 9, 2020 minutes	April 9, 2020 minutes approved as written	Motion: Katy 2 <sup>nd</sup> : Pam

		Action: 8 in favor – 0 opposed – 0 abstention
2. Course Inactivations (information item only): ECE 175A, ECE 175B , ECE 175C, ECE 175D	Susan informs the Curriculum Committee that ECE 175A , ECE175B , ECE 175C and 175D have been inactivated and provides a brief description regarding the inactivations and their impact on others.	
<b>Submissions:</b>		
MFG 280 Aluminum GTAW/TIG Welding (New CTE Course)	Robert Wells-Clark presents the new MFG 280. This course is coming directly from the Manufacturing program of study for what is seen as a need locally. It fits well in the direction of the CGCC Manufacturing 5-year plan and the skills center. Robert thanks Susan for her help designing the new course.  <b>Motion: Approve as written</b>	Motion: Stephen 2 <sup>nd</sup> : Ashley Action: 8 in favor – 0 opposed – 0 abstention
Manufacturing (Certificate Revision: coursework, credits)	This revision places MFG 280 in the certificate.  <b>Motion: Approve as written</b>	Motion: Katy 2 <sup>nd</sup> : Pam Action: 8 in favor – 0 opposed – 0 abstention
UAS 100 UAS Flight Training (Contact Hour Change)	Mike Davis presents UAS 100 credit change. The required contact hours are lowered to make it a three credit course.  <b>Motion: Approve as written</b>	Motion: Stephen 2 <sup>nd</sup> : P.K. Action: 8 in favor – 0 opposed – 0 abstention
Professional Small Unmanned Aircraft Systems (Certificate Revision: course, out, req, creds)	UAS 100 is added to this certificate, which increases credits from 12 to 15. The math requirement prerequisite is lowered to attract the beginning freshman into the program.  <b>Motion: Approve as written</b>	Motion: Stephen 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention

OS 131 10-Key for Business (Course Revision: des, out, cont, text)	<p>Linda Hughitt presents OS 131 revision. In this course revision Industry standards are being used for speed and accuracy and some of the objective issues are cleaned up. Thanks to Mary and Ashley for helping get the course updated.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Pam Action: 8 in favor – 0 opposed – 0 abstention</p>
ESOL 60 ESOL Writing (New Non-Credit Course)	<p>Lois Colton presents the new ESOL 60 non-credit course. This course is to focus on the writing skills of L2 writers. L1 is native language, L2 is 2<sup>nd</sup> language.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Pam 2<sup>nd</sup>: Ashley Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 111 Principles of Accounting I (Course Revision, req, des, txt/mat)	<p>Mary Kramer and Stephen present the BA submissions, the accounting portion of the BA program.</p> <p>It is noted that the BA course revisions are being brought through the CC in two phases. Submissions for outcome changes will come at a later date. The first phase is to get the changes into the 2020-21 catalog. Some of the suggestions being implemented now are at the suggestions of students. Some of the course revisions are being done to remove prerequisites which resulted in hidden requirements in the certificate or degree.</p> <p>Susan informed the committee that outcomes can be amended now, even if the outcomes are not being revised in this submission.</p> <p>The Curriculum Committee (CC) would like Outcome #2 to be revised. A possible option could be “Explain the basic steps...” or “Demonstrate knowledge of the basic steps in the accounting cycle.”</p>	<p>Motion: Zip 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>

	<p style="text-align: center;"><b>Motion: Approve as amended</b>  <b>Amendment: Outcome #2 - Replace "Comprehend" with "Demonstrate knowledge of"</b></p>	
i. BA 111 Consent Agenda	<p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy  2<sup>nd</sup>: Pam  Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 211 Principles of Accounting I (Course Revision: req, des, txt/mat)	<p>Stephen will recommend to Todd to look at the outcomes. The CC would like both Outcome #1 and #2 to be amended. In Outcome: #1 remove "Comprehend" and replace with "Describe ". Outcome #2, remove "Support" and replace with "Demonstrate"</p> <p style="text-align: center;"><b>Motion: Approve as amended</b>  <b>Amendment:</b>  <b>Outcome #1 Replace "Comprehend" with "Describe"</b>  <b>Outcome #2 Replace "Support" with "Demonstrate"</b></p>	<p>Motion: Zip  2<sup>nd</sup>: Linnea  Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 213 Managerial Accounting (Course Revision: req, des, txt/mat)	<p>BA 213 is not sequential after BA 211. BA 213 or BA 212 can be taken next. This revision involves prerequisite change.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Zip  2<sup>nd</sup>: Emilie  Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 222 Financial Management (Course Revision: req, des, txt/mat)	<p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy  2<sup>nd</sup>: Zip  Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 228 Computer Accounting Applications (Course Revision: title)	<p>Stephen notes that the title is changed to be a more accurate representation of what is being taught. Brief discussion regarding the title change to "QuickBooks". Question about</p>	<p>Motion: Katy  2<sup>nd</sup>: Pam</p>

	<p>moving toward a title that used a specific software when in other circumstances the department has moved away from identifying a course by specific software. Mary informs the CC that the faculty wanted to use QuickBooks and thought that it would be more informative for students. QuickBooks is what is taught in the course.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 228 Consent agenda	<p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
BA 250 Small Business Management (Course Revision: title, req, des, txt/mat)	<p>Stephen presents changes. “Small Business” is removed from the title to focus on managerial. Brief discussion ensues over title change. The CC recommends amending Outcome #1, removing “Understand” and replacing with “Analyze”.</p> <p style="text-align: center;"><b>Motion: Approve as amended.</b> <b>Amendment: Outcome #1 – replace “Understand” with “Analyze”.</b></p>	<p>Motion: Zip 2<sup>nd</sup>: Pam Action: 8 in favor – 0 opposed – 0 abstention</p>
Entry-Level Accounting Clerk (Certificate Revision: crses)	<p>Stephen presents the certificate revisions. Brief discussion about the scheduling comment. Susan informs the CC that scheduling is worthy of discussion in the Curriculum Committee. Concern that BA 104, Business Math, is not essential if it isn’t taken until the final term. Clarified that the math is not necessary to be successful in the other certificate courses. Rather it is useful on the job; therefore, the placement in the final term, or the first, is fine.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Zip 2<sup>nd</sup>: Katy Action: 8 in favor – 0 opposed – 0 abstention</p>

<p>Accounting / Bookkeeping (Certificate Revision, crses, creds, scheduling)</p>	<p>Stephens presents revisions. This revision change is for the same reason as the Entry-Level certificate. BA 111 is repetitive in this certificate, so it is being removed. No summer term courses. Much discussion to move it to fewer credit course for the future. 17 credits per term is too much.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Emilie Action: 8 in favor – 0 opposed – 0 abstention</p>
<p>Accounting AAS (Degree Revision: crses, creds)</p>	<p>Todd Meislahn joins the meeting at 4:40PM Stephen explains this AAS has a credit added.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Pam 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
<p>Entrepreneurship (Certificate Revision: crses, creds, scheduling)</p>	<p>Stephen presents the Entrepreneurship certificate revision. This certificate is the first year of the degree. BA 111 is added and BA 211 is removed, as well as BA 196. The CC recommends amending Outcome #1 by changing “allocate” and “create” to plurals. Todd is good with this change.</p> <p style="text-align: center;"><b>Motion: Approve as amended</b> <b>Amendment: Outcome #1 – change “allocate” to “allocates” and “create” to “creates”.</b></p>	<p>Motion: Linnea 2<sup>nd</sup>: Pam Action: 8 in favor – 0 opposed – 0 abstention</p>
<p>Entrepreneurship / Small Business Management (Degree Revision: title, cses, creds)</p>	<p>Todd presents Entrepreneurship/Small Business Management AAS revision. Brief discussion ensued regarding the removal of “Small” in the title. “Small” is too limiting for the title of this degree.</p> <p style="text-align: center;"><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Linnea Action: 8 in favor – opposed – abstention</p>

