Curriculum Committee Meeting Agenda

Voting Committee Members			
Chair – Stephen Shwiff (Social Sciend	ces)		
Vice Chair – Pam Morse (Math)			
Kristen Booth (Pre-College)	Katy Ja	ablonski (Wr/FL/Eng)	Rebecca Schwartz (Inst Dean)
vacant (ESOL)	Emilie	Miller (Science)	Andrea Ware (CTE)
P.K. Hoffman (Arts & Hum)	Mimi I	Pentz (Nurs/Hlth Occ)	
Non-Voting Committee Members			
Jarett Gilbert (VP Instructional Service	es)	Mary Martin (Student Service	s/Registrar)
Susan Lewis (Curriculum)			2
Support Staff		<u>Guests</u>	
Sara Wade (Curriculum)		Leigh Hancock, Todd Meislah	n, Andy Carmichael
February 10, 2022 7:70 pm - E:00 p			

February 10, 2022 3:30 pm - 5:00 pm

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe) Hood River Indian Creek Campus, room 1.209 (conference room) Zoom log-in: <u>https://cgcc.zoom.us/j/92255114462</u> Meeting ID: 922 5511 4462; phone in: 1-253-215-8782

Information Item

1. January 12, 2022 minutes approved via email: 9-0-1

<u>Old Business</u>

1. Item still pending: AAOT – Elementary Education MTM: further review/approval pending research/input from CGCC's Elementary Educator Pathway team.

New Business

Submissions¹

- 1. Leigh Hancock (3:30 3:50 pm)
 - Associate of Arts Transfer English Literature (New Degree)
- 2. Pam Morse (3:50 4:00 pm)
 - MTH 111 College Algebra (Contact Hour/Credit Change)
- 3. Todd Meislahn (4:00 4:10 pm)
 - BA 222 Financial Management (Course Revision: des, req)

Committee Action

1. Pre-College / ESOL Committee Representation ^{2, 3} (Andy Carmichael)

Discussion Item

1. First Year Experience (Rebecca)

Next Meeting: March 3, 2022

Attachments: ¹ Submissions: 1 New Degree, 1 Contact Hour/Credit Change, 1 Course Revision; ² Combination of Pre-College and ESOL representation proposal letter; ³ Curriculum Committee Charter

Columbia Gorge Community College

CC date CC decision CC vote

NEW DEGREE REQUEST Che	eck one: AAS AS AS	аот+мтм 🔀 аат+мтм	AST+MTM ASOT
Submitted by: Leigh Hancock	Email: lhancock@cgcc.edu	Phone:	Department: Writing, Literature & Foreign Languages
	(Double click on check boxes to a	activate dialog box)	

SECTION #1 OVERVIEW						
Proposed Title:		Associate of Arts	Transfer – English Literature		Proposed Credits:	90
Reason for new degree:	transfer seamlessly transition to Guided clear path towards a The study of English clearly; as such, it o community service, cogency is the skill English gives stude	to an Oregon univers I Pathways this year, t a major/bachelor's de n places high value of pens doors to careers and business. Indeed most frequently cited	ined path for CGCC students to g ity in pursuit of a degree/career this new degree gives us the abil gree in English from any Oregon In the ability to read intelligently in education, communications la , the ability to handle the langua I by business professionals as des tlook and depth of perspective th	in English. As we ity to specify a public university. and to write aw, government, ge with clarity and sirable. A major in	Requested implementation term:	Summer 2022
ls there impact on other areas of instruction?	☐ Yes ⊠ No	1.			Has the degree been validated by the Advisory Committee?	☐ Yes ⊠ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No				Date of Advisory Committee meeting:	
Is this a Statewide De	gree?	🛛 Yes 🗌 No	If so, has the degree been approved by the consortium?	Yes 🗌 No	CIP CODE	23.0101
Are there Related Cert Pathways associated v		🗌 Yes 🛛 No	If so, list all:			

SECTION #2 REQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

	PROPOSED PRE and	I/or COREQUISITES	
Course Number	Course Title or Placement level	Requisites	Credits
RD 115 or test	Critical Reading	Placement into RD 115	4
WR 115 or test	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
MTH 65 or	Beginning Algebra II or	MTH 60 or equivalent placement test scores	4
MTH 98 or test	Quantitative Math	MTH 20 or test, place into RD 90 & WR 90	4
Is this a limited e	ntry program? Students must apply, via the department for	r program entry.	🗌 Yes 🛛 No
	PROPOSED	OUTCOMES	
learners). Outcom	e student will be able to do "out there" (in their life roles a nes must be measurable through the application of direct a tart each outcome with an active verb, completing the sent	nd/or indirect assessment strategies. Three to six outcor	nes are
Students who suce	cessfully complete this degree will be able to:		
1. Closely read a theoretical le	and interpret diverse literary texts, using literary technique nses.	es, contextual information, scholarly research, personal e	ngagement and/or
-	lyze social and historical context, values and ethics expres local and global issues.	sed across diverse texts to better understand human beh	avior and engage
3. Effectively ut	ilize strong writing skills including clear expression, organ	ization, concision, and mechanics appropriate for the int	ended audience.
4. Locate, evalu	ate, and ethically utilize information to communicate effec	tively.	
5. Critique the s	ystems of power and privilege that have shaped literature	and our relationship to those systems.	

SECTION #3 PROPOSED COURSEWORK

All candidates for the Associate of Applied Science (AAS) Degree must complete 16 credits of General Education from the General Education/Discipline Studies list. The categories are: 1) Arts and Letters, 2) Social Science, and 3) Science/Math/Computer Science. These credits must include at least one course from each category and no more than two courses or eight credits from any one category. For information regarding Gen Ed requirements for the AS and for AAOT majors, please contact the Curriculum Office.

List all courses in the term by term order that is to be displayed in the <u>catalog</u> degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
Core Transfer Ma	p Requirements – 32 credits		
WR 121	English Composition	Placement into WR 121 or completion of WR 115 and RD 115	4
MTH 105 or higher	Math in Society	MTH 65 or MTH 98 or test. Pre/co: WR 121	4
	General Education Electives – Arts & Letters (200 level literature course but not repeating ENG 253 or ENG 254) ¹	Pre/co: WR 121	8
	General Education Electives – Social Sciences ¹	Varied	8
	General Education Electives – Lab Science biological and/or physical ¹	Varied	8
¹ At least one Cor	e Transfer Requirement course must also satisfy Cultural	Literacy outcomes for the AAOT	
Major Requireme	nts – 12 credits		
WR 122	Argumentative Writing	WR 121	4
ENG 253 or ENG 254	Survey of American Literature to 1865 or Survey of American Literature from 1865 to Present	Pre/co: WR 121	4
	General Education Elective – Arts & Letters (200 level literature course other than ENG 253 or ENG 254)	Varied	4
Electives – 46 cre	edits		
Highly Recomme	nded: 2 years of Foreign Language or equivalent (24 credi	its)	
Complete additio	nal electives to reach 90 credit total. Refer to individual u	iniversity requirements to aid in determining best choice of	electives.
Other recommend	ded electives include:		

 Philosophy courses Music or Theatre Appreciation courses U.S. History Biological or Physical Science 			Credit t /ES (if applicable)	otal 90
Music or Theatre Appreciation courses			Credit t	otal 90
Music or Theatre Appreciation courses	Biological	or Physical Science		
	• U.S. Histor	у		
Philosophy courses	Music or T	heatre Appreciation courses		
	 Philosophy 	/ courses		

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 Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Leigh Hancock	<u>lhancock@cgcc.edu</u>	2/10/22
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

Next steps:

- 1. Save the completed New Degree Request Form and submit as an e-mail attachment to <u>curriculum@cgcc.edu</u> or <u>slewis@cgcc.edu</u>.
- 2. Refer to the curriculum office website for the Curriculum Committee <u>meeting schedule and submission deadlines</u>. 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 time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
- 4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.



