Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Andrea LoMonaco (Business)
Vice Chair – Pam Koop and Annette Byers (sub) (Math)

Jules Burton (sub-Science)
Kristen Booth (Pre-College)
Leigh Hancock (Art/Comm)
Anne Kelly (sub-Inst Dir)
Mimi Pentz (Nurs/Hlth Occ)
Stephen Shwiff (Soc Sci/Ed)
Robert Wells-Clark (Tec/Trd)

Non-Voting Committee Members
Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Jared Dill (Student Services)

Support Staff
Sara Wade (Instructional Services)

Guests
Janie Griffiin, Zip Krummel, Todd Meislahn

February 20, 2025 3:30 – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Hood River Center, room 1.209 (conference room)
Zoom log-in: https://cgcc.zoom.us/j/86457853619; Meeting ID: 864 5785 3619; phone in: 1-253-215-8782

Approval of Minutes from February 6, 2025 [1]

Old Business:

1. General Education requirements for AAS degrees – ACTION ITEM (done): meet with IC and LC to gain feedback from additional constituents (moved to New Business)
2. 3-4 Credit Conversion policy (postponed)
3. Substitution of Courses policy (postponed)
4. Credit for Prior Learning – maximum credits allowed per award (moved to New Business)
5. Split Science Courses – Lecture/Lab – and Gen Ed Designations (postponed until retreat)

Submissions [2]

1. Janie Griffin (3:35 – 3:45pm)
    - EMS 106 EMT Part II (Course Revision: contact hours, des, req, out, cont, txt/mat)
2. Zip Krummel (3:45 – 4:00pm)
    - SOC 204 Sociology in Everyday Life (Course Revision: #, title, des, out, cont, txt/mat)
        - o SOC 204Z Introduction to Sociology (Gen Ed Request)
    - SOC 205 Social Change in Societies (Course Revision: #, title, des, out, cont, txt/mat)
        - o SOC 205Z Social Change in Institutions (Gen Ed Request)
    - SOC 206 Social Problems (Course Revision: #, des, out, cont, txt/mat)
        - o SOC 206Z Social Problems (Gen Ed Request)
3. Todd Meislahn (4:00 – 4:05pm)
    - AST – Business (Degree Revision: req, courses)

New Business (decisions may be made)

1. Credit for Prior Learning – maximum credits allowed per award [3]
2. General Education requirements for AAS degrees [4]

Discussion Items

1. none

Next Meeting: March 6, 2025
Attachments: [1] February 6, 2025 Minutes; [2] Submissions: 4 Course Revisions, 1 Contact Hour/Credit Change, 3 Gen Ed Requests, 1 Degree Revision; [3] CPL Packet; [4] Gen Ed Requirements for AAS Degrees Packet

Curriculum Committee Minutes
February 6, 2025
Location: TDC Boardroom 1.162 & HRC Conference Room 1.209

PRESENT:

Voting Committee Members

Chair- Andrea LoMonaco (Business)
Annette Byers (Sub-Math)
Mimi Pentz (Nursing/Health)
Kristen Booth (Pre-Coll/ESOL)
Leigh Hancock (Art,Cult,Comm)
Anne Kelly (Sub-Inst Dean)
Robert Wells-Clark (Tech/Trade)
Stephen Shwiff (Social Science)
Jules Burton (Sub-Science)

Non-Voting Members

Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Jared Dill (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Cat Graham, John Evans, Todd Meislahn, Zip Krummel, Bryan Despain, Tyson Aldrich, Sara Mustonen

Absent
Voting Members:

Non-Voting Member

Item	Discussion	Action
Call to Order:	Chair Andrea called the meeting to order at 3:34pm.	
Approval of January 23, 2025 Minutes	**Motion: approve as written.**	Motion: Stephen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
Submissions:		
MTH 251 Calculus I (Course Revision: #, title, des, out, cont, txt/mat, credit hour change)	**Motion: approve as written.**	Motion: Stephen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains

MTH 251Z Differential Calculus (Gen Ed Request)	**Motion: approve as written.**	Motion: Kristen 2nds: Stephen 7 in favor – 0 opposed – 0 abstains
MTH 252 Calculus II (Course Revision: #, title, des, out, txt/mat, credit hour change)	**Motion: approve as written.**	Motion: Stephen 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
MTH252Z Integral Calculus (Gen Ed Request)	**Motion: approve as written.**	Motion: Kristen 2nds: Stephen 7 in favor – 0 opposed – 0 abstains
MTH 253 Calculus III (Course Revision: # title, des, out, cont, txt/mat, credit hour change)	**Motion: approve as written.**	Motion: Kristen 2nds: Anne 7 in favor – 0 opposed – 0 abstains
MTH 253 Calculus: Sequences and Series (Gen Ed Request)	**Motion: approve as written.**	Motion: Jules 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
EC 201 Principles of Economics: Microeconomics (Course Revision: #, title, des, out, cont, txt/mat)	**Motion: approve as written.**	Motion: Kristen 2nds: Jules 7 in favor – 0 opposed – 0 abstains
EC 201Z Principles of Microeconomics (Gen Ed Request)	**Motion: approve as written.**	Motion: Kristen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
EC 202 Principles of Economics: Macroeconomics (Course Revision: #, title, des, out, cont, txt/mat)	**Motion: approve as written.**	Motion: Anne 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
EC 202Z Principles of Macroeconomics (Gen Ed Request)	**Motion: approve as written.**	Motion: Kristen 2nds: Anne 7 in favor – 0 opposed – 0 abstains
BA 226 Business Law I (Course Revision: #, title, des, out, cont, txt/mat)	**Motion: approve as written.**	Motion: Stephen 2nds: Jules 7 in favor – 0 opposed – 0 abstains

