

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Zip Krummel (Social Science)

Courtney Cunningham (ESL)

Katy Jablonski (Wr/FL/Eng)

Pam Morse (MTH)

P.K. Hoffman (Arts & Hum)

Ashley Mickels (CTE)

Mimi Pentz (Nurs/Hlth Occ)

Steve Holman (Inst Dean)

Emilie Miller (Science)

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Mary Martin (Student Services)

Jarett Gilbert (VP Instructional Services)

## Support Staff

Gail Gilliland (Curriculum)

## Guests

Todd Meislahn

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## **October 8, 2020 3:30 pm – 5:00 pm**

Zoom log-in: <https://cgcc.zoom.us/j/94533741422>

Meeting ID: 945 3374 1422; phone in: 1-253-215-8782

## Business:

1. Welcome new member – Courtney Cunningham (ESOL representative)
2. Approval of September 24 minutes <sup>1</sup>

## Submissions

1. none

## Discussion Items:

1. ASOT-BUS General Requirements <sup>2, 3, 4</sup> (3:45 – 4:10 pm)
2. Degree / certificate Suspension Guidelines (4:10 pm – 4:55 pm)

Determining when and for what reasons a program may be suspended.<sup>5</sup>

- Enrollment trends
- Cost / Benefit Analysis: expense vs. intake, and program financial sustainability
- Labor market realities (local, regional, national)

Next Meeting: October 22, 2020

Attachments: <sup>1</sup> September 24, 2020 minutes; <sup>2</sup> ASOT-BUS catalog page; <sup>3</sup> ASOT-BUS Oregon guidelines; <sup>4</sup> CGCC General Degree/Certificate Requirements; <sup>5</sup> New Program Adoption Guidelines: Standards A & E

Curriculum Committee Minutes  
 September 24, 2020, 10:00 am – 12:00 pm  
 Location: Due to State Social Distancing requirements, this meeting was held via Zoom

**PRESENT**

**Voting Committee Members**

Chair – Kristen Booth (Pre-College)  
 Zip Krummel (Social Sci)  
 P.K. Hoffman (Arts & Hum)  
 Ashley Mickels (CTE)

Steve Holman (Inst Dean)  
 Emilie Miller (Science)  
 Pam Morris (MTH)  
 Katy Jablonski (WR/FL/Eng)

Linnea Jaeger (ESOL)  
 Mimi Pentz (Nurs/Hlth Occ)

**Non-Voting Committee Members**

Susan Lewis (Curriculum)  
 Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

**Support Staff**

Gail Gilliland

**Guests**

**ABSENT**

**Voting Committee Members**

**Non-Voting Committee Members**

Item	Discussion	Action
Call to Order	Meeting called to order by Chair Kristen Booth at 10:00 am	
<b>Business</b>		
Election of vice chair	Zip volunteers to be vice chair  <b>Motion: Zip Krummel will serve as vice chair for 2020-21</b>	Motion: Pam 2 <sup>nd</sup> : Katy Action: 9 in favor – 0 Opposed – 0 abstentions
Review of committee member responsibilities	10:11 Mimi arrives	
<ul style="list-style-type: none"> <li>Time commitment – CC 2020-21 schedule</li> </ul>	<b>Action Item: Gail will send Curriculum Committee meeting invitation to Steve.</b>	