ASSOCIATE OF ARTS TRANSFER AND ASSOCIATE OF SCIENCE TRANSFER

INTENT

The Associate of Arts Transfer and Associate of Science Transfer degrees was created to meet the requirements of HB 2998 to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts or Bachelor of Science degree program.

OAR

OAR 589-006-0050 (7) Associate of Arts Transfer OAR 589-006-0050 (10) Associate of Science Transfer

Oregon Administrative Rule above defines the "Associate of Arts Transfer degree" and the "Associate of Science Transfer degree" as lower division major specific undergraduate awards issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific major Bachelor of Arts or Bachelor of Science degree. Courses of study leading to a major in the Humanities, Social Sciences, or Arts will generally be embedded in the Associate of Arts Transfer degree; courses of study leading to a major in a STEM discipline will generally be embedded in the Associate of Science Transfer degree. The classes, outcomes and completion standards for the major-specific elements within Associate of Arts and Associate of Science Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer or Associate of Science Transfer degree will have equivalent status to students who started at a public university in the same major. Each new major specific Memoranda of Understanding (MOU) is signed by the required public higher education institutions. Each new statewide associates' degree will be approved by the Commission.

All course, class standing, or GPA requirements for specific majors, department, or schools are not necessarily satisfied by an Associate of Arts Transfer or Associate of Science Transfer degree.

OVERVIEW

- 1. A student must complete a total of 90 quarter credits to be awarded the Associate of Arts or Associate of Science Transfer degree. The requirements of the specific award may not exceed 108 quarter credits.
- 2. 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.
- 3. All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.00 at the time the AST or AAT is awarded.
- 4. The Associate of Arts and Associate of Science Transfer degrees include 8 courses/minimum 30 credits of embedded coursework called the Core Transfer Map (CTM). The "Core Transfer Map" consists of one course in Writing, one course in Mathematics, two courses in Arts & Letters, two courses in Natural Sciences, and 2 courses in Social Sciences; one of the courses in Arts & Letters, Natural Sciences, or Social Sciences must also fulfill the Cultural Literacy requirement. Unless noted otherwise in the specific Major

Requirements Module for an individual AST or AAT award, courses used to satisfy CTM requirements may also be used to satisfy major requirements.

5. Each Associate of Arts and Associate of Science Transfer degree must include a Major Requirements Module. The specific courses and categories required for this module are determined by the Major-specific Memoranda of Understanding. All individual courses required in the Major Requirements Module will apply to major, general education, and/or degree requirements at each of the Oregon public universities.

AAT and AST REQUIREMENTS

Core Transfer Map Requirements

- 1. All CTM courses must be a minimum of 3 credits.
- 2. The CTM includes 6 specific course categories, and students must complete at least 8 courses across those 6 categories; the CTM must also total a minimum of 30 credits. If the completion of the 8 required courses does not total 30 credits, any additional course designated as meeting the statewide criteria for Arts and Letters, Social Sciences, or Math/Science/Computer Science may be used to bring the total to 30 credits.
- 3. A completed CTM will apply to at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.
- 4. Individual AST or AAT majors may designate that specific courses must be taken to fulfill the CTM requirements for that major, as outlined in the major specific requirements in the specific MTM MOU.
 - a. CTM Course Categories and Criteria:
 - b. Writing: College/English Composition 1 (Writing 121)
 - c. *Mathematics*: **One** course in college-level mathematics designated by the MTM workgroup as meeting the statewide criteria for mathematics.
 - d. Arts and Letters: Two courses designated as meeting the statewide criteria for Arts and Letters.
 - e. Social Sciences: Two courses designated as meeting the statewide criteria for Social Sciences.
 - f. *Natural Sciences:* **Two** laboratory courses in biological and/or physical sciences designated as meeting the statewide criteria for Math/Science/Computer Science.
 - g. *Cultural Literacy:* One of the required courses selected for Arts and Letters, Social Sciences, or Natural Sciences must also be designated as meeting the statewide criteria for cultural literacy.

Major Requirements

- 1. Students must complete the specific requirements appropriate to the individual designated AST or AAT major, as outlined in the Major Requirements Module in this Handbook.
- 2. Individual AST or AAT majors may designate that specific courses must be taken to fulfill the CTM requirements for that major, as outlined in the Major Requirements Module in this Handbook.
- 3. All specific courses designated in the Major Requirements Module for an individual AST or AAT will be transferable and apply to requirements in the major at any Oregon public university, except as noted in the "Notes and Clarifications" for the Major Requirements Module.

Electives

- 1. Any college-level course designated by the college as acceptable.
- 2. Up to 12 credits of Career and Technical education courses.
- 3. Individual AST or AAT majors may recommend specific elective courses and/or indicate where specific elective courses may be required by individual public universities in Oregon.

SUBMISSION REQUIREMENTS

1. The AAT and AST are not required to be entered into Webforms.

NOTES

- 1. Community colleges may not add graduation requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credits structure.
- 2. Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all of the content recommended by the Oregon Writing and English Advisory Committee (OWEAC), including a research component. Further information can be found at <u>OWEA C</u>.
- 3. Required courses are indicated using descriptors; where a specific course number is used by a plurality of colleges and universities, that number is indicated in parentheses.
- 4. Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the AAT or AST. However, it is recommended that students and advisors note that grades earned in developmental courses will likely count in the cumulative grade point average (GPA) at the community college. It is also advised to work early with the receiving 4-year institutions and determine what policy/practice is in place in calculating cumulative GPA upon transfer (since developmental courses will not transfer).
- 5. The CTM requirements represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).
- All CTM courses must meet the statewide outcomes and criteria for the specific area. Each college
 designates which of its courses it has approved as meeting the criteria for each of these specific
 areas in its catalog.
- 7. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.
- WR 115 may be included in the AAT or AST degree as an elective providing that the WR 115 course at the community college has been approved by the Office of Community Colleges and Workforce Development as meeting statewide learning outcomes for the course.
- 9. The AAT and AST integrate the Core Transfer Map (CTM), a module that fulfills 8 courses/minimum 30 credits of General Education requirements for the baccalaureate degree at all

Oregon public universities. The specific General Education requirements fulfilled at each Oregon public university through the completion of the CTM can be found <u>here</u>.