<b>Discussion Items:</b>		
Chair position for 2020-21	<p>Susan explains the chair position for 2020-21. Next fall Mimi would move from Vice Chair to Chair. Mimi's schedule is too packed this coming year. Mimi would appreciate being relieved of the duty of the CC Chair. Kristen is willing to continue as CC Chair for next year, but if anyone wants to be the chair that would be ok.</p> <p>Zip volunteers to be Kristen's back up.</p> <p>Susan informs the CC that at the first meeting in the fall we will vote for Vice Chair.</p> <p>Pam informed the CC that she will be back on the CC for next year</p> <p style="text-align: center;"><b>Motion: Accept Kristen as Chair for next year. Approved</b></p>	<p>Motion: P.K. 2<sup>nd</sup>: Katy Action: 8 in favor – 0 opposed – 0 abstention</p>
Related Instruction Definitions and Criteria for Standalone Courses	Postponed to next meeting.	
CC Retreat date and determination of topics for discussion	<p>In the past the CC retreat generally runs 3 hours. Brief discussion ensued regarding opportune dates for the retreat. The first or second week in June would be best for all. June 5<sup>th</sup> has IC complications. June 4<sup>th</sup> Math department cannot attend.</p> <p>Friday, June 12<sup>th</sup> from 9 to noon works for everyone.</p> <p>Potential agenda topics:</p> <ul style="list-style-type: none"> <li>• Submission from Ashley</li> <li>• Finish related instruction</li> <li>• Course development guidelines</li> </ul>	<p>Motion: 2<sup>nd</sup>: Action: in favor – opposed – abstention</p>



	<ul style="list-style-type: none"> <li>• Degree/Certificate suspension guidelines</li> <li>• CLO #3 – ensuring students are exposed to instruction for CLO #3, 4 and 5 recommendations</li> <li>• Review of General Program Requirements</li> <li>• Review of General/Transfer degree core requirements</li> <li>• Gen Ed standard prerequisites (MTH 20, WR 121) Math 20 is no longer offered</li> <li>• LIB 101 added as a new course. The CC can talk to the idea of adding credits across the degrees.</li> <li>• Accreditation debrief</li> </ul>	
Accreditation visit debrief	Postponed to next meeting	
<b>Adjourn: 5:07 pm</b>	<b>Motion to adjourn: Zip moves, Pam 2nd</b>	
<b>Next Meeting: CC Retreat June 12, 2020</b>		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

**New Course  
 Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

**SECTION #1 GENERAL INFORMATION**

Department:	ECE	Submitter name phone and email	Courtney Cunningham 828-242-5645 cccunningham@cgcc.edu
Prefix and Course Number:	ECE 223	Credits:	3
Course Title: (60 characters max, including spaces)	Supporting Dual Language Learners	Transcript Title: (30 characters max, including spaces)	Supporting Dual Lang Learners
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

Reason for the new course. As a result of the 2020 ECE Program Review it was deemed necessary to provide current and future early childhood educators with the content knowledge and skills necessary for supporting dual language learners.

**GRADE OPTIONS:** Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	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"/>

**REQUISITES:** Identify prerequisite, corequisite and concurrent course(s)

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

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: RD 115, WR 115 or equivalent placement test scores	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input checked="" type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co

**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 ..."

<p>Include course requisites in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a>.</p>	
<p>Focuses on the language development of children who are dual language learners (DLLs), ages birth-to-five years, with attention on all children developing oral and written language abilities in their home language(s) and in English. Connects assessment and instruction in order to identify effective instructional techniques and strategies that promote early language and literacy learning for the DLL child. Emphasizes family and community connections in the fostering of language and literacy learning. Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores. Audit available.</p>	
<p><b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and development of teaching plans.</p>
	<p>2. Build family and community engagement and partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home language(s) development.</p>
	<p>3. Identify appropriate screening and alternative assessment practices for dual language learners and dual language learners with special needs.</p>
	<p>4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual language learners.</p>
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> <li>• discussion participation</li> <li>• activity/handout completion</li> <li>• reflection papers</li> <li>• case studies with assessment report</li> <li>• assessments based on Know, See, Do, Reflect lesson plan</li> <li>• presentations</li> <li>• quizzes/exams</li> <li>• portfolio</li> </ul>
<p><b>COURSE CONTENT, ACTIVITIES AND DESIGN</b></p>	
<p>Activity &amp; 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>	

<p>Department required course activities (optional):</p>	<p>This course should result in a minimum of one portfolio artifact for each of these NAEYC Standards: Standard #3 - Child observation, documentation, and assessment, and Standard #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p><b>Outcome #1-</b> Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and development of teaching plans.</p> <ul style="list-style-type: none"> <li>• Background and policies that support working with young children who are dual language learners and their families. <ul style="list-style-type: none"> <li>○ Research <ul style="list-style-type: none"> <li>▪ National Head Start ECKLC Website: Growing Up a Dual Language Learner;</li> <li>▪ Cognitive Benefits of Bilingualism;</li> <li>▪ What the Research Tells Us;</li> <li>▪ What is Important to Know DLL Facts;</li> <li>▪ Research on Teaching Children Specific Skills</li> </ul> </li> <li>○ Policy <ul style="list-style-type: none"> <li>▪ NAEYC (2009) Where We Stand On Responding to Cultural and Linguistic Diversity</li> <li>▪ NAEYC and IRA (2009) Where We Stand on Learning to Read and Write</li> <li>▪ US DHHS (2016) Policy on Supporting Dual Language Learners in Early Childhood Programs</li> <li>▪ WIDA (2014) Focus on the Early Years</li> <li>▪ NAEYC (2019) Advancing Equity in Early Childhood Education</li> </ul> </li> </ul> </li> <li>• Strategies that promote language and literacy skills in English and the child’s home language <ul style="list-style-type: none"> <li>○ Explore and describe effective practices for working with and supporting Language and Literacy Learning in DLLs. <ul style="list-style-type: none"> <li>▪ Dual language learning in preschool</li> <li>▪ Intentional teaching</li> <li>▪ Framework for effective teaching</li> <li>▪ Know, See, Do, Reflect lesson plan</li> </ul> </li> </ul> </li> <li>• General Principles of oral and written language development in children ages birth to five who are dual language learners <ul style="list-style-type: none"> <li>○ Intentionally planning for reading, writing, speaking, and listening</li> <li>○ Oregon’s early learning and kindergarten guidelines</li> <li>○ Current research findings pointing to the similarities, differences, and diversity of language development in children who are DLLs.</li> <li>○ Importance of continuing home language development while children learn English</li> </ul> </li> <li>• Developing oral language and vocabulary in young children who are DLLs through conversations <ul style="list-style-type: none"> <li>○ Conversation strategies with DLLs <ul style="list-style-type: none"> <li>▪ Teacher talk</li> <li>▪ CAR</li> <li>▪ Code switching</li> </ul> </li> </ul> </li> </ul>

- Adult/child conversation inventory
- Oral language vocabulary development
  - Strategies for families and parents
  - strategies for teachers
- Increasing background knowledge through shared reading and interesting experiences
  - The Big 5 early language and literacy skills needed by young children for school readiness
    - Background knowledge
    - Oral language and vocabulary
    - Book knowledge and print concepts
    - Alphabet knowledge and early writing
    - Phonological awareness

**Outcome #2-** Build family and community engagement and partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home language(s) development.