<ul style="list-style-type: none"> <li>Meeting preparation</li> </ul>	<p>Adjunct members may submit up to a total of 5 hours prep and meeting time; the 5 hours would also include any time spent in sub-committee workgroups</p>	
<ul style="list-style-type: none"> <li>Notify the chair when unable to attend (cc Susan and Gail)</li> </ul>	<p>Curriculum Committee members are reminded to send e-mail notification to the chair, cc'ing Susan and Gail when they are unable to attend the upcoming curriculum meeting.</p>	
<ul style="list-style-type: none"> <li>Review of potentially confusing submission area: requisites, credit and contact hours (lecture, lec/lab, lab), writing descriptions and outcomes, organization and robustness of content section, text and materials, related instruction, Gen Ed and Cultural Literacy designations, other</li> </ul>	<p>It is noted that everyone except Steve has been on the Curriculum Committee previously, and he has experience at his previous colleges. A brief review of potentially confusing submission areas ensues.</p> <ul style="list-style-type: none"> <li>Robustness of content and how much the committee is looking for is discussed in depth. Will the content give a clear sense of how the outcomes are being addressed? Robustness of content is not intended to overstep academic freedom. It doesn't mean that the content section should include lesson plans or assignment descriptions. Rather, it should include an outline of the content that needs to be introduced in the course in order to cover the outcomes. The content does not need to show how the outcome is taught. However, there is room for suggestions for the "how" if it helps illustrate any content that is confusing. Robustness is different than rigor. Robustness is amount/depth of material taught. Rigor speaks to whether students are being held accountable at a high enough standard to be confident that they have achieved the required knowledge and outcomes of the course.</li> </ul> <p>It is noted when creating the new ED courses we worked closely with OSU. OSU had strong specified requirements for transferability.</p> <ul style="list-style-type: none"> <li>Submissions should start with the department chair and dean. The committee is advised to remind their department chairs to contact the Curriculum Office and make use of Susan's availability and depth of knowledge. This should be long before the submission deadline date to avoid technical and content issues. Susan might return a submission if portions of the submission are actually missing.</li> <li>Content revisions of existing courses do not require committee approval. If the faculty member wants to update the content, they just send an e-mail to Susan. However, if the revised content does not</li> </ul>	<p>Motion: Katy 2<sup>nd</sup>: Emilie Action: 0 in favor – 0 Opposed – 0 abstentions</p>

	<p>adequately address the outcomes, Susan would send it back to the submitter with that concern. If the submitter is in disagreement, the Curriculum Committee would need to make the decision. Keeping in mind the dean of Gen ED's door is open to discussion in the conversation to mediate success.</p> <ul style="list-style-type: none"><li>• Susan reminds the committee she has no authority to block a submission unless required elements have not been completed. She cannot block a submission because she believes it to be poorly written or proposing a course she considers to be a weak addition to CGCC's offerings. She can only express these thoughts and encourage the submitter to consider them. If the submitter wants to submit directly to the Curriculum Committee, they can. Steve assures the Curriculum Committee that he will have meetings with the department chairs each term to encourage them to take advantage of Susan's help. He will also inform them that she is more than a compliance officer, she is a knowledgeable resource. Submissions are a team effort and not individual.</li><li>• Credits may differ from community college level to university level: The university will often accept the course as fulfilling the course requirement, as we accept 3 credit versions of WR 121 to fulfill our WR 121 degree requirements; however, the student will still need to make up the missing credit somewhere else. They do not receive 4 credits of transfer if the course is only 3 credits, even when being accepted as fulfilling a 4 credit course. Each college/university will have different transfer acceptance policies. Students should always work with their advisor and the receiving university to know how their credits will transfer.</li><li>• Making revisions to CCOGs. Please do not make your own revisions in the CCOGs. Send requests for revisions that don't require Curriculum Committee approval to the Curriculum Office.</li><li>• Review of CCOGs. It is suggested that the Curriculum Committee could encourage departments to review their CCOGs. This could be done at In-Service. Susan informed the committee that the State requires</li></ul>	
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	<p>confirmation that the college is reviewing each course every 3 years. CGCC Program Review is every 5 years, and course review is part of the Program Review. Gen Ed is doing their Program Review this year, ECE was last year. It is noted that the review of courses can be done more often than every 5 years.</p> <ul style="list-style-type: none"> <li>• Add to the “Text &amp; Materials” section in the CCOGs a header clarifying that listed texts and materials are suggested rather than required. Any text or materials that are required by the department will be clearly identified. The Curriculum Committee is in agreement to use the header. Susan will make the change.</li> </ul> <p>11:00 am Steve leaves</p> <ul style="list-style-type: none"> <li>• Content Section of CCOG is much easier to read and comprehend when it is in outlines, rather than paragraphs. Discussion ensues regarding the benefit of outline over paragraph style with review of examples of both. The Curriculum Committee agrees that providing an outline under each outcome is the style of choice. The committee would like a notation added to the CCOG development template requiring the content section to be built in outline.</li> </ul> <p><b>Motion: Outline or bullet format (rather than paragraph format) is to be used in the description of content to be taught for each outcome.</b></p> <p>Action Item: Susan will change the CCOG header under “Texts &amp; Materials” to read “specified texts, videos, etc are suggested, not required”</p> <p>Action Item: Susan will add note to the CCOG development template indicating outline or bullet form is required for description of content under each outcome.</p> <p>Future Agenda Item: review of CCOGs by department.</p>	
<b>Submissions:</b>		
Anticipated submissions for 2020-21	The Curriculum Committee is informed that the following submissions are anticipated to be submitted for review in 2020-21:	