CAS 170 Beginning Spreadsheets Using Excel (Course Revision: #, title, des, out, cont)	**Motion: approve as written.**	Motion: Anne 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
BA 226 Modified Degree/Certificate Revision (course title and #)	**Motion: approve as written.**	Motion: Kristen 2nds: Jules 7 in favor – 0 opposed – 0 abstains
CAS 170 Modified Degree/Certificate Revision (course title and #)	**Motion: approve as written.**	Motion: Kristen 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
Associate of Science Oregon Transfer – Business (Degree Suspension)	Since we the college has both the AAOT-Bus and the AAT-Business and that they are closely aligned it was decided that college only needs to offering one degree. **Motion: approve as written.**	Motion: Kristen 2nds: Stephen 9 in favor – 0 opposed – 0 abstains
Web Design Assistant (Certificate Suspension + Teach Out + Termination Checklist)	Historically there has been low to no students enteing the pathway and with technology and job shifts going a different route it was decided to Suspended both Web Design Assistant & Web Development Assistant. **Motion: approve as written.**	Motion: Kristen 2nds: Mimi 9 in favor – 0 opposed – 0 abstains
Web Development Assistant (Certificate Suspension + Teach Out + Termination Checklist)	**Motion: approve as written.**	Motion: Stephen 2nds: Mimi 9 in favor – 0 opposed – 0 abstains
AAT – English Literature (Degree Revision: title, req, courses)	Changes came down from the Literature State Committee. The proposed change will not have any effect to students currently AAT – English Literature pathway. **Motion: approve as written.**	Motion: Mimi 2nds: Stephen 9 in favor – 0 opposed – 0 abstains
New Business:		
1. Credit for Prior Learning – Maximum credits allowed per award	Continued discussion from December 5th & January 23rd meeting:	

	Kristen and Susan provided insights on what other colleges in Oregon and across the country are doing regarding Credit for Prior Learning (CPL), degree requirements, and Pass/No Pass policies.
	• It was agreed upon that the committee would like to see the residency requirement retained, and that it could be a good measurement for CPL limitations.
	• Aviation Department, 81% of a certificate/degree can be earned through CPL, but this could exceed the credit requirements due to the 33% residency rule. This concern specifically relates to Aviation Maintenance Technician (AMT) programs.
	  o AMT instructors had reservations about granting full degrees through CPL, sharing that it is important for students to learn all the skills that are essential to the pathway.
	• Clarification & discussion on allowing for 100% attainment through CPL for certificates, particularly small certificates in Manufacturing.
	  o Could we make different requirements for different programs? Susan encouraged the adoption of a single requirement.
	  o It was noted that students must be enrolled in CGCC and have completed at least one credit bearing course prior to CPL being added to their transcript. Suggested this may be sufficient level of credits earned at CGCC, and the rest could be CPL.
	• It was mentioned that maintaining the residency requirement ensures students gain not only technical skills but also exposure to broader skills taught at CGCC, including ILOs and COAs.
	• Due to Pass/No Pass policies, only 27% of a degree can currently be earned through CPL. Uncertainty around whether P/NP maximums can be revised.
	****Discussion tabled to February 20th meeting.**	

Meeting Adjourned: 5:00pm	**All in favor, Chair Andrea closed the meeting at 5:00pm.**	**Next Meeting: February 20, 2025**

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

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
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Health	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	Oregon Administrative Rule 333, Section 264, has been revised to eliminate the requirement for a practical psychomotor exam at the conclusion of the EMT program. Instead, students must now demonstrate mastery of the core competencies defined by the Oregon Health Authority for entry-level EMTs by the end of the course. Student performance will be evaluated throughout the program using competency-based assessment tools to ensure proficiency.		
Current prefix and number	EMS 106	Proposed prefix and number	no change
Current Course Title	EMT Part II	Proposed Course Title (75 characters max)	no change
Current Repeatability	0	Proposed Repeatability	no change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Continues EMS 105. Develops the basic knowledge and skills necessary to treat victims of trauma, patients that present with special challenges, and sick and injured pediatrics. Expands knowledge and understanding of specific incidents that the Emergency Medical Technician may encounter in the field such as mass-casualty incidents, hazardous materials, motor vehicle collisions, and acts of terrorism. Includes preparation for state and national licensing exams. Requires meeting Oregon Health Authority Standards for health profession student clinical training, including immunizations, TB screening and the ability to pass a criminal background	Prepares students to meet entry-level Emergency Medical Technician (EMT) expectations in alignment with national and state standards. It encompasses an overview of the Emergency Medical Services (EMS) system, and the operational protocols required for safe and effective patient care. Emphasis is placed on core competencies outlined by the Oregon Health Authority, enabling EMTs to respond effectively to urgent and non-urgent medical care requests and facilitate medical transportation to and from

check and drug screen before placement into mandatory clinical observations in hospital emergency department and ambulance ride-along experience. Prerequisites: completion of EMS 105 with a "C" or better at CGCC within the previous 5 terms; current HCP CPR card.	emergency or healthcare facilities. Second course in a two-part series. Prerequisites: completion of EMS 105 with a "C" or better; current BLS Card for Health Care Provider and passing a criminal background check and drug screen.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH65 or MTH 98
Prerequisite/concurrent: WR121

☐ Placement into:

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: EMS 105 with "C" or better at CGCC within the previous 5 terms	☒ Prerequisite	☐ Corequisite	☐ pre/con
Prefix & number: Current HCP CPR card	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98
Prerequisite/concurrent: WR121

☐ Placement into:

prefix & number: EMS 105 with a "C" or better	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Current BLS for Health care Providers card and passing a criminal background check and drug screen	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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 outcomes (required whether being revised or not)	New learning outcomes