- 10. The AAT and AST do not necessarily meet **all** of the lower-division major, general education, or degree requirements that each public university in Oregon may have. Students may need to take additional introductory work to prepare for certain majors at certain universities, and should check with an advisor regarding availability at their local community colleges.
- 11. All courses must be passed with a C- or better. If a course is taken as a P/NP and the student receives a "Pass" ("P"), it is considered equivalent to a C- or better at all Oregon community colleges. However, it is recommended that students take courses for a letter grade and not P/NP; some individual AAT or AST majors may limit P/NP options for specific requirements, and such limits will be noted in the Major Module for the individual major this handbook.
- 12. For purposes of the AAT and AST degree, no student with a disability shall be denied the degree or the benefits flowing therefrom with respect to admission and matriculation at a state university because the student has been granted an academic adjustment or program modification in any course required for the AAT degree. This provision includes course substitutions when granted as a disability accommodation in the manner prescribed by the student's community college. This provision may not necessarily apply to major specific course requirements or prerequisites.
- 13. Oregon Community Colleges will consider a course substitution request on a case-by-case basis, based on the student's disability as determined by documentation as long as there is no substantial change to the course learning outcomes. Before considering a course substitution, assistive technology, tutoring, or other reasonable accommodations will be considered in an effort to enable the student to succeed in standard course work. However, nothing in these guidelines should be interpreted as requiring the student to attempt and fail a standard course, including one made more accessible through reasonable accommodation, before consideration will be given to a request for course substitution. A course substitution will not automatically be made simply because the student has documentation of a disability impacting a particular area of academics. Requesting a course substitution should follow the process listed below.
 - a. The student must request a disability-related course substitution through the designated Disability Services representative and provide appropriate documentation.
 - b. The Disability Services Office will contact the vice president or college designee to determine whether the substitution course would result in a substantial change in the course learning outcomes. iii. If the substitution would result in a substantial change in the course learning outcomes, the substitution will be denied.
 - iv. If the substitution does not result in a substantial change in the course learning outcomes it will be approved.
- 14. When students complete courses at more than one Oregon community college, the AAT- or ASTgranting institution will apply courses that students transfer in from other Oregon community colleges to meet Core Transfer Map and Major requirements as intended and as identified by the approved course lists at the community college where and when they were taken. This is in recognition of the responsibility each college bears to create the lists based on the Outcomes and Criteria.



ASSOCIATE OF ARTS TRANSFER AND ASSOCIATE OF SCIENCE TRANSFER

MTM MAJOR REQUIREMENTS

The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In addition to meeting the requirements for the specific major outlined in this section, students must also meet the requirements outlined in the Award Definitions in the Policy and Process Book for the specific award (AST and AAT) in which the Major Requirements Module is embedded.

AAT-ENGLISH LITERATURE

- 1. Award: Associate of Arts Transfer
- 2. Major: English
- 3. Title of Award with Major: Associate of Arts Transfer-English Literature (AAT-English Literature) MOU: Approved June 11, 2021 | <u>Associate of Arts Transfer Degree-English Literature (AAT-English Literature)</u>
- 4. CIP: 23.0101

Core Transfer Map Major-Specific Requirements

- 1. Writing: College/English Composition 1 (Writing 121)
- 2. Mathematics: (Math 105 or higher)
- 3. Arts and Letters: Any two 200-level English literature courses designated as meeting the statewide criteria for Arts and Letters
- 4. Social Sciences: Two courses designated as meeting the statewide criteria for Social Sciences
- 5. Natural Sciences: Two laboratory courses in biological and/or physical sciences designated as meeting the statewide criteria for Math/Science/Computer Science
- 6. Cultural Literacy: One of the required courses selected for Arts and Letters, Social Sciences, or Natural Sciences must also be designated as meeting the statewide criteria for cultural literacy.

Additional Major-Specific Requirements

- 1. English Composition: (Writing 122)
- 2. Literature Course A Brit or US Lit survey (ENG 204, 205, 253, or 254)
- 3. Literature Course B any 200-level ENG course

Electives

Complete additional electives to reach 90 credits. See "Notes" for additional elective recommendations and variations.

Notes

- 1. Two 200-level English literature courses may be taken to fulfill the **CTM** Arts and Letters requirement.
 - a. At WOU, if the 200-level course corresponds to something specifically offered at WOU at the 100 or 200 level, it will transfer in as that course. If it does not correspond to something specifically offered at WOU, it will transfer in as "2XX" and meet the requirement for any lower-division literature course to serve as prerequisite for our upper-division Literary Methods course. It will count toward their 180 total credits. Such

AAT and AST DEGREES

students will not have to take additional lower-division or Gen Ed courses to finish their degrees. They will be able to enter WOU as juniors and complete the program in two years just as a native student would.

- 2. At all OPUs except PSU and EOU, a major in English Literature must be completed within a Bachelor of Arts degree which also requires completion of 200-level proficiency in a second language. This can be met by completion of end of second year/203 level of a second language with a C- or better, but may also be met through other options, depending on the university. Students should consult their community college advisors regarding this requirement and other options for demonstrating proficiency.
- 3. Recommended additional electives to reach 90 credits:
 - a. Comm 111 or equivalent
 - b. Philosophy courses
 - c. Music or Theatre Appreciation courses
 - d. U.S. History
 - e. Biological or Physical Science
- 4. Pass/No pass: policies vary across institutions, most institutions require a letter grade, and students should speak to an advisor before taking an English Literature course to meet the MTM requires for a P/NP grade



A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Arts in English Literature.





Statewide Transfer Articulation Agreement:

Major Transfer Map in English Literature

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities





<u>Introduction</u>: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide English Literature Major Transfer Map (MTM) will use the Associate of Arts Transfer degree formats.

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to





complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").

2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.

4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:

- Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
- The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
- While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.

5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.





Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

2. Minimum grades required for general transfer and for application to major requirements and prerequisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

 The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.
 AP (Advanced Placement) and IB (International Baccalaureate) credit:

General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.





If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The English Literature MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to





student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.





Part 4: Prescribed Curriculum

This Major Transfer Map outlines specific course requirements for students at any Oregon community college who plan to transfer to a four-year public university and earn a Bachelor of Arts in English literature. Students may take classes that fit these categories at any Oregon community college and expect all classes to transfer into general education or the major at any Oregon public university. This map is intended for students who know they want to transfer and earn a Bachelor of Arts in English literature, but who are unsure of their intended transfer destination. Students should work with an advisor to ensure they fulfill the requirements of this major transfer map. 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 or degree map that will prescribe their course requirements. If a student is seeking a Bachelor of Science in English literature, they should work with an advisor.

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a grade of a "C" or better in courses in the major; 2) take courses in the major for a grade—they will not be accepted as "pass/no pass"; and 3) earn a cumulative grade point average of 2.0. Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 27-35 credits of the Core Transfer Requirements; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn at Associate's degree, students will need to successfully complete at least 90 credits.