- Family engagement and the importance of home language
  - ReGathering and using language information that families share
    - Daily language and literacy practices that families Can Use
    - Tools of literacy worksheet
    - Benefits of being bilingual
    - Gift of Language
  - Big 5 strategies for families
  - Home language for success
  - Home language telenovela from National Center on Cultural and Linguistic Responsiveness (NCCLR)

**Outcome #3-** Identify appropriate screening and alternative assessment practices with support from multiple sources, for DLLs and DLL with special needs.

- Effective Practices for Screening and Assessing Young Children who are DLLs
  - General principles of effective assessment of young DLLS
  - Difference between screening, assessment, norm- and criterion-referenced instruments is explained.
  - Alternative assessments for teaching and learning
  - DLL students with special education needs

**Outcome #4-** Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in DLLs.

- Classroom environments and language models: Creating language and literacy rich Learning environments for young dual language learners
  - DLL children's home languages
  - DLL - classroom schedules transitions
  - Creating environments
  - Language modeling infants
  - Language modeling toddlers
  - Planning organizing thematic instruction
  - Emergent literacy curriculum

	<ul style="list-style-type: none"> <li>○ Essential elements for teaching</li> <li>○ Language home teachers</li> <li>○ What works</li> <li>● The planned language approach (PLA) <ul style="list-style-type: none"> <li>○ What is Planned Language Approach <ul style="list-style-type: none"> <li>▪ DLL supporting cultural guides language models</li> <li>▪ Grounding language practices preschools</li> <li>▪ PLA organizational capacity checklist</li> <li>▪ PLA strong focused leaders</li> </ul> </li> <li>○ Why Planned Language Approach</li> </ul> </li> </ul>
<p>Suggested Texts &amp; Materials (specify if any texts or materials are required):</p>	<ul style="list-style-type: none"> <li>● Course Overview - PPT : Highlights the course outcomes and requirements. Demographic changes in the US birth-to-five population with regard to young children who are dual language learners are highlighted to emphasize the need for the course.</li> <li>● Why We Do What We Do Part I &amp; Part 2- PPT: Research and Policies to Support Language and Literacy Development in Young Dual Language Learners.</li> <li>● Delving More Deeply into Effective Practices-Effective Practices for Dual Language Learners.</li> <li>● The “Magic 8” for Preschool Practices Adapted for DLLs.</li> <li>● Language Castle Fast 5 Game Changers located at <a href="http://www.languagecastle.com">www.languagecastle.com</a></li> <li>● The National Center on Quality Teaching and Learning “Framework for Effective Teaching” while emphasizing the needs of young dual language learners <a href="https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice">https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice</a></li> <li>● A Dual Language Preschool Classroom - <a href="https://youtu.be/tHZLF9S7jNg">https://youtu.be/tHZLF9S7jNg</a></li> <li>● General Principles of Language Development and Communication PPT: Provides the definitions of speech, language.</li> <li>● L, S, R, W activity form (Parts 1 &amp; 2): Intentionally Planning for Quality</li> <li>● <a href="#">Oregon’s Early Learning and Kindergarten Guidelines</a></li> <li>● Video-the linguistic genius of babies, <a href="https://youtu.be/M-ymanHajN8">https://youtu.be/M-ymanHajN8</a></li> <li>● Video: Dr. Kate Gallagher- Literacy Development for infant toddler/pre-school/school age Only 14:23 mins - 27:04 mins, <a href="http://www.youtube.com/watch?v=WT8OhYMC12A">www.youtube.com/watch?v=WT8OhYMC12A</a></li> <li>● Myths of Bilingualism 8:36 mins, <a href="http://www.youtube.com/watch?v=LVYhpCprtZQ">http://www.youtube.com/watch?v=LVYhpCprtZQ</a></li> <li>● Bilingual Brains Rock! 1:42 mins (Slide #20), <a href="https://www.youtube.com/watch?v=rhpVd30AJaY">https://www.youtube.com/watch?v=rhpVd30AJaY</a></li> <li>● <a href="#">Observation: The Heart of Individualizing Care- EHS National Resource Center</a></li> <li>● Effective Practices for Screening and Assessing ELLs; Language Learning and Special Education Needs: Questions and Considerations, <a href="http://www.colorincolorado.org/article/addressing-ells%E2%80%99-language-learning-and-special-education-needs-questions-and-considerations">http://www.colorincolorado.org/article/addressing-ells%E2%80%99-language-learning-and-special-education-needs-questions-and-considerations</a></li> <li>● <a href="#">Strategies for Supporting All Dual Language Learners handout - ECKCL</a></li> </ul>

- [CECER - Developmental Assessment of Young Dual Language Learners with a Focus on Kindergarten Entry Assessment: Implications for State Policies](#)
- Spanish - English Bilingual Classrooms, <https://www.youtube.com/watch?v=ngwE3dQuDKw>
- Specific Assessment Practices for Language and Literacy of Young Children Who are DLLs PPT
- General Principles of Effective Assessment of Young DLLS PPT
- Conversations Handouts
  - Teacher Talk and (ii) Teacher Talk Observation Forms
  - CAR
  - Code Switching: Why it Matters and How to Respond
  - Know, See, Do and Reflect lesson plan form
  - Adult/Child Conversation Inventory
- [Big 5 Handout and Resources](#) from Head Start Early Childhood Learning and Knowledge Center (EDLKC)
- [California's Best Practices for Dual Language Learners](#)
- [Intentional vocabulary strategies using home language](#) Video
- [Good language model: Clarifying and extending](#) Video
- Using CAR Strategies Examples English, Spanish Video
  - <https://drive.google.com/drive/u/1/folders/19AKyn42B4JDb5XiVf9nMbei5kItMCewL>
  - <https://drive.google.com/drive/u/1/folders/19AKyn42B4JDb5XiVf9nMbei5kItMCewL>
- Building Oral Language and Vocabulary through Conversations PPT
- Building Background Knowledge through Shared Reading and Interesting Experiences PPT
- [Selecting and Using Culturally Responsive Children's Books from NCCLR](#)
- Gillanders, C., & Castro, D. (2011). Storybook reading for young dual language learners. *Young Children*, 66(1), 91-95. Washington, DC: NAEYC.
- Supporting ELLs Using Read Alouds - [https://youtu.be/zQM\\_C2i9X90](https://youtu.be/zQM_C2i9X90)
- Watch Building Phonological Awareness in Children who are DLLs PPT
- Developing Early Literacy Skill in Young Children who are DLLs PPT
- Fostering Book Knowledge and Print Concepts PPT
- Family Engagement and the Importance of Home Language PPT
- [Telenovela Home Language](#)
- [Home language for Success - Head Start video](#)
- Classroom Environments and Language Models: Creating Language and Literacy Rich Learning Environments for Young Dual Language Learners PPT
- Supporting ELLs in the Preschool Classroom, <https://youtu.be/09PrmLppQ1A>
- Early Care and Education Quality Measures: A Critical View of the Research Related to Dual Language Learners. Chapel Hill, NC: Center for Early Care and Education Research-Dual Language Learners Strategies for Supporting All Young Children who are DLLs
- Goldenberg, C., Hicks, J. & Lit, I. (2013). Dual language learners: Effective instruction in early childhood. *American Educator*, 26-29.