Upon successful completion of the course, students will be able to:	Upon successful completion of the course, students will be able to:
1. Identify and use tools needed to care for the sick and injured patient at an EMT level. 2. Perform proper medical/trauma patient assessment/management for various disorders/emergencies at the novice EMT level. 3. Properly administer appropriate medications within the EMT B Scope of Practice. 4. Demonstrate team leadership skills. 5. Communicate effectively and construct a well-written "run report." 6. Abide by state, national, and local protocols governing EMTs. 7. Be prepared to take the state and national EMT certification exams.	1. Apply the basic elements of a prehospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice. 2. Evaluate patient presentations to determine clinical needs, utilize clinical knowledge and standing orders to formulate appropriate care decisions, and adapt these decisions as needed to comply with national-recognized standards of care. 3. Apply principles of therapeutic communication and cultural sensitivity effectively across diverse patient interactions. 4. Demonstrate an understanding of the EMS system, systems of care, and operational knowledge to ensure safe and effective practices that support patient care. 5. Exhibit behavior aligned with professional standards while actively engaging in continuous development to enhance personal growth and professional practice.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Apply the basic elements of a prehospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice. • Independently conducts a prehospital patient assessment and adapts elements of the scene, primary, secondary and ongoing assessment to a patient's chief complaint, nature of illness or mechanism of injury. • Initiates care that is correctly reflects the severity and priorities of the acute patient condition(s) in accordance with accepted prehospital standards of care. • Performs interventions within the national and Oregon scope of practice without causing uncorrectable risk or harm to a patient. **Outcome #2:** Evaluate patient presentations to determine clinical needs, utilize clinical knowledge and standing orders to formulate appropriate care decisions, and adapt these decisions as needed to comply with national-recognized standards of care. • Generate a field impression that is logically based on the obvious, acute signs and symptoms presented by the patient and aligns with correct medical knowledge of the condition(s). • Clinical knowledge and nationally recognized clinical standards, scope of practice, standing orders and/or medical directions when examining the risks and benefits of interventions and transport decisions. • Actions regarding patient interventions reflect the correct indications, precautions and contraindications outlines in current medical standards and knowledge. **Outcome #3:** Apply principles of therapeutic communication and cultural sensitivity effectively across diverse patient interactions. • Principles of empathy, cultural sensitivity and responsiveness during interactions with patients and family members in real and simulated situations. • Implement and practice therapeutic communication throughout a patient

	encounter, real or simulated situation. • Examine personal barriers to effective communication practice and develop a plan for improvement. • Contributes to the patient encounter as team member in ways that benefit the coordination and direction of the tasks required for care and transport. • Leaderships responsibilities in different settings and communicating scene priorities, delegation of tasks and meaningful engagement with team members when practice as a team leader. • Hand-off reports, clear and concise when transferring care. • Documentation of patient encounter, accurately and in line with national and state standards. **Outcome #4:** Demonstrates an understanding of the EMS system, systems of care, and operational knowledge to ensure safe and effective practices that support patient care. • Relevant hazards and safety risks during a patient encounter; communicate finding and actions to prevent or minimize said risks. • Identify the needs for additional resources or a higher level of care and request assistance in a timely manner. • Time sensitive emergency and when to initiate steps to activate a regional system of care. **Outcome #5** Exhibit behavior aligned with professional standards while actively engaging in continuous development to enhance personal growth and professional practice. • Assessing own strengths and limitations in knowledge, abilities and performance as an EMT. • Setting realistic goals, feedback and self-reflections. • National and State Standards for professional behavior in all practice settings. • Correct ethical and medicolegal principles within the process of critical thinking when addressing situational, cultural, interpersonal or treatment-related ethical dilemmas. • Use of objective and constructive feedback when evaluating individual and team performance.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: Emergency Care and Transportation of the Sick and Injured (12th ed) ISBN 9781284243748
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	All OHA-EMS/TS performance outcomes, at their respective learning level must be met for the student to pass the course and be eligible to apply to take National Registry EMT certification exam.

Is this course used for related instruction?	☐ Yes ☒ No
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 ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☐ Start of next academic year (summer term) ☒ Specify term (if BEFORE start of next academic year) Spring term 2025
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	1/24/2025
Department Chair (enter name of department chair): Janie Griffin		
Department Dean/Director (enter name of department dean/director): Janie Griffin MN, BSN, RN		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Health	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Course prefix and number	EMS 106	Course title	EMT Part II

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	3	Lecture	4
Lab	3	Lab	6
Lecture/Lab	4	Lecture/Lab	0
Total weekly contact hours	10	Total weekly contact hours	10
Total credits	6	Total credits	6

Reason for change:	The OHA's shift to a competency-based curriculum necessitates a deeper understanding and application of fundamental concepts and skills in managing emergency care and patient treatment. Students will now be evaluated using case scenarios where they must demonstrate the integration of their knowledge and skills in providing care. Assessment will no longer focus solely on return demonstrations of individual skills; instead, students must apply appropriate skills within varying scenarios, understanding when and why to adapt their approach. This activity and assessment will involve more time.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☒ 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.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):	

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
Janie Griffin	jgriffin@cgcc.edu	1/27/2025
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin MN, BSN, RN, PNP		

NEXT STEPS:

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

Summary of Approved CCN Courses, Fall 2024

The following provides a summary of the CCN courses approved by the Transfer Council as of November 21, 2024. These courses should appear in academic catalogs beginning 2025-26. For more detailed information, see CCN Reports & Memos on the Educator Resources—Common Course Numbering webpage.