	CORE TRANSFER REQUIREMENTS See an advisor for recommended courses before your first term	
Writing		
1 course	WR121	3-4
Arts & Letters		
1 st course	200-level literature from AAOT course list* *If students take American or British survey courses they will count toward major requirements at WOU **At EOU, SOU, UO & PSU this course also counts toward major requirements (at PSU up to 12 credits of 200-level Eng. literature can count toward the major) ***At OSU this course only counts toward the major and students will need to take another Arts and Letters course	3-4
2 nd course	200-level literature from AAOT course list* *If students take American or British survey courses they will count toward major requirements at WOU **At EOU and SOU this course also counts toward major requirements, at PSU up to 12 credits of 200-level Eng. literature can count toward the major ***At OSU this course only counts toward the major and student will need to take another Arts and Letters course	3-4
Social Sciences		
1 st course	Select from AAOT course list	3-4
2 nd course	Select from AAOT course list	3-4
Natural Sciences		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list ****at PSU counts toward UNST placement (see footnote on last page)	4-5
Mathematics		





1 course	MTH 105 or Higher ****not required at PSU for the BA; will count toward UNST placement (see footnote on last page)	4-5
At least 1 Core Trans AAOT	fer Requirement course must also satisfy Cultural Literacy outcomes fo	or
Core Transfer Red	quirement Total	30- 35
	ADDITIONAL GENERAL EDUCATION COURSES See an advisor for recommended courses	
Writing	WR 122	3-4
-	ENGLISH LITERATURE COURSES	
	See an advisor for recommended courses Eng 2xx Shakespeare	9-4
Literature A	***** at PSU, up to 12 credits of 200-level ENG. Lit. can count towards the major	3-4
Literature B	Eng 2xx (course from American or British Survey)	3-4
	***** at PSU, up to 12 credits of 200-level ENG. Lit. can count towards the major	6.0
English Literatur		6-8
	BACHELOR'S DEGREE REQUIREMENTS See an advisor for recommended courses	
	Through 203 or end of 2nd year or higher, C- or better in last course****	4-24
2 nd Language	Note: At EOU, PSU, UO & WOU this fulfills both a degree requirement and some general education ****PSU offers a Bachelor of Science in English which does not require 2 nd Language. *****Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring. Students transferring to EOU should be aware that they only offer Spanish. Students may also be able to demonstrate proficiency through an exam or other means.	
MTM Total		40-71
	ADDITIONAL COURSES TO REACH 90 CREDITS	
	See an advisor for recommended courses	
-	ove = 40-71 credits], it is recommended students pursue these options:	C
1. Take courses that their choice (work)	t will apply to their minor of choice, that will transfer to the Oregon public universit with an advisor)	ty of
2. Take courses tha choice (work with a	t will apply to the general education or the major at the Oregon public university of an advisor)	
an advisor)	reach 90 credits, that will transfer to the Oregon public university of their choice (v	
	F ADDITIONAL GENERAL EDUCATION THAT WON'T RESULT REDIT (UNLESS NOTED) & TRANSFERS TO OREGON PUBLIC UNIVERSITIES See an advisor for recommended courses	
	COMM 111 or equivalent ¹	
Oral Communication	¹ transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)	3-4





	Philosophy ²	
Arts and Letters	² this course counts as "Aesthetics and Humanities" (AEH) at EOU, which is fulfilled by other courses in the MTM, so this course would be unnecessary (excess) general education credit at EOU and would count as an elective **** At PSU counts toward UNST placement (see footnote below)	3-4
Arts and Letters	Music or Theater Appreciation courses ³ ³ this course is not necessary for general education at EOU and would count as an elective unless it is a music or theater performance class * 4-credits chosen from one of the following areas will satisfy the PSU 4- cr. Fine & Performing Arts requirement: Architecture, Art History, Art, Dance, Film, Fine & Performing Arts (FPA), Music Education, Music, Applied Music, and Theater Arts	3-4
Social Science	United States History (citizenship, social responsibility, global awareness) ⁴ ⁴ transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)	3-4
Science	Biological or Physical Science ⁵ ⁵ students must take a different science course than the one they took for the Core Transfer Map portion, this transfers to all Oregon public universities but the Science requirements are already filled for EOU and WOU so this could count as an elective and is unnecessary (excess) credit **** At PSU the Science requirements are also already satisfied, but these credits count toward UNST placement (see footnote below)	4-5

includes a 15-credit Freshman Inquiry (FRINQ) requirement and a 12-credit Sophomore Inquiry (SINQ) requirement: Students transferring with 30 or more credits will satisfy the FRINQ requirement; students transferring with 30-59 transfer credits are required to complete 3 SINQ courses; with 60-74 credits are required to complete 2 SINQ courses; with 75-89 are required to complete 1 SINQ course. Students transferring with 90 or more credits will begin with a 12-credit Junior-level Cluster and complete the 6-credit Capstone requirement.





Part 5: Signature of Participating Institutions

English Literature Major Transfer Map: Statewide Articulation Agreement Participants to the Agreement

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on March 15, 2019 and forwarded it for approval by the chief academic officers of Oregon's public universities offering the English Literature degree and the chief academic officer of Oregon's community colleges (*Note: Signatures are on file at the Higher Education Coordinating Commission*)

Signatures on file:

Eastern Oregon University	Date	Oregon State University	Date
Portland State University	Date	Oregon Institute of Technology	Date
Southern Oregon University	Date	Western Oregon University	Date
University of Oregon	Date	Blue Mountain Community College	Date
Central Oregon Community College	Date	Chemeketa Community College	Date
Clackamas Community College	Date	Clatsop Community College	Date
Columbia Gorge Community College	Date	Klamath Community College	Date
Lane Community College	Date	Linn-Benton Community College	Date
Mt. Hood Community College	Date	Oregon Coast Community College	Date





Portland Community College	Date
Southwestern Community College	Date
Treasure Valley Community College	Date

te	Rogue Community College	Date
te	Tillamook Bay Community College	Date
te	Umpqua Community College	Date





Part 6: English Literature Major Transfer Map Participants

Group Coordinators:

Public Universities: Donna Evans Eastern Oregon University Eastern Oregon University Mandy Johnson Anita Helle Oregon State University Nicholas Dybek Oregon State University Sarah Lincoln Portland State University Alma Rosa Alvarez Southern Oregon University Gordon Sayre University of Oregon Western Oregon University **Carol Harding**

Community Colleges:

Mindy Williams	Central Oregon Community College
Eva Payne	Chemeketa Community College
Carol Burnell	Clackamas Community College
Julie Brown	Clatsop Community College
Eileen Thompson	Lane Community College
Terrance Millet	Linn Benton Community College
Holly DeGrow	Mt. Hood Community College
Blake Hausman	Portland Community College
Verne Underwood	Rogue Community College
Jed Wyman	Southwestern Community College
Marc Wilson	Treasure Valley Community College
Amy Fair	Umpqua Community College

Higher Education Coordinating Commission Staff:

Kia Sorensen	Office of Academic Policy & Authorization
Julia Steinberger	Office of Community College & Workforce Development





Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents Sal Castillo, Director-Institutional Research, Oregon State University Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University Carrie Randall, Academic Advisor, Linn-Benton Community College Frances White, Professor and Department Head, Anthropology, University of Oregon Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon Seth Anthony, Associate Professor, Oregon Institution of Technology Ann Cary, Math Instructor, Portland Community College Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College Susan Faller, Senior Instructor II, Southern Oregon University Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University Kathy Smith, Associate Professor of Math, Central Oregon Community College Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University Linda Samek, Provost, George Fox University David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College Patrick Crane, Director, Community Colleges and Workforce Development Veronica Dujon, Director, Academic Policy and Authorization





Appendix A. University of Oregon English Literature Transfer Agreement

The English major at the University of Oregon (UO) requires students to take a total of 60 credits, with 16 of these credits at the lower-division (LD) level. For Fall 2020 the UO English department is proposing to change the total credits required for the major from 60 to 56, of which 16 are lower-division. Two lower division courses are electives in the major and two are genre courses, designed to survey the full literary history of a genre such as romance, tragedy, fantasy, or slave narrative. Because other English (ENG) departments in Oregon public universities do not require genre courses for their majors, the University of Oregon English Department came up with a special solution for the MTM. After a community college student fulfills two LD electives in the major (which will be fulfilled by one of our path's Arts and Letters requirements and by our Shakespeare requirement), additional 200-level ENG courses (beyond two LD electives in the major) may count toward the ENG 205 Genre course. This means that if a student follows the English Literature MTM path and takes all of the recommended English courses, one American or British survey course will now equal one genre course at UO (given that the LD English electives have been fulfilled). One ENG course can count toward both the major and the general education or core requirements.