	<ul style="list-style-type: none"> <li>Magruder, E. Hayslip, W., Espinosa, L. &amp; Matera, C. (2013). Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners. <i>Young Children</i>, 2(3), 8-15. Washington, DC: NAEYC.</li> <li>Making IT Happen with the Planned Language Approach PPT</li> </ul>
Department Notes (optional)	<p>NAEYC Standard #3 - Child Observation, Documentation, and Assessment</p> <p>NAEYC Standard #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p> <p>Core Knowledge Categories: Diversity (10 hours), and Learning Environments &amp; Curriculum (10 hours)</p>

### SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	# credit:
Name of degree(s):	AAS: Early Childhood Education # credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):	# credit:
Name of new degree(s):	# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Elective
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , the related instruction <a href="#">form</a> , available on the curriculum office website, must be completed and submitted together with this form.	

### SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Lower-division elective credit
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.



Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 5/11/2020 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. 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.</p>	

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Courtney Cunningham	ccunningham@cgcc.edu	5/28/20
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

#### 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

CC date	_____
CC decision	_____
CC vote	_____

**CONSENT AGENDA FORM**

**The Consent Agenda form may be used for the following revisions to degrees or certificates:**

- 1. Course title changes**
- 2. Course number changes**
- 3. Degree or certificate title changes**
- 4. Addition or deletion of degree/certificate electives**

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

<b>Submitted by:</b>	Ashley Mickels	<b>Email:</b> <a href="mailto:amickels@cgcc.edu">amickels@cgcc.edu</a>	<b>Phone:</b> 541-490-9063
<b>Title of Degree/Certificate:</b>	AAS Early Childhood Education	<b>Requested Implementation Term:</b>	Summer 2020
<b>What type of change are you requesting?</b>	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input checked="" type="checkbox"/> Addition/deletion of electives		

**Fill in the sections below as applicable. If a section is not applicable, fill in N/A.**

<b>Current Course Title:</b>	N/A	<b>Proposed Course Title:</b>	N/A
<b>Current Course Number:</b>	N/A	<b>Proposed Course Number:</b>	N/A
<b>Current degree or certificate title:</b>	N/A		
<b>Proposed degree or certificate title:</b>	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
ECE 223	Supporting Dual Language Learners	3	<input checked="" type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<p><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 Degree or Certificate Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	6/2/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed. You are not required to attend. You will be notified of committee's decision.

## COLUMBIA GORGE COMMUNITY COLLEGE CURRICULUM COMMITTEE

*The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of courses, program offerings, certificates and degrees. The Committee will make recommendations regarding new courses, changes, and deletions to courses, programs, certificates and degrees. The Committee will analyze congruence between content and credits, rigor, and overall effect of courses, programs, certificates and degrees. Recommendations of the Committee will be submitted to the Vice President of Academic Affairs.*

### Article I. Membership and Meetings

#### *Section 1.01 Members*

##### A. Voting Members

1. One faculty member from each academic department.  
Faculty representation must include:
  - a) adjunct faculty
  - b) full-time faculty
2. A Library representative
3. An Instructional Director

##### B. Non-Voting Members

1. Curriculum Office representative
2. Student Services representative

#### *Section 1.02 Eligibility and Elections*

##### A. Committee Members

1. Department Chairs are responsible for recruiting committee members, who are then elected by their department in the spring.
2. Committee members are elected for three-year terms that commence with the first meeting of the fall term.
3. A Committee member may be re-elected for additional three-year terms.
4. If practical, terms shall be staggered so at least one-half of the Committee members are chosen yearly.

##### B. Officers

1. The officers of the Committee are Chair and Vice-Chair.
2. Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
3. The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot.

4. The Vice-Chair becomes the Chair starting with the first meeting of the fall term.
5. In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

*Section 1.03 Meetings*

- A. The Committee shall meet eleven times per year and additionally as needed (September through June).
- B. A quorum for taking action shall be 50%+1 of seated voting members.
- C. Motions are passed by a simple majority of the members present.
- D. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings.
- E. All Committee meetings will be open to the college community and be governed by Robert's Rules of Order, Newly Revised.
- F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

## **Proposed CC Dates for 2020-21**

September (week of 9/14-9/18) – Orientation (2 hours)

October 8 and 22

November 5 and 19

February 11

March 4 and 18

April 8

May 6

June (finals week?) – Retreat (3 hours)

## **Related Instruction – Standalone Options**

This is a working document, so please feel free to edit or add your group's definition. I have the following groups as follows:

Computation: Abel, Emilie and PK

Communication: Linnea, Kristen and Katy

Human Relations: Ashley, Zip, Mimi

## **Related Instruction Definitions**

Criteria For Computation, Communication, Human Relations

- The class must be a 100 or above level course.
- The content covered in this class has to be about the related instruction area.

## **Computation**

Computation means the identification, extraction, interpretation, evaluation, communication, and application of quantitative information and methods for solving problems, evaluating claims, and supporting decisions.

Outcomes

Through Related Instruction, a student should be able to:

- Use appropriate mathematics to solve problems; **and**
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

## **Communication**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

Outcomes

Through Related Instruction, a student should be able to:

- Engage in purposeful communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts;

- Read actively, think critically, and write purposefully and capably for academic and/or, professional audiences;
- Demonstrate appropriate reasoning in response to complex issues; **and/or**
- Locate, evaluate, and ethically utilize information to communicate effectively.

## Human Relations

The ability to recognize and understand both the differences and sameness of self (intra) and others (inter) while working towards a mutual personal relationship or a cooperative working relationship.

Outcomes

*Through Related Instruction, a student should be able to:*

- Develop a personal and workplace human relations philosophy.
- Demonstrate an understanding of the evolving dynamics of interpersonal and group interactions
- Demonstrate abilities to address and deal with conflict with safe and satisfactory results
- Define your personal leadership style and demonstrate how that style can be effective in specific situations
- Explain how cultural intelligence is a positive influence in relationships with others
- Clarify and demonstrate communication techniques to include body language, oral and written communication, and good listening skills to assist in relationships and meeting goals.