CCN Course/Course Information
Business
Course Number and Prefix: BA 169Z **Course Title:** Data Analysis Using Microsoft Excel **Course Credits:** 4 **Course Description:** Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making. **Course Learning Outcomes:** 1. Create and manage worksheets using appropriate data formatting. 2. Construct formulas with relative, absolute, and mixed cell references. 3. Analyze data using logical, lookup, mathematical, statistical, and text functions. 4. Manipulate large volumes of data using datasets and tables. 5. Interpret data using data visualization tools, including pivot tables and charts.
Course Number and Prefix: BA 226Z **Course Title:** Introduction to Business Law **Course Credits:** 4 **Course Description:** Provides a comprehensive overview of U.S. business law, including the legal system, contracts, torts, intellectual property, agency, employment, and business organization forms. Emphasizes practical legal knowledge and explores how laws impact business operations, with a focus on risk management, contract disputes, business formation, and compliance with government regulation. Introduces legal challenges in business through real cases and legal terminology. **Course Learning Outcomes:** 1. Describe the U.S. legal system as applied to business including sources of law, the judicial system, and alternative forms of dispute resolution. 2. Explain the applicability of tort, criminal, and intellectual property law to business. 3. Identify business organization forms and the responsibilities and liabilities of principals and agents. 4. Describe the legal requirements for contract formation, enforcement, and defenses, as well as application of the Uniform Commercial Code.

5. Explain the basic tenets of employment, labor and wage laws related to business.

Biology

Course Number and Subject Codes: BI, BIO, or BIOL 221Z

Course Title: Principles of Biology: Cells

Course Credits: 5 (The course must include both lecture and lab components. Both of these components are embedded under the same course number and appearing as a single grade item on transcripts.)

Course Description: Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to:

For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017)

For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020)

Course Learning Outcomes:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Describe the structure and related functions of major classes of biomolecules.
4. Differentiate cell components and their functions, emphasizing them as a system of interacting parts.
5. Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter.
6. Articulate how cells store, use, and transmit genetic information.
7. Explain how mutation and genetic recombination contribute to phenotypic variation and evolution.

Course Number and Subject Codes: BI, BIO, or BIOL 222Z

Course Title: Principles of Biology: Organisms

Course Credits: 5 (The course must include both lecture and lab components. Both of these components are embedded under the same course number and appearing as a single grade item on transcripts.)

Course Description: Explores fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to:

For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017)

For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020)

Course Learning Outcomes:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Explain how morphology relates to physiology across diverse organisms.
4. Describe how biological systems detect and respond to different internal/external environmental conditions through feedback.
5. Compare and contrast strategies for achieving homeostasis.
6. Explain how developmental and environmental processes influence the evolution of structures, functions, and life cycles across diverse organisms.

Course Number and Subject Codes: BI, BIO, or BIOL 223Z

Course Title: Principles of Biology: Ecology and Evolution

Course Credits: 5 (The course must include both lecture and lab components. Both of these components are embedded under the same course number and appearing as a single grade item on transcripts.)

Course Description: Explores the unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to:

For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017)

For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020)

Course Learning Outcomes:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Provide evidence for phylogenetic relationships which illustrate the unity and diversity of life.
4. Describe how adaptation, development, mutation, and the environment affect organismal evolution.
5. Apply mathematical models to describe how populations change through time in relation to biotic and abiotic factors.
6. Explain how organisms and their environments affect each other across different temporal and spatial scales.
7. Interpret models explaining the flow of energy and cycling of matter in ecosystems.

Chemistry

Course Number and Prefix: CH/CHE/CHEM 221Z

Course Title: General Chemistry I

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH/CHE/CHEM 221Z is a lecture course; CH/CHE/CHEM 227Z is the laboratory component.

Course Learning Outcomes:

Students will be able to

1. Describe the phases and classifications of matter and differentiate between physical and chemical properties.
2. Represent physical measurements using SI and derived units and demonstrate systematic problem-solving including unit conversion.
3. Use the periodic table to solve problems in chemistry.
4. Describe the principles of electromagnetic energy, the Bohr model and quantum theory, and use electron configurations to identify periodic variations in chemical properties.
5. Interpret and apply ionic and covalent bonding theories including Lewis structures, formal charges, resonance, molecular structure, and polarity.
6. Quantify the composition of substances and solutions.
7. Identify and name a variety of elements, ions, ionic compounds, and covalent compounds.
8. Write, balance, and classify chemical reactions and solve foundational stoichiometry calculations.

Course Number and Prefix: CH/CHE/CHEM 222Z

Course Title: General Chemistry II

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Explores and applies principles presented in CH/CHE/CHEM 221Z to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermochemistry, kinetics, and foundational equilibrium are explored and applied to the study of aqueous and gas-phase chemical reactions. CH/CHE/CHEM 222Z is a lecture course; CH/CHE/CHEM 228Z is the laboratory component.

Course Learning Outcomes:

Students will be able to

1. Apply stoichiometry to a variety of problems involving reactions, gases, liquids, solutions, thermochemistry, kinetics, and equilibrium expressions.
2. Apply kinetic molecular theory and gas laws to predict the behavior of gases at various conditions.
3. Identify types of intermolecular forces and apply them to physical properties of solids, liquids, and solutions.
4. Describe solution concepts and factors affecting solution properties.
5. Determine the effects of different factors on chemical reaction rates and examine the role of catalysis in modifying these rates.
6. Apply concepts of thermochemistry to explain thermal energy transfer and the energy changes that accompany chemical

and physical changes.

7. Identify and apply appropriate equations related to gas laws, solutions, colligative properties, thermochemistry, kinetics, and equilibrium expressions.

Course Number and Prefix: CH/CHE/CHEM 223Z

Course Title: General Chemistry III

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Builds upon the principles presented in CH/CHE/CHEM 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CH/CHE/CHEM 223Z is a lecture course; CH/CHE/CHEM 229Z is the laboratory component.

Course Learning Outcomes:

Students will be able to

1. Apply concepts of thermodynamics to explain the favorability of chemical reactions.
2. Apply the principles of spontaneity, entropy, free energy, and the laws of thermodynamics to predict and rationalize the behavior of chemical reactions.
3. Interpret the behavior and relative strengths of acids and bases, buffers, and the hydrolysis of salts.
4. Analyze and evaluate equilibrium reactions including solubility, acids and bases, and other equilibria.
5. Predict responses of various chemical systems to changing conditions using equilibrium calculations and Le Chatelier's Principle.
6. Use redox reactions and electrochemical principles to determine cell potentials and to analyze the relationship between voltage, free energy, and equilibrium.
7. Identify or formulate and apply the appropriate equations related to electrochemistry, thermodynamics, equilibrium reactions, acids, bases, and buffers.