While two ENG 205 genre courses are required for the major, only one is a pre-requisite to begin the Foundations series of 300-level courses that are required of all UO English majors. Our path only takes care of one genre course, so after a student transfers they will still need to take a final 200-level genre course as a junior. However, this will not set a student back because at UO the main way students get off track is through not fulfilling their language requirements for a BA degree, and we have built in language requirements in our path.

If a community college (CC) student only takes two courses, they should transfer as lower-division electives in the major, not as genre courses, and then the student can take ENG 205 Genre at the University of Oregon. If a CC student takes three or more English courses, then the University of Oregon English department is ready to approve the third and fourth as satisfying the genre courses (and thereby meet the goal of the MTM, fulfilling all lower-division requirements for the major) because they assume that with a range of literature courses the student would get an adequate exposure to the concept of genre across various periods and places in literary history. Thus the surveys of American and British Literature are appropriate courses, but so are World Literature and Shakespeare, to teach these students about genre.





Appendix B. Western Oregon University English Literature (BA) Transfer Agreement

Summary of Agreement with WOU:

1. <u>Arts & Letters 200-level Literature course from AAOT list requirement</u>: Western will accept these courses in one of two ways:

- If these courses are <u>not</u> American, British, or Shakespeare literature survey courses they will be accepted as general education AND will count as prerequisites required to take WOU 300-level courses
- If the courses ARE American, British, or Shakespeare literature survey courses they will be accepted toward general education AND the major.
 - American or British Survey courses will count toward fulfilling the four required survey courses of the WOU English Literature major

2. The WOU English department is aware of community college student and the MTM group's desire for more diverse courses to be accepted into the major at WOU. The WOU English department is in the process of hiring faculty who can teach these types of courses. They are willing to offer these courses in the future pending a successful hire. They are willing to explain this in writing to OTAC (see Appendix C).

3. <u>Literature A: 200-level Shakespeare</u>: Transfer students will be able to take Shakespeare at the 200 level and they will not be required to take Shakespeare again at the 300 level. However, to fulfill university upper division coursework requirements, transfer students will still need to take an additional upper division course. However, this requirement does not require transfer students to take more courses and/or credits than native students as seen in this table created by WOU:

# CREDITS	NATIVE STUDENT	TRANSFER STUDENT
Lower Division	90	90
LD Applied to Major	23-28	27-32
UD Applied to Major	37	33
Total Credits in Major	60-65	60-65
Upper Division Requirement	60	60
(Institutional Requirement)		
UD Major Credits	37	33
Remaining UD Credits Required	23	27
Additional Credits to	30	30
Degree Completion (Elective)		
Total Credits for Graduation	180	180

4. <u>Literature B: 200-level American or British literature survey courses</u>: Transfer students are not required to take 204 before they transfer. Additionally, transfer students can take any 200-level American or British literature survey course and it will count toward fulfilling the four required survey courses of the WOU English Literature major

5. The WOU English department has stated that by the end of sophomore year, the majority of native (nontransfer) students have taken 4 courses in the major and the aforementioned four courses represent the appropriate amount to take by the end of sophomore year to be considered of junior standing in the major. If students follow the English Literature MTM agreement with WOU and in the near-term (before new faculty are





hired and can offer more diverse courses) take American, British, or World Literature survey courses, transfer students will have completed four courses in the major:

- 2 American, British, or World Literature to satisfy the Arts and Letters requirement
- 1 200-level Shakespeare course to satisfy the Literature A requirement
- 1 American or British survey course to satisfy the Literature B requirement



Appendix C: English Literature Major (BA) Transfer Map

Core Transfer Map	CC Cr.	EOU	OSU	PSU *B.S. is also possible please see advisor	SOU	UO	WOU
Writing-WR 121	3-4	WR 121 (3-4 credits) Gateway Experience General Education	1 of 1 Writing I course (3-4 credits) 1 of 1 Literature/Arts course (3-	1 of 2 University Writing courses ¹ (3-4 credits)	1 of 3 Strand A – Communication Goals course (3-4 credits) USEM 101 which is equivalent to WR 121	WR 121 (3-4 credits) 1 of 2 Writing Req. for Gen Ed	1 of 2 Foundations: Writing courses (3-4 credits)
Arts & Letters: 2 courses (2 200-level English literature courses from AAOT course list)	6-8	2 Aesthetics and Humanities COURSES (6-8 credits) *(1 200-level British or American survey course can count toward 300- level course for major) WR 241 & 242 meet major and APC req. (6-8 credits)	4 credits)* 1 of 1 Western Culture course (3-4 credits)* 1 of 1 Cultural Diversity course (3-4 credits)	Satisfies 6-8 credits required in Arts & Letters courses ² (6-8 credits) *These courses also count toward major requirements *Up to 12 credits of 200 level Eng literature courses can count toward the major	2 of 3 Strand E – Humanities courses (6-8 credits) *If a student takes English courses in Humanities, those courses count towards the prerequisites in the major	2 Arts and Letters courses (6-8 credits) *Only one ENG course can count for gen ed and also for the major. Other courses in Arts and Letters subjects may count for Gen Ed requirements	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses (6-8 credits) *If Am, British survey or Shakespeare, also can apply to major *If World Lit counts as pre-req in major
Social Science: 2 courses (AAOT course list)	6-8	2 Social Science courses (6-8 credits from two disciplines/prefixes)	 1 of 1 Social Processes and Institutions course (3-4 credits) 2 of 3 Biological and Physical Science Courses (8-10 credits) 1 of 1 Mathematics course (3-4 credits) 	Satisfies the 6-8 credit Social Science (6-8 credits) *Additional credits which apply to satisfy FRINQ	2 of 3 Strand F – Social Sciences courses (6-8 credits)	2 Social Science courses (6-8 credits)	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (6-8 credits)
Natural Science: 2 courses (lab science course from AAOT course list)	8-10	2 Natural & Info Science courses (8-10 credits from two disciplines/prefixes) *Need at least one biological or physical science course	*The 2 200-level English literature courses will not count toward general education, but will count toward the major. Students interested in OSU should work with an advisor to take more Bacc Core and Liberal Arts Core courses	For BA Satisfies 4 credits of Science or Math (8-10 credits) (*Additional natural science course can count toward elective credits which apply to satisfy FRINQ)	2 of 3 Strand G – Science courses (8-10 credits)	2 Science courses (8-10 credits)	2 of 2 Exploring Knowledge: Scientific Perspectives courses (8-10 credits)
Math: MTH 105 or higher	4-5	1 College level mathematical course (4-5 credits)		For BA: No math required (4 credits)(any 100 level math or higher can count toward elective credits which apply to satisfy FRINQ/SINQ)	1 of 1 Strand D – Quantitative Reasoning course (4-5 credits)	<u>BA</u> No Math requirement; counts as elective credit (4-5 credits) *Math courses can also count for the Science group requirement (not MATH 111, MATH 112, or MATH 127T *Required for transfer as part of CTM agreement	1 of 1 Foundations: Math course (4 credits)
1 course must also satisfy AAOT Cultural Literacy Requirement	27-35 Credits	N/A		N/A Students who transfer without completing the MTM will need to take at least 30 credits of general education to satisfy the FRINQ requirement		Counts as 1 of 2 required Multicultural courses (3-4 credits) this course can double- count for Gen Ed requirements	N/A

Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
WR 122	3-4	Satisfies General Education Gateway Experience elective toward degree (4 credits)	Satisfies Writing II requirement (3-4 credits)	Satisfies second term of university writing requirement (3-4 credits)	2 of 3 Strand A – Communication Goals course (3-4 credits) USEM 102 which is equivalent to WR 122	WR 122 or 123 satisfies 2 of 2 writing requirement for general education (3-4 credits)	2 of 2 Foundations: Writing courses (4 cr)
World Language 100/200 level	4-24	Satisfies BA requirement and Aesthetics and Humanities requirement *24 credit hours of a single foreign lang. <u>or</u> completion of second-year foreign lang. course sequence <u>or</u> completion of upper-division course with two-year lang. pre-req <u>or</u> equivalency certification by appropriate foreign lang. faculty <u>or</u> foreign students educated in a lang. other than English will be considered as meeting BA req. **EOU only offers Spanish so students would need to complete other languages before transfer	Satisfies BA requirement *OSU accepts up to 24 credits in foreign language. 12 credits at 200- level are required for BA degree (12- 24)	Satisfies BA requirement *PSU requires second language competency as demonstrated by completion of the final term (203) of the second year language sequence, or by proficiency exam. Additional 100 & 200-level second language courses, below 203 count for Arts & Letters, general electives, and help satisfy FRINQ and SINQ requirements	Satisfies BA requirement *SOU accepts up to 24 credits but requires final term of second year coursework in second language.	Satisfies BA requirement *final term of second year coursework in second language, or demonstration of proficiency. 200-level second language courses count for gen ed but 100-level do not.	Satisfies 4 credits in Foun/Comm & Language & Eng Lit requires 8 credits lang. (unless 203 or higher, then 4)
Shakespeare 2xx	3-4	Satisfies Shakespeare required for major (ENGL 201 or equiv.) (4)	Fulfills Pre-1800 Literature Requirement (ENG 201 or ENG 202 (4 credits))	Fulfills credits toward major *No Shakespeare requirement for English major, though up to 12 credits of 200-level ENG courses may apply to major)	Satisfies 1 of 2, 200-level lit courses accepted toward major *This course would count as one of the prerequisites in the major (3-4 cr.)	Fulfills elective credit toward major *No Shakespeare requirement for English major (3-4 cr) It will count as an LD elective in the major of which 8 cr req.	Fulfills Shakespeare Requirement *Shakespeare is taught as an upper division course at WOU. In order to meet minimum upper division (UD) credit requirements students will need to take UD course to get UD credit, but they do not need to take Shakespeare again
American or British Survey Course 2xx	3-4	Fulfills credits toward major *One 200-level American or British Lit course may be substituted for a req. 300-level Am or Brit course, but literatures and periods cannot be repeated. World lit would count as an elective in the major (4) Fulfills university writing requirement	Fulfills Major Requirement *Satisfies 1 of 2 required American, British, or World Literature survey courses	Fulfills credits toward major *Not required, but up to 12cr of 200- level ENG courses may apply to major	Fulfills credits toward major *No American or British Lit requirement, satisfies 1 of 2 200- level literature courses accepted toward major (3-4 credits) *This course would count as one of the prerequisites in the major	Fulfills credits toward major *No American or British Lit requirement. UO will accept two courses toward electives in major, and a third course as a substitution for the ENG 205 Genre requirement. Only one Genre course is required to begin foundations sequence in upper division.	Fulfills credits toward major *Will count towards American or British Literature survey requirements (16 credits req)
Major Transfer Map Credit Total		40-71	42-62	40-71	40-71	43-75	40-71

Remaining Degree Requirements	EOU	OSU	PSU	SOU	UO	wou
General Education	*Students need at least two different prefixes in each area—Natural, Mathematical & Informational Sciences (SMI); Aesthetics & Humanities (AEH); Artistic Process and Creation (APC); and Social Sciences (SSC) *60 credits of GEC required in total, including Gateway (GTW) courses *Students may "double-dip" with major and GEC	*Note 51 credits of Bacc. Core Required in total Skills: • Fitness (3 cr.) • Speech/Oral Comm. (3 cr.)	Arts & Letters - Fine and Performing Arts (4 credits) – subject areas include Art, Art History, Dance, Film, Music, Theater Arts, Architecture	*60 Credits of General ed overall req. Oral Communication 3 of 3 Strand A Communication Goals course (3-4 credits)	*91 credits of General Ed overall req.	*62 credits of general education overall req.
	 If students have not yet reached the required credits 60 credits of GEC students could take: Courses in any category except possibly AEH. The maximum in each category is 20 credits, 15 in GTW. At least one additional APC course in a subject other than WR. 	 Perspectives: Literature and the Arts (3 cr.) Western Culture (3 cr.) 3rd Science (4 cr.) 	University Studies Sophomore Inquiry (SINQ) - • Students transferring with 30 -59 credits are required to complete 12 credits (three 4-cr. SINQ courses) at PSU. • Students transferring with 60 -74 are required to take 8 credits (two 4-cr. SINQ courses) at PSU. • Students transferring with 75-89 credits will need to take 4 credits (one 4 cr. SINQ course) at PSU. • Students transferring with 90 or more credits are not required to complete SINQ.	3 of 3 Strand E – Humanities courses (3-4 credits)	Social Science Group Req. *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Health Promotion (3-4 cr.)
		 Synthesis: Difference Power and Diversity (3) Contemporary Global Issues (3 cr.) (must take at OSU) Science, Technology, and Society (3 cr.) (must take at OSU) 	University Studies Cluster (12 credits) - 300-400 level courses, must be taken at PSU	3 of 3 Strand F – Social Sciences courses (3-4 credits)	Science *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Critical Thinking (3-4 cr.)
		 Liberal Arts Core (15 cr.): Humanities (3) Fine Arts (3) Social Science (3 Nonwestern Culture (3) One additional course from one of the preceding four areas (3). 	University Studies - Senior Capstone (6 credits) – (must be taken at PSU)	3 of 3 Strand G – Science courses (3-4 credits) 1 Of 1 Strand H Science, Tech. and Society (3-4 credits)upper division	2 of 2 required Multicultural courses (3-4 credits) this course can double- count for Gen Ed requirements	Citizenship, Social Responsibility, and Global Awareness (3-4 cr.)
			*Students will need to take 72 upper division credits out of the 180 needed to graduate	1 Of 1 Strand I Citizenship and Social Responsibility (3-4 credits)upper division	Arts and Letters Group Req. *Must have 2 courses within the same subject (students need a minimum of 15 credit hrs.)	Science, Technology, and Society (an upper division course) (3- 4 cr.)