## 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.

## **New Course Development Guidelines – DRAFT**

1. Definition of what “Development” means for these purposes
2. Drafting of an idea
  - a. Determining the types of course (definitions/descriptions)
    - i. Lower division credit (LDC)
    - ii. Career and technical (CTE)
    - iii. Experimental
    - iv. Occupational Preparatory (credit standalone)
    - v. Occupational Supplementary (CEU)
    - vi. Non-Credit (Pre-College, ESOL)
    - vii. Non-Credit (Community Education, Child Care Partners, SBDC)
  - b. Draft proposal summary
    - i. Purpose of course – how does it fit into the current curriculum
    - ii. Provide information on similar courses at other colleges and universities
    - iii. What degrees and/or certificates will it be a part of?
    - iv. Target students and anticipated enrollment
3. Authorization to proceed from department dean
  - a. Curricular need
  - b. Budget availability
    - i. The development work
    - ii. To be able to offer the course once approved
4. Course Development
  - a. LDC, CTE, Occupational Preparatory, and Non-Credit (Pre-College and ESOL) Courses
    - i. Purpose of the CCOG
      1. Audience – who uses the CCOG
      2. Needed level of robustness
    - ii. Working with the CCOG Template
      1. Course number
      2. Course title and transcript title
      3. Credits and Contact Hours
        - a. Lecture
        - b. Lecture/Lab
        - c. Lab
      4. General Education designation (see specialized submission areas)
      5. Cultural Literacy designation (see specialized submission areas)
      6. Requisites
      7. Grading Options
      8. Repeatability for Credit
      9. Course description
      10. Student Learning Outcomes
      11. Outcome Assessment Strategies
      12. Text & Materials
      13. Course Activities and Design
      14. Course Content

- 15. Department Notes
  - 16. Related Instruction
  - iii. Specialized submission areas
    - 1. General Education designation
    - 2. Cultural Literacy designation
    - 3. Transferability Verification
  - iv. CTE course need to be accompanied by a degree or certificate submission
  - b. Development of Experimental Courses
    - i. Course number
    - ii. Course title and transcript title
    - iii. Credits and Contact Hours
      - 1. Lecture
      - 2. Lecture/Lab
      - 3. Lab
    - iv. Requisites
    - v. Grading Options
    - vi. Repeatability for Credit
    - vii. Course description
    - viii. Student Learning Outcomes
  - c. Development of Non-credit (Community Education, Child Care Partners, SBDC) and Occupational Supplementary (CEU) Courses
    - i. Course number
    - ii. Course title and transcript title
    - iii. Contact Hours
    - iv. Target Audience
    - v. Course description
    - vi. Student Learning Outcomes
    - vii. Course Outline
5. Course Submission
- a. LDC, CTE, Occupational Preparatory, Non-Credit (Pre-College/ESOL)
    - i. Choosing a submission form
    - ii. Transferring information from development work
    - iii. Implementation term
    - iv. Required notifications and/or authorizations (library director, department dean, department chair)
    - v. Signature Pages
    - vi. Curriculum Committee review
      - 1. Schedule of meetings information
      - 2. Attendance at meeting requirements
      - 3. Possible decisions that the committee can make
        - a. Approve
        - b. Approve with amendments
        - c. Postpone for further work
        - d. Deny
      - 4. Acknowledgement of committee decision

- vii. Vice president of Instructional Services review
  - b. Experimental, Occupational Supplementary (CEU), Non-Credit (community education, Child Care Partners, SBDC)
    - i. Choosing a submission form
    - ii. Transferring information from development work
    - iii. Implementation term
    - iv. Required notifications and/or authorizations (library director, department dean, department chair)
    - v. Signature Pages
- 6. Next steps (by Curriculum Office)
  - a. Submission into state Webforms for approval
    - i. CTE courses requirement for degree or certificate association
  - b. Following state approval course entered into CGCC's Course Master
  - c. CCOG built and posted for LDC, CTE, Occupational Preparatory and Non-Credit (Pre-College/ESOL) courses
  - d. Notification of completed process and availability for offer
    - i. Department chair and dean – LDC, CTE, Occupational Preparatory and Non-Credit (Pre-College/ESOL) courses
    - ii. Submitting department – Non-Credit (community education, Child Care Partners, SBDC), Occupational Supplementary

## **Course Revision Guidelines (DRAFT)**

TO COME ...

# GENERAL PROGRAM REQUIREMENTS

Columbia Gorge Community College confers six associate degrees:

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science Oregon Transfer–Business (ASOT–BUS)
- Associate of Science Oregon Transfer–Computer Science (ASOT–CS)
- Associate of Science (AS)
- Associate of General Studies (AGS)
- Associate of Applied Science (AAS)

In addition, CGCC offers numerous certificates in career and technical education programs. The choices students make will depend on their major and their goals following graduation. All of the degrees have some requirements in common.

Prerequisites, limits, and general degree requirements are listed in the following paragraphs.

## Course Prerequisites

All degree candidates must demonstrate competency in basic mathematics and writing skills prior to receiving their degree. Most Lower Division Collegiate courses have a standard prerequisite:

- Math: Successful completion (“C” or better) of MTH 20, or placement into MTH 60
- Writing: Successful completion (“C” or better) of WR 121 or concurrent enrollment

Successful completion of any prerequisite requires passing with a “C” or better, or a “P.” A grade of “D,” “F,” or “NP” will not satisfy the requirement. Some courses may have higher requirements in these areas and/or additional prerequisites as appropriate. See individual course prerequisites. Instructors may waive prerequisites on a case-by-case basis. Students who have one of the following degrees from a U.S. regionally accredited institution: AA, AS, AGS, AAS, BA, BS and higher will have the basic competency in writing (WR 121) waived. Other writing requirements specified by the program remain in effect.

## Minimum Requirements

Students earning an associate degree must successfully complete the following comprehensive requirements along with any additional requirements specific to individual associate degrees:

- *Minimum Credits.* All candidates must earn a minimum of 90 credits toward an associate degree. Credit courses numbered below 100 cannot be used to fulfill the 90 credit minimum requirement for any degree.
- *Minimum Grade Point Average.* All candidates for a degree must have at least a 2.0 minimum cumulative grade point average (“C” average).
- *Minimum Residency.* All degree candidates must accumulate at least 30 credits of satisfactory work at CGCC to establish residency. Non-traditional credit, credit transferred from another institution or challenge credit may not be used to establish residency.
- Twenty-four of the credits earned at CGCC must apply to the specific associate degree requirements the student is pursuing.

## Associate Degree Comprehensive Requirement

### Limits

- A maximum of three credits of physical education courses may be used as electives, except for the Associate of General Studies, which may include six credits.
- Credit courses with passing grades may only be applied once in meeting a degree or certificate requirement (unless approved to be repeated). In addition, repeated courses are only counted once in accumulated hour and point totals.
- No more than 12 credits of Cooperative Education courses may be used.
- No more than nine credits of experimental courses may be used (course numbers 199-199Z and 299-299Z).

- A maximum of 24 credits of “P” (pass) grades will apply to any degree. Specific AAS degrees that deviate from this maximum will state the degree maximum in the degree requirements for the specific AAS degree.
- One-credit Management/Supervisory Development (MSD) workshops may only be applied to the Associate of General Studies Degree (maximum six credits).

## Certificate Requirements—One Year Certificates

Certificates at CGCC ranging from 45-60 credits are awarded in several programs to students who complete the course of study with a minimum 2.0 grade point average. Specific courses required for each certificate program, including any General Education requirements, are listed under their appropriate programs.

- Credit courses numbered below 100 may not be used to fulfill the credit minimum requirements for certificates.
- At least 12 credits must be earned at CGCC, eight of which must apply to the certificate requirements. The final eight credits must be earned at CGCC.
- A maximum of 12 credits of “P” (pass) grades will apply. Some certificate requirements may vary and will be listed in that specific certificate.
- No more than 12 credits of Cooperative Education courses may apply to any one-year certificate.
- Only nine credits of 199 and 299 experimental courses apply.

### Certificate Requirements—Less-Than-One-Year Certificates

- Certificates at CGCC ranging from 12-44 credits are awarded in several programs to students who complete the course of study with a minimum 2.0 grade point average. Specific courses required for each certificate program, including any General Education requirements, are listed under their appropriate programs.
- At least six credits must be earned at CGCC, all of which must apply to the certificate requirements.
- A maximum of eight credits of Pass/No Pass grades will apply. Specific less-than-one-year certificates that deviate from this maximum will state their Pass/No Pass maximum in the requirements for that specific certificate.
- Only nine credits of 199 and 299 experimental courses apply.