	<ul style="list-style-type: none"> <li>• Aviation Maintenance – courses and new certificate</li> <li>• Construction Technology – courses and new certificate</li> <li>• Advanced Manufacturing &amp; Fabrication – courses and new certificate</li> <li>• ECE 2<sup>nd</sup> year revision</li> <li>• New ENG and Social Science courses</li> </ul>	
<b>Discussion Items:</b>		
Update: Pre-College Math courses – teaching multiple courses with separate CCOGs in combination	<p>Susan reports back to the Curriculum Committee after polling colleagues across the State, they would use a separate CCOG for courses regularly taught in combination, i.e. a combination of two levels of math. Since the combination course is taught in the same amount of time, it is expected that there would need to be change in the outcomes when moving from a single course to a combo course. Combo courses are often looked upon as accelerated courses, hoping to move students through two levels in one term – thus, different outcomes. Susan talked with Andy Carmichael, Pre-College department chair, and agreed that the department should go ahead with their work on designing CCOGs for each individual course to meet the December 31 state deadline for entry of non-credit ABE/GED courses; however, in the new year, the department should work on developing the combined course curriculum as they are most often offered in the combination format.</p>	
Appropriateness of current Gen Ed standard prerequisites since MTH 20 is no longer offered (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent WR 121)	<p>Steve returns 11:26 am</p> <p>Susan informs the Curriculum Committee that MTH 20 is no longer being taught and it is part of the Gen Ed standard prerequisite. Because the Instructional Council designated the standard being used, they need to participate in the discussion. The Curriculum Committee can make a suggestion to the Instructional Council to add to their agenda for discussion and development of a proposal. The Instructional Council would then send the proposal to the Curriculum Committee for review and approval.</p> <p>The WR 121 pre/co requirement has also been considered to be problematic by some; it has been thought to put up barriers to students moving forward in their program as well as keeping students swirling in foundational courses. It has been said that making WR 121 prerequisite/concurrent for Gen Ed courses</p>	

raises the level to get into Gen Ed. Previously, the Standard Prerequisite was "Prerequisite: RD 115, WR 115 and MTH 20 or equivalent placement test scores." The RD/WR portion was revised to "Prerequisite/concurrent: WR 121" which doesn't increase the level of writing required to enter a Gen Ed course. Students who have complete WR 115 with "C" or better may still enroll in a Gen Ed course as before; however, they are required to enroll concurrently in WR 121. Every degree at CGCC requires that students complete WR 121 with a "C" or higher. The purpose for changing the standard prerequisite related to writing was two-fold: 1) encourage students to take the required writing course early in their educational path as this is recognized as a best practice in helping students be more successful in their ongoing coursework; and 2) Gen Ed faculty were concerned that the students coming into their classes were not sufficiently prepared to manage the writing requirements of a General Education course. It was thought that it would be better if they had completed WR 121 prior to enrolling in the Gen Ed course; however, Gen Ed faculty were willing to compromise on this and list it as concurrent as well, thinking that students would have writing support for their Gen Ed course in their concurrently enrolled WR 121 class.

Katy says that she will take the writing discussion to her department.

A formal proposal from the Instructional Council or Gen Ed department to the Curriculum Committee will be needed. MTH 20 is the pressing issue at this time. The state is moving towards shortening the Math progression. Pam noted that "Strong Start" curriculum design starts Friday and that anything below 100 level is not college level and may potentially be removed from college offerings in a statewide movement.