				1 Of 1 Strand J Diversity and Global Awareness (3-4 credits)upper division		
Total Remaining Gen Ed Credits	0-24	16-43	30-34 *depending on total number of transfer credits as described above.	Map fulfills all lower division gen ed. Upper class students required 12 credits of upper division gen ed work. (see strands H, I, J) However, English majors can double dip two English classes in H, I, J strand	12-16	12-16
Remaining Major Requirements	EOU	OSU	PSU	SOU	UO	WOU
Major Requirements	One 200-level rhetoric course (4 cr.) Intro to Rhetoric or Writing in the Community English 316 Approaches to Grammar (4 cr.)	 Remaining LD Requirements: 1 200-level library skills course 1 200-level elective literature course or American, British, or World Lit survey course 	ENG 300 Literary Form & Analysis (4cr) AND WR 301 Critical Writing in English (4cr)	English 301 Introduction to Literary Analysis and Theory (4 credits)	32 Credits, minimum of 28 taken at UO, max of 8 credits as UD electives	1 200-level Survey (consult with advisor at WOU to determine which one)
	Either News Writing (4 cr) or Methods of Tutoring Writing (4 cr)	2 pre-1800s literature courses (6-8 credits)	Historical Literacy: (8 credits)	Either Eng 371 Topics in British Lit, Eng 381 Topics in U.S. Lit, or Eng 436 Shakespeare (4 credits)	Foundations of English major (301-303 Context, Theory, Text) (12 Cr.)	Common Core Requirements (13) -Linguistics 310 (4) -Literature 317 (4) -Writing 230 (4) -English 498 (1)
	-Needs 1 more 300-level American or Brit Lit (4/40) -1 Cr. In Practicum or Grant Writing	2 post-1800s 300/400 level literature courses (6-8 credits)	Culture, Difference, & Representation (4cr) Take one course from the following list. Eng 326 Literature, Community, and Difference (4) Eng 327 Culture, Imperialism, and Globalization (4) Eng 428 Canons and Canonicity (4)	English 414 Writing for Publication (4 credits)	Writing Requirements (4 Cr.)	Choose One •LIT 439 Studies in US Minority Literature Credits: 4 •LIT 443 Studies in World Literatures Credits: 4
	Choose 1: Prof. Writing, or Pro. Editing & Publishing (4/40)	1 Literary Criticism Course (3-4 credits) Introduction to Literary Criticism (ENG 345)		One linguistics course Eng 490, 491, 492, 494, or 496.	Need to take second genre 205 (3-4)	Choose Two • Upper-division Literature or English courses Credits: 8
	Choose 1: 300 Fiction, Poetry, Writing in the Genres (4/40) Choose 1: Discrimination & Power or Rhetoric of Public Culture (3/40)			Eng 400 (2 credits) and Eng 401 (2 credits) capstone	Need a upper division writing course in major (4 cr)	Choose Two •400-level Literature or English courses Credits: 8

	Choose 1 : Multicultural Lit/Film or Gender in Lit/Film (4/40) Choose 1 : 400 level Themes, Adv. Wr. Workshop (4/40)					LIT 318 Introduction to Literary Study II Credits: 4
	Capstone Series I & II required. Capstone I (1 cr.), Capstone II (3 cr.), Presentation/Puboptional (1cr)					
Major Electives	7-9 elective credits. Some may be completed by the path	3 300/400 level Eng or WR elective courses (9- 12 credits)	28 credits of 300-400 level elective course– Chosen from ENG or WR, excluding WR 323. At least 3 courses (12 cr.) must be at the 400-level.	40 credits total of 300-400 level ENG classes with 8 credits of 400-level lit, 8 credits with writing emphasis 4 credits can be 300 or 400 level Creative Writing	Up to 8 accepted LD, up to 8 accepted UP	
Total Remaining Major Requirements	68 are required. MTM takes care of 29-31 credits so 29-31 remaining	53 are required. MTM takes care of 12-16 so 37-41 remaining	60 are required. MTM takes care of 12 so 48 remaining	68 are required for entire major. MTM takes care of 8 credits, leaving 60 credits in upper division work	60 are required. MTM takes care of 9-12, so 48-51 remaining	61-65 are required. MTM takes care of some, dependent on choices, 8-24 cr (200-level lit and 2nd language)
Remaining Gen Ed +Remaining Major Requirements	(0-24 GEC)+ (29-31 remaining Eng. Lit Req.) = 29-55	(16-43 Bacc Core & LAC) +(37-41 remaining lit) =53-84	(30-34 GE & UNST) + (48 Major)= 78-82	4 credits + 60 credits Map fulfills all of our lower division gen ed. Upper class students required 12 credits of upper division gen ed work. (see strands H, I, J) However, English majors can double dip two English classes in H, I, J strand	(12-16 GE) + (48-51)=61-68	(12-16 GE) + (41-53 major) =53-60
Additional Electives	180- (60 + 68) = 52 credits	180-(51 Bacc Core + 15 LAC + 53 major + 24 lang)= 37 credits	180 – ((40-71 MTM)+(30-34 Rem. GE)+ 48 major)= 31-58	(32 credits of electives after Gen Ed and 2nd lang, & courses in Major if they double dip UD courses for HIJ strand).	180-(91 Gen Ed + 60 Major Req) = 29	180-(62+ (61-65) + 24 cr. Lang)=29- 33

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 G	ENERAL INFORMATION				
Department	Mathematics	Subr Phor Ema		pmo	el Wolman/Pam Morse prse@cgcc.edu plman@cgcc.edu
Course prefix and number	MTH 111	Cour	se title		College Algebra
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr					
Currer	t Contact And Credit Hours		F	Propo	sed Contact And Credit Hours
Lecture	5		Lecture		3
Lab			Lab		
Lecture/Lab			Lecture/Lab		2
Total weekly contact hours	5		Total weekly contact hour		5
Total credits	5		Total credits	5	4
Reason for change:	between the core class and	d the o isite v	corequisite. By vith some mo	y hav re ha	n only be a maximum of 5 credits ing a lecture/lab it should benefit nds on. By restructuring how the course achieved
	TCOMES: Are learning outcom cted there will be a change in		•	chang	ge. If you are adding or removing credits,
☐ Yes ⊠ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.				
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?					
☐ Yes ⊠ No	If yes, complete a degree/certificate change form located on the curriculum website.				
	THER DEPARTMENTS: Are the tificates that require this cours		-	-	act other departments? Are there m or as a prerequisite?

☐ Yes ⊠ No	If yes, please explain and describe how the impact was resolved	
-	· · · · · · · · · · · · · · · · · · ·	nt chairs from other disciplines regarding potential course duplication,
impact on ei	nrollment or content ov	/erlap?
☐ Yes ⊠ No	lf yes, please describe	
Implementation term		Next available term after approval
		Specific term (if after next available term): Fall 2022

SECTION #2 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			
Pam Morse	pmorse@cgcc.edu	2/2/22			
Department Chair (enter name of department chair): Pam Morse					
Department Dean (enter name of department dean): Rebecca Schwartz					

NEXT STEPS:

- 1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to <u>curriculum@cgcc.edu</u> or <u>slewis@cgcc.edu</u>.
- 2. Refer to the curriculum office website for the Curriculum Committee <u>meeting schedule and submission</u> <u>deadlines</u>. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
- 3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
- 4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

COVID-19 Pandemic Information: For students. For faculty. General Information.