### Career Pathway Certificates

Career Pathway Certificates are short-term credentials (12-44 credits) which prepare individuals for entry-level employment within an occupational area. Career Pathway Certificates may be the first certificate a student earns while pursuing a certificate of greater length or an Associate of Applied Science degree. Information about Career Pathways in specific areas of study can be found in the program section of the catalog. Based upon credits, career pathway certificates need to meet less-than-one-year requirements.

### Computer Proficiency: A Statement to Students

In order to succeed on campus and in the world beyond college, students need to be familiar with and capable of using computers and computer software. Both upper division college work and the requirements of the workplace demand such skills. Many CGCC faculty will require students to access class materials on the Internet, or use word processing, email and databases as part of regular course activities. Students should contact their academic advisor to find out what computer resources and courses are available to help them achieve computer proficiency.

### Three to Four Credit Conversion

Some lower division collegiate courses (LDC) have changed to four credits. For degrees and certificates requiring specific LDC courses, the three credit version of the same course is generally accepted. Comprehensive degree and certificate minimum requirements must be met.

### Course Repetition

It is possible to repeat a class only in certain circumstances as follows:

- The course has been identified as eligible for repetition as noted in the course description in the catalog; or
- To receive a higher grade:
  - Students are limited to three (3) total enrollments for most credit courses. Students will not be allowed to repeat a course more than three times without documented evidence of extenuating circumstances. “W” grades are counted as enrollments.
  - Students who receive substandard grades (“D”, “F”, “NP” or “I”) and/or one or more withdrawal (“W”) may attempt to successfully complete the course up to a total of two additional times at Columbia Gorge Community College, if necessary to alleviate the substandard grade or successfully complete the course.

Appealing after the third attempt:

- After the third attempt to receive a passing grade in a course, the student may appeal to the Registrar’s Office for one additional attempt. Appeals are only considered for documented extenuating circumstances. Students who withdraw and receive a “W” on each of the three allowable attempts will not be able to withdraw from the course again, if granted an additional attempt through appeal, and a letter grade will be transcribed. NO FURTHER ATTEMPTS WILL BE PERMITTED.

### Experimental Courses

Courses numbered 99, 199, and 299 are experimental in nature. These courses may be offered twice in a 15-month period. After that time, they are either converted to a regular number course or inactivated. While these courses count for graduation, they may not transfer to other institutions.

### Non-Credit Courses

CGCC offers a number of non-credit courses for personal and career advancement, listed as “Community Education,” as well as continuing education classes for professionals in several areas. See the quarterly Schedule of Classes for a list of courses and registration information. Non-credit courses do not apply to any degrees or certificates.

### Effective Catalog

CGCC operates on the quarter system. Catalog requirements are effective for six academic years. Students may graduate under the catalog requirements existing at the time of initial enrollment as long as they successfully complete at least one CGCC credit applicable to degree requirements per academic year. A new academic year begins with each summer term and ends the next spring term. No catalog is valid for longer than spring term following the sixth academic year after issuance of the catalog.

Some programs may impose shorter time limits on accepting credits for degree or certificate requirements. Students enrolled in programs that are accredited or licensed must meet the requirements most recently approved by the accrediting agency or licensing authority. All returning students who have not been enrolled in a college credit course for one academic year must meet new degree requirements. Occasionally, the college may change courses and course numbers within a program. Students should regularly consult an advisor in their major department about their course of study.

## Associate of Arts Oregon Transfer Oregon Transfer 90 credit minimum

The Associate of Arts Oregon Transfer (AAOT) degree is the best choice for students who plan to transfer to one of the Oregon public universities. Students who have completed this degree and are accepted will be admitted as having completed most lower division comprehensive and general education requirements for a baccalaureate degree.\*

Candidates for the AAOT degree must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements Limits as established on pages 12-13 and meet all the degree-specific requirements listed here.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing or GPA, and requirements for specific majors, departments or schools are not necessarily satisfied by an AAOT degree.

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer.

*\* Some baccalaureate degrees require specific lower-division courses. Students should consult with a transfer advisor at the institution to which they intend to transfer.*

### Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing**	8	WR 121 and either WR 122 or WR 227. A student must have at least eight credits of Writing.
Math	4	MTH 105 or higher
Oral Communications	4	Choose from: COMM 111, COMM 140, COMM 214, or COMM 215
Health/Wellness/Fitness	3	Choose from: HPE 295 or three PE courses (one credit each for a total of three credits)
Cultural Literacy	3	See list of acceptable courses on pages 14-15. The course may be from any area and may also count as part of the overall distribution requirement

*\*\*The information literacy requirement is satisfied by successful completion of writing courses.*

### AAOT Degree Requirements

- Associate Degree Comprehensive Requirements and Limits, see pages 12-13
- All courses must be passed with a grade of "C" or better

### AAOT Elective Credit Requirements

All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective credits may include any lower division collegiate courses (level 100 or higher). A maximum of 12 credits of Career and Technical Education (CTE) courses may be applied.

### General Education Requirements

All candidates must complete at least 11 Academic Discipline studies courses from the list of approved general education courses, pages 14-15:

- Arts & Letters: complete three courses from two subject areas
- Social Sciences: Complete four courses from two subject areas
- Science, Mathematics, and Computer Science: Complete four courses from at least two subject areas (including three laboratory courses in biological and/or physical science)

A course may count towards core requirements or discipline studies, but not both.



Associate of Arts Oregon Transfer | Transfer Map  
**Core Transfer Map**  
 30 credits

The Core Transfer Map is a broad description of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor’s degree at any Oregon public university.

Note that many majors have specific course requirements for categories within the Core Transfer Map. The Core Transfer Map is intended as a starting point for students who plan to transfer to a university, but are unsure of their intended major or transfer destination. Students who are certain of their major, but not their transfer destination, should determine if there is a developed Major Transfer Map for their chosen discipline, and follow that as a guide. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement, Major Transfer Map, or degree map that will prescribe their course requirements.

**Required Courses**

Requirement	Credits	Note
Writing	3-4	All courses must meet AAOT requirements. Please see an Academic Advisor for recommendations.
Arts & Letters	6-8	
Social Sciences	6-8	
Natural Sciences	8-10	
Mathematics	4-5	

**Additional Requirements**

Requirement	Courses which satisfy requirements
Cultural Literacy	At least one required course must also meet the Cultural Literacy requirements
At least 30 total credits	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses
Completion standards	All courses must be passed with a grade of “C-” or better. Students must have a minimum cumulative GPA of 2.0 at the time of award

*To notate the CTM on a transcript, submit a graduation petition and mark “notate transcript for Core Transfer Map” on the petition*



# Associate of Arts Oregon Transfer | Transfer Transfer Module

## Oregon Transfer Module

45 credit minimum

The Oregon Transfer Module (OTM) is an approved 45-credit subset of general education courses that are common among Oregon’s two-year and four-year colleges and universities. It is designed to improve student access to a college degree by enhancing opportunities for the transfer of credits earned at one institution to another. The OTM is an organized framework for students who are undecided regarding their academic majors or who change majors early in their college careers. It provides clear milestones that students can accomplish to serve their future goals, and it is supportive of students who transfer early to a four-year institution by allowing for seamless transfer of first year of coursework.