Course Number and Prefix: CH/CHE/CHEM 227Z

Course Title: General Chemistry I Laboratory

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Experiments correspond to the topics covered in CH/CHE/CHEM 221Z including the fundamentals of chemical measurements, quantitative relationships in chemical analysis, and understanding atomic and molecular structure. CH/CHE/CHEM 227Z is the laboratory component; CH/CHE/CHEM 221Z is the lecture course.

Course Learning Outcomes:

Students will be able to

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty.
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.

5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 221Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 221Z qualitatively and quantitatively using scientific methods.

Course Number and Prefix: CH/CHE/CHEM 228Z

Course Title: General Chemistry II Laboratory

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Experiments correspond to the topics covered in CH/CHE/CHEM 222Z including the fundamentals of intermolecular interactions, stoichiometric relationships, chemical equilibria and their application to the synthesis, identification, and analysis of chemical compounds. CH/CHE/CHEM 228Z is the laboratory component; CH/CHE/CHEM 222Z is the lecture course.

Course Learning Outcomes:

Students will be able to

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty.
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 222Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 222Z qualitatively and quantitatively using scientific methods.

Course Number and Prefix: CH/CHE/CHEM 229Z

Course Title: General Chemistry III Laboratory

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Experiments correspond to the topics covered in CH/CHE/CHEM 223Z including the principles of chemical equilibria and their application to chemical analysis using volumetric and electrochemical methods. CH/CHE/CHEM 229Z is the laboratory component; CH/CHE/CHEM 223Z is the lecture course.

Course Learning Outcomes:

Students will be able to

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 223Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 223Z qualitatively and quantitatively using scientific methods.

Teachout Recommendation:

The committee recommends that the 2025-2026 academic year be designated as a teachout year for students that began the general chemistry series prior to Fall 2025. As the topics in the newly aligned CH/CHE/CHEM 221Z/227Z, 222Z/228Z, 223Z/229Z differ from those taught in the unaligned courses, students could miss topics by switching mid series. Several institutions currently offer delayed "trailer" sections of each course. This proposed teachout would facilitate completion of the sequence by students already on that schedule.

All schools should be allowed to offer the pre-Z CH 222 and CH 223 alongside the CCN aligned courses for the **first** academic year of offering the newly aligned courses. This minimizes the negative impact on students who need to finish the series if they completed CH 221 before Fall 2025. CH 221 (pre-Z) does not need to be included in the teachout plan as students entering the series would begin in CH/CHE/CHEM 221Z and CH/CHE/CHEM 227Z in the Fall of 2025.

Economics

Course Number and Prefix: EC/ECON 201Z

Course Title: Principles of Microeconomics

Course Credits: 4

Course Description: Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output.

Course Learning Outcomes:

1. Articulate the concepts of opportunity costs and trade-offs.
2. Explain producer and consumer behavior using economic models.
3. Analyze the relationship between supply and demand and its applications across various economic contexts.
4. Identify the impact of market failures and government policy on efficiency and welfare.

Course Number and Prefix: EC/ECON 202Z

Course Title: Principles of Macroeconomics

Course Credits: 4

Course Description: Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems.

Course Learning Outcomes:

1. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation.
2. Identify the determinants of economic growth.
3. Apply economic models to explain macroeconomic outcomes.
4. Compare fiscal and monetary policy tools, and their uses and economic impacts.

Math

Course Number and Prefix: MTH or MATH 251Z

Course Title: Differential Calculus

Course Credits: 4

Course Description: This course explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course

emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Course Learning Outcomes:

At the end of the course, students will be able to…

1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms.
2. Apply the definition of the derivative and analyze average and instantaneous rates of change.
3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity.
4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly.
5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule.

Required Course Content:
At the end of the course, students will be able to…

1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms.
    a. Students will be able to calculate limits graphically, numerically, and algebraically.
    b. Students will be able describe the local and global behavior of functions using limits.
    c. Students will be able to describe the notion of continuity using limits and determine whether a function is continuous.
    d. Students will be able to recognize and evaluate indeterminate forms.
2. Apply the definition of the derivative and analyze average and instantaneous rates of change.
    a. Students will be able to state and use the definition of the derivative to calculate the derivatives of simple functions.
    b. Students will be able to determine whether a function is differentiable using limits.
    c. Students will be able to describe the connection between the definition of the derivative and the average and instantaneous rates of change of a function.
    d. Students will be able to use derivatives in applications using appropriate units.
3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity.
    a. Students will recognize and apply the concept of the derivative to describe and find the slopes of tangent lines.
    b. Students will be able to use the derivative to identify the intervals on which a function is increasing or decreasing, and the locations of extreme values.
    c. Students will be able to use the second derivative to identify intervals of concavity and the locations of inflection points.
4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly.

a. Students will be able to differentiate power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions algebraically.

b. Students will be able to apply sum, constant multiple, product, quotient, and chain rules to differentiate combinations of functions listed above.

c. Students will be able to differentiate functions defined implicitly.

5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule.

a. Students will be able to recognize when L'Hôpital's rule is appropriate and use it to calculate limits involving indeterminate forms.

b. Students will be able to use the derivative to solve related rates problems.

c. Students will be able to use the derivative to solve optimization problems.

d. Students will be able to interpret and communicate the meaning of the derivative and its application in context, including using appropriate notation.