FUTURE STUDENTS CURRENT STUDENTS BUSINESS & PARTNERS FACULTY & STAFF DIRECTORIES CONTACT HOME	FUTURE STUDENTS	CURRENT STUDENTS	BUSINESS & PARTNERS	FACULTY & STAFF	DIRECTORIES	CONTACT	HOME		SEARCH
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College Algebra

Course Number: MTH 111 Transcript Title: College Algebra Created: September 1, 2012 Updated: August 15, 2019 Total Credits: 5 Lecture Hours: 50 Lecture / Lab Hours: 0 Lab Hours: 0 Satisfies Cultural Literacy requirement: No Satisfies General Education requirement: Yes Grading options: A-F (default), P-NP, audit Repeats available for credit: 0

Prerequisites

MTH 95 (http://cgcc.us/courses/mth-95) or equivalent placement test scores

Prerequisite / Concurrent WR 121 (/courses/wr-121)

Course Description

Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, power, polynomial, and rational functions. Investigates applications from a variety of perspectives. Prerequisite: MTH 95 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion students should be able to:

- 1. Model non-trivial, real world phenomena using multiple mathematical approaches and to interpret results.
- 2. Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions.
- 3. Accurately compute results using the technology, algebra, and functions.
- 4. Communicate results mathematically and in writing.

Alignment with Institutional Core Learning Outcomes

Major	 Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. <i>(Critical thinking and Problem-Solving)</i>
Major	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. <i>(Quantitative Literacy)</i>
Not addressed	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. <i>(Cultural Awareness)</i>
Minor	5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i>

Close

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College Algebra | Courses | Columbia Gorge Community College

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

Major Designation

- 1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
- 2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation

- 1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
- 2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
- The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Outcome Assessment Strategies

At least one project plus some combination of the following:

- Class participation
- Group projects
- Presentations
- Portfolios
- Research papers
- Homework assignments
- Written paper
- Quizzes
- Exams
- Other assessments of the instructors choosing

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. 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.

Course Content (Themes, Concepts, Issues and Skills)

- 1. Functions
 - Function Notation
 - Domain and Range
 - Composition of Functions
 - Transformation of Functions
 - Inverse Functions
- 2. Exponential functions and equations
 - Graphs
 - Solving equations involving exponentials
 - Applications
- 3. Logarithmic functions and equations
 - Graphs
 - Properties
 - Solving equations involving logarithms
 - Modeling
- 4. Polynomial functions
 - Power Functions
 - Linear Functions
 - Quadratic Functions
 - Graphs
 - Features of polynomial functions
- 5. Rational functions
 - Graphs

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- Features of rational functions
- 6. Technology
 - Use of Scientific/Graphing calculators and/or other appropriate mathematical technology.

Department Notes

Word problems are to be answered using complete sentences and include appropriate units.

y



CC date CC decision

Columbia Gorge Community College

Columbia Gorge Community College CC vote							
Course Revision							
(Double click on check boxes to activate dialog box)							
What are you seeking to revise? Check all that apply							
Course number	Requisites		Related Instruction				
Title Outcomes Content] Content				
Description	Repeatability] Text / Materials				
SECTION #1 GENERAL INFORMATION & REVISIONS							
Department	CTE – Business Administration	Submitter name Phone Email	Todd Meislahn <u>tmeislahn@cgcc.edu</u>				
Current prefix and number	BA 222	Proposed prefix and number	No change				
Current course title	nt course title Financial Management Proposed title (60 characters max)		No change				
Current Repeatability	0	Proposed Repeatability	No change				
Current transcript title (30 characters max)	Financial Management	Proposed transcript title (30 characters max)	No change				
Reason for above proposed changes							
COURSE DESCRIPTION : To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will" and/or "Students will" Include course requisites in the description. Guidelines for writing concise descriptions can be found at <u>Writing</u> <u>Course Descriptions</u> .							

	rent Description ether being revised or not)	Proposed Description	
includes analysis of c sources of financing, methods, and the role markets. Prerequisite placement test score	ial concepts and practices and ompany resources, types and forecasting and planning es of the money and capital es: WR 121, MTH 65 or equivalent s, BA 101, BA 111 or BA 211, BA TH 98. Audit available.	Explores basic financial concepts and practices and includes analysis of company resources, types and sources of financing, forecasting and planning methods, and the roles of the money and capital markets. Prerequisites: BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or equivalent placement test scores; WR 121. Audit available.	
Reason for description change	Update requisites.		

2.10.21

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.						
Current prerequisites, corequisites and concurrent (if no change, leave blank)						
Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121						
Placement into:						
	R 121, MTH 65 or equivalent s, BA 101, BA 111 or BA 211, • MTH 98	Prerequisite	Corequisite	pre/con		
prefix & number:						
Proposed prerequisites, corequisites and concurrent						
Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121						
Placement into:						
	101; BA 111 or BA 211; BA TH 98 or equivalent placement	Prerequisite	Corequisite	pre/con		
prefix & number:		Prerequisite	Corequisite	pre/con		
Reason for requisite changes	Remove duplicate reference to math requirement					

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning out	comes (required whether being revised or not)	New learning outcomes	
 Upon successful completion of this course, students will be able to: Apply an understanding of the overall role and importance of the finance function. Apply basic finance management knowledge. Communicate effectively using standard business terminology and methods. 		Upon successful completion of this course, students will be able to:	
Reason for outcomes change	No change		

Course Content –	(required if revising outcomes)
organized by	
outcomes (list each	No change in outcomes and CCOG meets current content requirements
outcome followed by	
an outline of the	
related content):	
Suggested Texts &	(update as needed)
Materials updates	
(specify if any texts	No change and CCOG meets current content requirements
or materials are	
required):	
Department Required	(update as needed)
Course Activities	
(optional)	
Department Notes	(update as needed)
(optional)	

Is this course used for related instruction?

If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

	Yes
\square	No

Yes

No

Please provide details, who was contacted and the resolution.

Next available term after approval (revisions will go into effect summer term of the next academic year unless otherwise noted)

Specify term (if AFTER the next available term)

Allow 2-6 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

Implementation term

"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					
Todd Meislahntmeislahn@cgcc.edu12.16.21					
Department Chair (enter name of department chair): Todd Meislahn					
Department Dean (enter name of department dean): Mary Kramer					

Jan 31, 2022

Dear Curriculum Committee Members,

Recently, the departments of Precollege and ESOL have been combined into one.

I am writing to request that the duties and representation for ESOL on the Curriculum Committee be added to the role of the Precollege representative. Essentially, one member will represent both Precollege and ESOL. This member should be sufficient to represent the interests of both Precollege and ESOL.

Thank you,

Andy Carmicheal Precollege/ESOL Chair He/Him/His

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 Instructional Services.

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. An Instructional Dean/Director
- B. Non-Voting Members
 - 1. Vice President of Instructional Services
 - 2. Curriculum Office representative
 - 3. 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 following 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.
- F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.