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the OTM at any Oregon community college or public university. Upon transfer, the receiving institution may specify additional coursework that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution’s total General Education requirements. The OTM may be applied toward the Associate of Arts Oregon Transfer degree, the Associate of Science Oregon Transfer—Business or —Computer Science degree, or a baccalaureate degree from a public university or participating Oregon independent college or university.

### Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	8	Successful completion of WR 121 and either WR 122 or WR227
Mathematics	4	Successful completion of MTH 105 or higher
Oral Communications	4	COMM 111

- The OTM satisfies the majority of campus general education requirements. (Some campuses may have additional requirements in subjects such as diversity or foreign language.)
- The OTM represents approximately half (45 credits) of an associate degree or the first year of a baccalaureate degree.
- The OTM is not a degree or certificate.

### Required Coursework

The Oregon Transfer Module includes coursework which is equivalent to 3 academic quarters. All courses must be passed with a grade of “C-” or better and must be worth at least 3 credits. Students must have a minimum cumulative GPA of 2.25 at the time the module is posted.

### General Education Discipline Studies

Courses must be from the General Education Discipline areas (Arts & Letters, Social Science, or Science/Math/Computer Science). Students are encouraged to complete at least one course with the embedded Cultural Literacy component in order to complete AAOT requirements. See pages 14-15 for a list of all general education electives, including courses that fulfill the cultural literacy requirement.

Arts and Letters: Three courses.

Social Sciences: Three courses.

Science/Math/Computer Science: Three courses, including at least one biological or physical science with a lab.

### Course of Study

The two-year Elementary Educator AAOT Transfer Pathway provides students with the opportunity to explore a career in K-5 teaching while earning required lower division coursework for transfer. Students may begin the Pathway while still in high school through available dual credit options. Or, students may start the Pathway upon enrollment at CGCC. Upon completion, students will leave CGCC with an Associate of Arts Oregon Transfer degree augmented by specific introductory education courses (see page 16 for specifics on the AAOT).

The Elementary Educator Transfer Pathway curriculum has been developed in collaboration with Oregon State University (OSU) and provides a seamless transfer opportunity to OSU's Bachelor of Science in Teaching and Elementary Education program. The Pathway provides opportunities for engaging with OSU Education faculty even in the first two years of study. Students may also choose to enroll through the CGCC/OSU Degree Partnership Program (page 25) opening doors to a variety of services and expertise at both schools.

## Associate of Arts Oregon Transfer | Transfer Transfer Pathway **Elementary Educator** 90 credits

### Prerequisites

Successful completion of: WR 115, RD 115 and MTH 20 or equivalent placement assessment scores.

### Suggested Course Sequence

Sequence shown is a **recommended** plan for full-time enrollment. Scheduling requirements may prevent all courses from being offered every term. Students **must** meet with an academic advisor to map their specific degree plan.

\*Students are required to take electives to complete the AAOT degree. Students should consult with an Academic advisor to choose from the recommended General Education and Elementary Educator electives noted in the course map below with an asterisk.

Year One	Fall	Teachers Make a Difference: Exploring the K-5 Classroom ED 101, 1 cr	Child Development HEC 226, 4 cr	Health & Fitness for Life HPE 295, 3 cr	English Composition WR 121, 4 cr	General Education Elective—Arts & Letters* 4 cr	16 Credits
	Winter	Contemporary Families in the US HEC 202, 3 cr	General Psychology PSY 201A, 4 cr	English Composition or Technical Writing WR 122 or 227, 4 cr	General Education Elective—Arts & Letters* 4 cr		15 Credits
	Spring	Civil Rights & Multicultural Issues in Educational Settings ED 219, 3 cr	Public Speaking or Interpersonal Communication: Process and Theory COMM 111 or 214, 4 cr	General Education Elective—Social Science* 4 cr	Education Pathway Electives* 3 cr		14 Credits
Year Two	Fall	Purposes, Structure & Function of Education in a Democracy ED 216, 3 cr	Foundations of Elementary Math I MTH 211, 4 cr	General Education Elective—Social Science* 4 cr	General Education Elective—Lab Science* 4 cr		15 Credits
	Winter	Foundations of Elementary Math II MTH 212, 4 cr	General Education Elective—Social Science* 4 cr	General Education Elective—Lab Science* 4 cr	Education Pathway Electives* 3 cr		15 Credits
	Spring	Practicum ED 293, 1 cr	Practicum Seminar ED 294, 2 cr	Foundations of Elementary Math III MTH 213, 4 cr	General Education Elective—Arts & Letters* 4 cr	General Education Elective—Lab Science* 4 cr	15 Credits

# Associate of Science Oregon Transfer Business

90 credit minimum

The Associate of Science Oregon Transfer–Business (ASOT–BUS) degree is designed for students planning to transfer credits to any Oregon public university, and seek entry into that institution’s business school program. Students completing the ASOT–BUS degree will have met the lower-division general education requirements of the institution’s baccalaureate degree programs. Students transferring will have junior status for registration purposes.

Admission to the business school program of a public university is not guaranteed upon completion of the ASOT–BUS. It is strongly recommended that students contact the business school program of the school they intend to transfer to early in the first term of their ASOT–BUS program to be advised of additional requirements. Students should also meet with a CGCC Academic advisor.

Candidates for the ASOT–BUS must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements and Limits as established on pages 12-13 and meet all the degree-specific requirements listed here.

## Degree-Specific Requirements

- Associate Degree Comprehensive Requirements and Limits, see pages 12-13.
- Each course must be completed with a “C” or better.
- BA 101, 211, 212, 213 and 226. BA 226 may be replaced by any other faculty-approved 200-level BA course.
- A minimum of 20 BA credits are required for the ASOT–BUS degree.

## General Education Requirements

Students must complete at least 11 discipline studies courses from the General Education Electives List on pages 14-15. All courses in discipline studies must be a minimum of three credits. A course may count towards foundational requirements or discipline studies, but not both.

- Arts & Letters: complete three courses from at least two disciplines.
- Social Sciences: Complete four courses from at least two disciplines; two courses must be microeconomics and macroeconomics.
- Science, Mathematics, and Computer Science: Complete four courses from at least two subject areas (including three laboratory courses in biological and/or physical science).
- Cultural Literacy: Select one course from any course designated as meeting the cultural literacy requirement on pages 14-15. This course may be one of the required discipline studies courses.

## Elective Credit Requirements

- All candidates must complete additional elective or university specific prerequisite courses for a minimum of 90 credits. Elective courses may be any number of credits.
- A maximum of 12 credits of CTE courses may be applied (may not include the career technical required coursework in the degree).
- A maximum of three credits of physical education (PE) may be applied to this degree.

## Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	8	WR 121 and either WR 122 or WR 227. A student must have at least eight credits of Writing.
Mathematics	12	A minimum of three courses MTH 111 or higher for which Intermediate Algebra is a prerequisite. One course must be Statistics.
Oral Communications	3	<b>COMM 111</b>
Computer Applications	8	BA 131 or CAS 133 or CAS 170 or 270.

## Associate of Science Oregon Transfer **Computer Science** 90 credits

Any student who holds an Oregon community college Associate of Science Oregon Transfer–Computer Science (ASOT–CS) that conforms to the guidelines set forth below, and who transfers to one of Oregon’s public universities, will have met the lower division general education requirements of that university.

Students transferring under this agreement 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–CS degree.