It is noted that not everyone needs college level math. Several CTE degrees have MTH 65 as the math requirement for degree completion.

It is possible to "opt-out" of any of the standard requisites if it can be shown how the requisite doesn't apply to the course. For example, Creative Writing courses have successfully opted out of the math requirements.

**Action Item: Katy will take the writing discussion to her department.**

<p>Degree and Certificate Suspension Guidelines</p>	<p>We need to determine what the parameters are for determining degree or certificate suspension and program cancelation. Areas commonly reviewed when asking if a program is sustainable:</p> <ul style="list-style-type: none"><li>• Ongoing enrollment</li><li>• Cost balance – whether the program is cost neutral (expenditures are equal to revenue) or cost heavy (expenditures are greater than revenue)</li><li>• Availability of faculty</li><li>• Changing labor market needs</li></ul> <p>There are no AP's or OR's that relate to determining when a program would be determined as not sustainable and so should be suspended; however, the New Program Development Guidelines does have sections that speak to cost analysis and enrollment numbers when determining whether to create a new program. Possibly the committee can work backwards from there.</p> <p>Jarett will reach out to his peers for examples. Jarett would like to see some clear guidelines. What kind of preparation needs to be done prior to the meeting?</p> <p>Action Item: Jarett will contact his peers for degree and certificate suspension guideline examples.</p>	
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Other	<p>Brief discussion ensues regarding the Curriculum Committee agenda. The first task is to review submissions, if time permits we move to discussions. The Oct 8<sup>th</sup> meeting may not have many submissions. The Oct 22<sup>nd</sup> meeting will have 15 Aviation Maintenance courses and a related certificate as well as Pre-College submissions. Jarett would appreciate Curriculum Committee strategies when we could have these discussions. Susan informs Jarett that the question regarding the Standard Prerequisite is ready to go to the Instructional Council and the Gen Ed department chairs.</p> <p>With general degree and certificate guidelines review, it is important to clarify what is State required and what was established by Portland Community College when we were a contracting college. Some requirements are thought to be state mandated, and then we discover that they were actually inherited from PCC guidelines only. This is why reviewing the general degree and certificate guidelines are on the docket for review this year. The committee agreed at the retreat that these conversations may require expertise in the specific field. For example, when discussing the requirements for the ASOT-BUS, it would be beneficial to have Todd Meislahn's involvement in that discussion.</p> <p>Jarett would like Steve, Susan and Gen Ed to meet and jump-start this discussion.</p>	
Adjourn: 11:59 am	Zip moves, P.K. 2nds, 8 yes	
Next Meeting: October 8, 2020 3:30 pm – 5:00 pm Location: Zoom		

# 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.

## 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	COMM 111, 140, 214, 215
Computer Applications	8	BA 131 or CAS 133 or CAS 170 or 270.

## 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.

## **ASSOCIATE OF SCIENCE OREGON TRANSFER - BUSINESS (ASOT-BUSINESS)**

Oregon Administrative Rule 589-006-0050(7) (<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=248692>) defines the Associate of Science (AS) degree as a state approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in such areas as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.

Any student who holds an Oregon community college Associate of Science Oregon Transfer degree in Business (ASOT-Business) that conforms to the guidelines set forth below, and transfers to any Oregon Public University, will have met the lower division general education requirements of that university.

Grade point average requirements for entry into the university's major are not necessarily satisfied by the ASOT-Business degree. Once admitted to the university and the Business program, however, students transferring under this agreement will have junior standing for both for the Business major and for university registration purposes.

### **Background and Intent**

The ASOT-Business degree was created in 2003 through collaboration between Oregon community college faculty and administration and Oregon public university business department chairs and deans, to begin an exploration of offering statewide Associate of Science degrees. Like the AAOT (Associate of Arts Oregon Transfer degree) the intention is to recognize lower division coursework, but in this case coursework taken by students intending to major in business.

Any student holding the Associate of Science Oregon Transfer-Business degree recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs of any Oregon public 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-Business degree.