Course Number and Prefix: MTH or MATH 252Z

Course Title: Integral Calculus

Course Credits: 4

Course Description: This course explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Course Learning Outcomes:

At the end of the course, students will be able to…

1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral.
2. Explain and use both parts of the Fundamental Theorem of Calculus.
3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration.
5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.

Required Course Content:
At the end of the course, students will be able to…

1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral.

a. Students will be able to express finite sums using sigma notation.

b. Students will be able to use Riemann sums to describe the process of approximating the net signed area between a curve and an axis.

c. Students will be able to relate the definite integral with the concept of accumulation of area or other infinitesimal quantities, including the use of appropriate units.

2. Explain and use both parts of the Fundamental Theorem of Calculus.
   a. Students will be able to recognize and express the definite integral as a limit of a Riemann sum.
   b. Students will use and compare different methods for calculating definite integrals, such as linear properties of integrals, net-signed area, and graphical approaches.
   c. Students will explain and apply the concept of indefinite integrals and its connection to antidifferentiation.
   d. Students will explain the connection between derivatives and integrals and apply their understanding using the Fundamental Theorem of Calculus.
3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
   a. Students will be able to integrate power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions using basic rules.
   b. Students will be able to use substitution and integration by parts to algebraically integrate appropriate combinations of functions.
   c. Students will be able to use partial fraction decomposition to evaluate integrals of rational functions whose denominators may be expressed as products of distinct linear factors.
   d. Students will be able to use numerical techniques, such as Midpoint, Trapezoidal, and Simpson's rules, to approximate definite integrals.
4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration.
   a. Students will be able to use definite integrals to find the area between two curves.
   b. Students will be able to calculate volumes of solids, such as solids of revolution or prisms, using integrals.
   c. Students will be able to apply the integral to find the average value of a function over an interval.
   d. Students will be able to apply the integral to find the net change of a function over an interval.
   e. Students will be able to recognize, describe, and calculate improper integrals.
5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.

Students will apply integration to problems in the instructor's choice of context, including but not limited to the possible options above. At least two distinct applications are recommended based on the population of students in the class.

Course Number and Prefix: MTH or MATH 253Z

Course Title: Calculus: Sequences and Series

Course Credits: 4

Course Description: This course explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Course Learning Outcomes:

At the end of the course, students will be able to…

1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity.
2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence.
3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable.
4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series.
5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.
6. Use techniques and properties of Taylor polynomials to approximate functions and analyze error.

Required Course Content:

At the end of the course, students will be able to…

1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity.
    a. Students will be able to define and recognize sequences given explicitly or recursively.
    b. Students will be able to determine whether a given sequence is convergent or divergent by appropriate use of the limit laws for sequences, the Squeeze Theorem, or L'Hôpital's rule.
    c. Students will be able to determine the monotonicity and boundedness properties of a sequence and use them to draw conclusions about convergence or divergence.
2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence.
    a. Students will be able to represent a series as a limit of a sequence of partial sums and describe the notions of convergence or divergence of the series.
    b. Students will be able to algebraically manipulate series, and apply series laws to draw conclusions about divergence, convergence, and the value of the limit.
3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable.
4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series.
    a. Students will be able to recognize when the divergence, integral, comparison, and limit comparison tests apply to a particular series, and draw conclusions about the convergence or divergence of the series.
    b. Students will be able to recognize when the ratio and alternating series tests apply to a particular series, and draw conclusions about the absolute convergence, conditional convergence, or divergence of a series.
5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.
    a. Students will be able to find the radius and interval of convergence of a given power series.
    b. Students will be able to use power series to represent functions and determine the radius of convergence of the series.

c. Students will be able to differentiate and integrate power series that represent functions.

d. Students will be able to find the Taylor series centered at a point $x=c$ of a given function and determine its radius of convergence.

6. Use techniques and properties of Taylor polynomials to approximate functions and analyze error.

a. Students will be able to approximate a function using a Taylor polynomial.

b. Students will be able to estimate the error in a Taylor polynomial approximation using either Taylor's Inequality or the Alternating Series Estimation Theorem.

c. Students will be able to approximate an alternating series to a desired error by a partial sum of the series.

Sociology

Course Number and Prefix: SOC/SOAN 204Z

Course Title: Introduction to Sociology

Course Credits: 4.

Course Description: Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.

Course Learning Outcomes:

1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry.
2. Analyze social life using sociological concepts and theories.
3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals.
4. Identify how social factors contribute to inequalities in society.
5. Explain the role of theory and evidence in building sociological knowledge.

Course Number and Prefix: SOC/SOAN 205Z

Course Title: Social Change and Institutions

Course Credits: 4

Course Description: Sociological analysis of social institutions, such as family, education, health care, the economy, and the state. Includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. Examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment.

Course Learning Outcomes:

1. Discuss the history of key social institutions.
2. Analyze major social institutions and change using sociological concepts, theory, and research.
3. Describe how the structure of institutions shapes patterns of social inequality.
4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class.
5. Describe how and why societies change over time.

Course Number and Prefix: SOC/SOAN 206Z

Course Title: Social Problems

Course Credits: 4

Course Description: Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, and health inequality.

Course Learning Outcomes:

1. Describe the ways in which social problems are defined and constructed.
2. Apply the sociological perspective to identify and analyze social problems.
3. Distinguish between individual and structural explanations of social problems.
4. Assess the effects of social problems using empirical evidence.
5. Examine the structural, institutional, and cultural roots of social problems.
6. Assess solutions to address social problems.