### General Education Discipline Studies Requirements:

- Arts and Letters: Three courses chosen from two or more disciplines
- Social Sciences: Four courses chosen from two or more disciplines
- Science/Math/Computer Science: Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science
- See program specific requirements as some programs require physics
- Note that the CS and Math core required courses will meet the requirement for one of the four required courses, so normally only three science courses outside of CS/Math are needed
- Cultural Literacy: Select one course designated as meeting the cultural literacy requirement on pages 14-15. This course may be from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.

### Computer Science Specific Requirements

A minimum of 16 credits in computer science consisting of the following courses. Each course in this section must be completed with a grade of “C” or better. (Note: many CS programs have competitive admission. Minimum GPA and grades will not generally be high enough to gain admission to competitive programs).

#### Required Courses

- CS 160 Computational Thinking
- CS 161 Programming & Problem Solving
- CS 162 Web Development and Object-Oriented Programming
- CS 260 Data and Algorithms

### Elective Credit Requirements

Complete additional courses to bring the total number of credits to at least 90; varies depending on the student’s selection of courses to meet the requirements above. Please carefully plan this in consultation with university-specific CS program requirements. A current guide for university specific, lower division CS requirements is maintained at <http://occcwiki.org> or consult with an advisor from the target university program.

Lower division courses taken at the community college may not meet the requirements of an upper division course with a similar title and content offered by an Oregon public university Computer Science program. In such cases, the courses in question will normally transfer as electives. The ASOT–CS degree may include up to 12 approved Career Technical Education credits as electives.

### Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	8	WR 121 and either WR 122 or WR 227. Information Literacy will be included in the writing requirement. (Note: WR 227 will meet additional requirements at some CS baccalaureate programs)
Mathematics	10	Must include at minimum MTH 251 Differential Calculus and MTH 252 Integral Calculus.
Oral Communications	3	<b>COMM 111</b>
Health/Wellness/Fitness	3	One or more courses totaling at least three credits.

# Associate of Science

90 credits

The Associate of Science Degree (AS) is designed for students planning to transfer credits to a baccalaureate degree program at a four-year institution. This degree allows more freedom in course selection than the Oregon Transfer Degrees but does not guarantee that students will be accepted as having completed all lower-division comprehensive and general education requirements for a baccalaureate degree. To be assured of meeting additional requirements at four-year colleges and universities, students should meet with an advisor at CGCC, and at the institution to which they plan to transfer.

Candidates for the AS degree must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements Limits as established on page 12-13 and meet all the degree-specific requirements listed here.

## Associate of Science Degree Requirements

- Associate Degree Comprehensive Requirements and Limits, see pages 12-13.

## General Education Requirements

All candidates must earn a minimum of 21 credits selected from the list of approved courses, pages 14-15. Each course must be a minimum of three credits. A minimum of seven credits from each discipline must come from courses taken in each of the following categories:

- Arts & Letters
- Social Sciences
- Science, Mathematics, and Computer Science

## AS Elective Credit Requirements

All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective credits may include any lower division collegiate courses (level 100 or higher).

Core Requirements		
Requirements	Credits	Courses which satisfy requirements
Writing	6	WR 121 with grade "C" or higher, and another lower-division writing course for which WR 121 is a prerequisite.
Mathematics	4	MTH 111 or any mathematics course, minimum four credits, with Intermediate Algebra as a prerequisite, with grade "C" or higher.
Health/Wellness/Fitness	3	HPE 295
General Education	21	See list of acceptable courses on pages 14-15. The course may be from any area and may also count as part of the overall distribution requirement



# Associate of General Studies

90 credit minimum

The Associate of General Studies degree (AGS) is designed for students wishing to acquire a broad education rather than pursuing a specific college major or career program. Coursework may include a variety of technical and college transfer courses. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution. Students are responsible for checking with the college of their choice if transferability is desired. Students should consult a Columbia Gorge Community College advisor in selecting appropriate courses. Degree candidates must complete at least 90 transferable credit hours.

Candidates for the AGS degree must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements Limits as established on pages 12-13 and meet all the degree-specific requirements listed here.

### General Studies Degree Requirements

- Associate Degree Comprehensive Requirements and Limits, see pages 12-13

### General Education Requirements

Students must earn a minimum of 16 credits of General Education taken from the list of approved courses on pages 14-15. These credits must come from courses taken in the following disciplines:

- Arts & Letters
- Social Sciences
- Science, Mathematics, and Computer Science

The 16 credits must include at least one course with a minimum of three credits from each discipline.

General Education requirements will be waived for students who enroll at CGCC with an AA, AAS, AGS, AS, BA, BS, or higher degree, from a regionally-accredited United States institution.

### Elective Credit Requirements

- All students must complete elective credits to meet the overall requirements of 90 credits. Elective credits from any lower division collegiate or career technical courses may apply. Elective credits may apply from any course numbered 100 or higher
- Maximum of six credits of PE may apply
- Maximum of six credits of one-credit MSD workshops may apply

### Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	4	WR 121 (with grade "C" or better) or passing a lower division collegiate writing course for which WR 121 is prerequisite
Mathematics	4	MTH 65 or MTH 98 (with grade "C" or better) or passing a math course for which MTH 65 or MTH 98 is a prerequisite
General Education	16	See Electives List on pages 14-15.



# General Requirements for Associate of Applied Science

90 credit minimum

The Associate of Applied Science degree (AAS) is designed for students who complete approved coursework in professional/technical programs. The Associate of Applied Science is a state approved degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensers, or further study toward a baccalaureate degree.

Candidates for the AAS degree must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements Limits as established on pages 12-13, and meet all the degree-specific requirements listed here.

## Associate of Applied Science Degrees Offered At CGCC

Accounting	30-31
Administrative Assistant	46-47
Administrative Office Professional	48-49
Early Education and Family Studies	58-59
Electro-Mechanical Technology	72-73
Entrepreneurship/Management	34-35
Nursing (OCNE)	64-67

## Requirements for AAS

- Associate Degree Comprehensive Requirements Limits, see pages 12-13.
- The final 16 credits that apply to the degree must include at least eight credits at CGCC that apply to the specific program requirements, excluding courses used solely for the General Education requirements. (Students may apply to the department chair for waiver of this requirement if they can demonstrate currency in the field.)
- Twenty-four of the credits from CGCC must apply to the specific program requirements excluding courses used solely for the General Education requirements.
- No more than three credits of Physical Education (PE) may be applied.
- All AAS candidates must complete a program of approved course work in the major field. (see the specific program of study pages)

## General Education Requirements

Students must earn a minimum of 16 credits of General Education taken from the list of approved courses on pages 14-15. These credits must come from courses taken in the following categories:

- Arts & Letters
- Social Sciences
- Science, Mathematics, and Computer Science
- The 16 credits must include at least one course with a minimum of three credits from each category.
- Students should consult an advisor regarding General Education courses appropriate to their goals and interests
- General Education requirements will be waived for students who enroll at CGCC with an AA, AAS, AGS, AS, BA, BS degree or higher from a regionally accredited United States institution. Program-specific General Education requirements for AAS degrees will not be waived.

## Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	4	WR 121 (with grade "C" or better) or passing a lower division collegiate writing course for which WR 121 is prerequisite
Mathematics	4	MTH 65 or MTH 98 (with grade "C" or better) or passing a math course for which MTH 65 or MTH 98 is a prerequisite
General Education	16	See Electives List on pages 14-15.