### **General Guidelines**

- A student must complete a total of 90 quarter credits to be awarded the ASOT-Business.
- 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. A student is encouraged to work with an advisor in the selection of courses within the ASOT-Business degree for alignment to the institution the student intends to transfer.
- All Foundational Requirements and Discipline Studies courses must be a minimum of 3 credits. All Elective courses may be any number of credits.
- 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 the ASOT-Business is awarded.

## General Requirements

- **Writing:** Students taking writing courses of three credits each must take WR121, WR122, and WR227. Students taking writing classes of four credits each must take WR121 and either WR122 or WR227. Information Literacy will be included in the writing requirement.
- **Oral Communication:** One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.
- **Mathematics:** A minimum of three courses for which Intermediate Algebra is a prerequisite, including one course in statistics.
- **Computer Applications:** Proficiency in word-processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable courses.

## Distribution Requirements

- **Arts and Letters:** Three courses chosen from two or more disciplines.
- **Social Sciences:** Four courses chosen from two or more disciplines, with a minimum of two courses in "principles of economics" (to include microeconomics and macroeconomics) at the 200 level. The courses in economics must be completed with a grade of "C-" or better.
- **Science:** Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science.
- **Cultural Literacy:** Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.

*Special note: The remainder of the degree outline, specifically the business-specific requirements and the electives and/or university specific prerequisites (updated as needed), have not changed from the original curricular outline.*

## Electives

- Electives will comprise up to 13 credits depending on the student's selection of courses to meet the requirements above.

## Notes and Clarifications

1. Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.
2. Courses used to meet the "Distribution Requirements" should be at least 3 credits each.
3. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language is considered a foreign language.
4. Oregon public universities may have requirements/recommendations specific to potential majors. Please see Appendix F - ASOT-Business University-Specific Electives (/handbook/appendices/appendix-j---asot---business) of this *Handbook*.
5. All colleges are pre-approved to offer this degree.

*Adopted by Joint Boards Articulation Commission November 2011; Approved State Board of Education May 2012.*

## Prior Guidelines (provided for purpose of student completion)

An Associate of Science/Oregon Transfer degree in Business (AS/OT-Bus), offered by any Oregon community college, shall meet the guidelines listed below.

- 90 -108 credits is required for the degree, and of these
- At least 62-65 credits shall conform to the general education and distribution requirements listed below, and

### General Requirements

- *Writing*: A minimum of eight credits of college transfer writing courses, with a grade of "C-" or better in each course. Designated courses are WR 121, 122, 123 or 227.
- *Oral Communication/Rhetoric*: A minimum of three credits of a fundamentals of speech or communication course with a grade of "C-" or better.
- *Mathematics*: A minimum of twelve credits of college level mathematics with a grade of "C-" or better. Math 111 or above with a minimum of four credits in statistics.
- *Computer Applications*: Three to six credits. Proficiency in word processing, spreadsheet, database, and presentation software demonstrated by successful completion of applicable courses.

### Distribution Requirements

- *Arts and Letters*: A minimum of twelve credits, chosen from at least two disciplines.
- *Social Sciences*: A minimum of twelve credits, and shall include Microeconomics and Macroeconomics (8 credits minimum) at the 200 level. Courses in Economics must be completed with a C or better.
- *Science*: A minimum of twelve credits of laboratory courses in the biological or physical sciences.

### Business Specific Requirements

- A minimum of twenty credits in Business.
- Each course in this section must be completed with a grade of "C" or better. Required courses are:
  - BA 101: Introduction to Business
  - BA 211, 213: Financial, Managerial Accounting
  - BA 131: Business Data Processing
  - BA 226/230: Business Law (or other advisor approved Business course elective)

### Electives

Electives will comprise up to 13 credits depending on the student's selection of courses to meet the requirements above.

### Notes

1. Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.
2. Courses used to meet the "Distribution Requirements" should be at least 3 credits each.
3. In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language.
4. Oregon University System institutions may have requirements/recommendations specific to potential majors. Please see Appendix F - ASOT-Business University-Specific Electives (</handbook/appendices/appendix-j---asot---business>) in this *Handbook*.

# 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 Class Schedule 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.



## **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](http://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](http://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 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?