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

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
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Social Science	Submitter name Phone Email	Krummel zkrummel@cgcc.edu
Reason for Revision	Completion of MTM and CCN work		
Current prefix and number	SOC 204	Proposed prefix and number	SOC 204Z
Current Course Title	Sociology in Everyday Life	Proposed Course Title (75 characters max)	Introduction to Sociology
Current Repeatability	0	Proposed Repeatability	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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 outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.	Upon successful completion of this course, students will be able to: 1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry. 2. Analyze social life using sociological concepts and theories. 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. 4. Identify how social factors contribute to inequalities in society. 5. Explain the role of theory and evidence in building sociological knowledge.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry. • The history of sociology • Theoretical perspectives of sociology • Approaches to sociological research • Research methods • Society and culture • Groups and group dynamics • Socialization and it's impact on individual behavior

	Outcome #2: Analyze social life using sociological concepts and theories. • Culture and it's impact • The elements of culture • The social construction of reality • Theories of self-development • Agents of socialization • Socialization across the life course • Groups and their impact on the individual • Deviance and social control **Outcome #3:** Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. • Cultural patterns, social forces and other influences on one's life • The importance of social facts • The relationship between the individual and society • The types of groups, group size and structure and their relationship to the individual • Formal organizations and bureaucracies and their impact on society **Outcome #4:** Identify how social factors contribute to inequalities in society. • Theoretical explanations for inequalities on a national level and global level • Theoretical explanations relative to prejudice, discrimination and racism • Historical and contemporary examples of each type of intergroup relationship • Socialization and it's influence on gender roles • Gender stratification in American institutions • The rise of feminism **Outcome #5:** Explain the role of theory and evidence in building sociological knowledge. • Theoretical perspectives • Theoretical levels of analysis • The scientific method as the basis for analyzing the social world • Ethical concerns in research
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) OpenStax College, ***Introduction to Sociology, 3e.*** Rice University, Houston, TX 2015.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

Is this course used for related instruction?	☐ Yes ☒ No
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 ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Krummel zkrummel@cgcc.edu
Course Prefix and Number:	SOC 204Z	Course Title:	Introduction to Sociology
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.		
Course Outcomes:	1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry. 2. Analyze social life using sociological concepts and theories. 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. 4. Identify how social factors contribute to inequalities in society. 5. Explain the role of theory and evidence in building sociological knowledge.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

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

Minor Designation:

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

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

<table>
<tr><th colspan="2">SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:</th></tr>
<tr><td colspan="2">For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.</td></tr>
<tr><th colspan="2">Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."</th></tr>
<tr><td>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)

☒ major designation
REQUIRED</td><td>Course Outcomes:
1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry.
3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals.
5. Explain the role of theory and evidence in building sociological knowledge.

Course Content:
• The history of sociology
• Theoretical perspectives of sociology
• Approaches to sociological research
• Research methods
• Society and culture
• Groups and group dynamics
• Socialization and it's impact on individual behavior
• Cultural patterns, social forces and other influences on one's life
• The importance of social facts
• The relationship between the individual and society
• The types of groups, group size and structure and their relationship to the individual
• Formal organizations and bureaucracies and their impact on society

Outcome Assessment Strategies:</td></tr>
</table>

	• Essay questions • Interactive class discussions • Paper or project
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	**Course Outcomes**: 2. Analyze social life using sociological concepts and theories. 4. Identify how social factors contribute to inequalities in society. **Course Content**: • Culture and it's impact • The elements of culture • The social construction of reality • Theories of self-development • Agents of socialization • Socialization across the life course • Groups and their impact on the individual • Deviance and social control • Theoretical explanations for inequalities on a national level and global level • Theoretical explanations relative to prejudice, discrimination and racism • Historical and contemporary examples of each type of intergroup relationship • Socialization and it's influence on gender roles • Gender stratification in American institutions • The rise of feminism **Outcome Assessment Strategies**: • Exam questions • Interactive classroom discussions • Paper or project
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 2. Analyze social life using sociological concepts and theories. 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. **Course Content**: • Culture and its impact • The elements of culture • The social construction of reality • Theories of self-development • Agents of socialization • Socialization across the life course • Groups and their impact on the individual • Deviance and social control • Cultural patterns, social forces and other influences on one's life • The importance of social facts • The relationship between the individual and society • The types of groups, group size and structure and their relationship to the individual • Formal organizations and bureaucracies and their impact on society **Outcome Assessment Strategies**: • Exam questions • Interactive classroom discussions • Paper or project
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. 4. Identify how social factors contribute to inequalities in society. **Course Content**: • Cultural patterns, social forces and other influences on one's life • The importance of social facts • The relationship between the individual and society • The types of groups, group size and structure and their relationship to the individual • Formal organizations and bureaucracies and their impact on society **Outcome Assessment Strategies**: • Exam questions • Interactive classroom discussions • Paper or project

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
Social Sciences
Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria. *	1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry. 2. Analyze social life using sociological concepts and theories. 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. 4. Identify how social factors contribute to inequalities in society. 5. Explain the role of theory and evidence in building sociological knowledge.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Students learn the central concepts, theories, and methods that define sociological approaches to social scientific inquiry enhancing their critical thinking skills. Analyzing social life using sociological concepts and theories enables students to have a better understanding of how social factors contribute to social phenomena such as inequalities in contemporary society. The sociological imagination will be applied to social phenomena to show how it interrelates different levels of analysis such as social structures and individuals enabling students to grasp the difference between personal troubles and social issues.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	Students are presented with different sociological theories that explain social phenomena on different levels of analysis. The sociological imagination is presented as a way of understanding the link between public issues and private troubles. The diverse experiences and perspectives that individuals possess due to group membership such as race, class, age and sex is presented which enables one to better appreciate the diverse social world that we live in.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

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
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Social Science	Submitter name Phone Email	Krummel zkrummel@cgcc.edu
Reason for Revision	Completion of MTM and CCN work.		
Current prefix and number	SOC 205	Proposed prefix and number	SOC 205Z
Current Course Title	Social Change in Societies	Proposed Course Title (75 characters max)	Social Change and Institutions
Current Repeatability	0	Proposed Repeatability	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Sociological analysis of social institutions, such as family, education, health care, the economy, and the state. Includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. Examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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 outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.	Upon successful completion of this course, students will be able to: 1. Discuss the history of key social institutions. 2. Analyze major social institutions and change using sociological concepts, theory, and research. 3. Describe how the structure of institutions shapes patterns of social inequality. 4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. 5. Describe how and why societies change over time.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Discuss the history of key social institutions. • The history of sociology • Transformation of societies and their impact on social institutions • Social structure and the major social institutions **Outcome #2:** Analyze major social institutions and change using sociological concepts, theory, and research. • Major sociological theories and their view of social changes and institutional order • Research methods • Societal transformation historically and technologies impact on its transformation • Theoretical explanation comparisons for each social institution

	• Functionalists view of the major social institutions and the benefits each has for society • Conflict theorists' views of how major institutions reinforce power structures and the polarization of society • Symbolic Interactionists views on how the social construction of reality and how institutional power plays into how we view reality **Outcome #3:** Describe how the structure of institutions shapes patterns of social inequality. • Social structure and social inequality • The major economic systems historical and contemporary • Globalization and its impact on the economy and workers • Theoretical explanations of poverty • Power and authority in America • Forms of government and how each impacts inequality • Theoretical perspectives on government and power • Education's role in socializing children into their social class • The inequities in the health care system in the United States **Outcome #4:** Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. • Variations in family life and how race, gender, sexuality, and social class impact one's family • Demographics and the changing power dynamics in the United States • Social hierarchy and government power • Religious vs. secular forms of government • Disparities of health based on gender, socioeconomic status, race and ethnicity **Outcome #5:** Describe how and why societies change over time. • The interconnection of technology, social institutions, populations and the environment and how they bring about social change • The importance of modernization in relation to social change • The importance of collective behavior and social movements in bringing about social change • Religions impact on social change • Urbanization of the United States
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) OpenStax College, ***Introduction to Sociology, 3e.*** Rice University, Houston, TX 2015.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

Is this course used for related instruction?	☐ Yes ☒ No
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 ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Krummel zkrummel@cgcc.edu
Course Prefix and Number:	SOC 205Z	Course Title:	Social Change and Institutions
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Includes sociological analysis of social institutions, such as family, education, health care, the economy, and the state. Includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. Examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.		
Course Outcomes:	1. Discuss the history of key social institutions. 2. Analyze major social institutions and change using sociological concepts, theory, and research. 3. Describe how the structure of institutions shapes patterns of social inequality. 4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. 5. Describe how and why societies change over time.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

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

Minor Designation:

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

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

<table>
<tr><th colspan="2">SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:</th></tr>
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<tr><th colspan="2">Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."</th></tr>
<tr><td>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)

☒ major designation
REQUIRED</td><td>Course Outcomes:
3. Describe how the structure of institutions shapes patterns of social inequality.
4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class.
5. Describe how and why societies change over time.

Course Content:
• Social structure and social inequality
• The major economic systems historical and contemporary
• Globalization and its impact on the economy and workers
• Theoretical explanations of poverty
• Power and authority in America
• Forms of government and how each impacts inequality
• Theoretical perspectives on government and power
• Education's role in socializing children into their social class
• The inequities in the health care system in the United States
• Variations in family life
• Demographics and the changing power dynamics in the United States</td></tr>
</table>

	• Social hierarchy and government power • Religious vs. secular forms of government • Disparities of health based on gender, socioeconomic status, race and ethnicity • The interconnection of technology, social institutions, populations and the environment and how they bring about social change • The importance of modernization in relation to social change • The importance of collective behavior and social movements in bringing about social change • Religions impact on social change • Urbanization of the United States **Outcome Assessment Strategies:** • Exams • Interactive classroom discussions • Paper or project
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	**Course Outcomes**: 2. Analyze major social institutions and change using sociological concepts, theory, and research. 5. Describe how and why societies change over time. **Course Content:** • Major sociological theories and their view of social changes and institutional order • Research methods • Societal transformation historically and technologies impact on its transformation • Social structure and social inequality • The major economic systems historical and contemporary • Globalization and its impact on the economy and workers • Theoretical explanations of poverty • Power and authority in America • Forms of government and how each impacts inequality • Theoretical perspectives on government and power • Education's role in socializing children into their social class • The inequities in the health care system in the United States **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes:** 3. Describe how the structure of institutions shapes patterns of social inequality. 4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. **Course Content**: • Social structure and social inequality • The major economic systems historical and contemporary • Globalization and its impact on the economy and workers • Theoretical explanations of poverty • Power and authority in America • Forms of government and how each impacts inequality • Theoretical perspectives on government and power • Education's role in socializing children into their social class • The inequities in the health care system in the United States • Variations in family life and how race, gender, sexuality, and social class impact one's family • Demographics and the changing power dynamics in the United States • Social hierarchy and government power • Religious vs. secular forms of government • Disparities of health based on gender, socioeconomic status, race and ethnicity **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes:** 3. Describe how the structure of institutions shapes patterns of social inequality. 5. Describe how and why societies change over time. **Course Content:** • Social structure and social inequality • The major economic systems historical and contemporary • Globalization and its impact on the economy and workers • Theoretical explanations of poverty • Power and authority in America • Forms of government and how each impacts inequality • Theoretical perspectives on government and power • Education's role in socializing children into their social class • The inequities in the health care system in the United States • The interconnection of technology, social institutions, populations and the environment and how they bring about social change • The importance of modernization in relation to social change • The importance of collective behavior and social movements in bringing about social change • Religions impact on social change • Urbanization of the United States **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria. *	1. Discuss the history of key social institutions. 2. Analyze major social institutions and change using sociological concepts, theory, and research. 3. Describe how the structure of institutions shapes patterns of social inequality. 4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. 5. Describe how and why societies change over time.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Students learn about the history of the key social institutions in society and how their function and purpose has changed over time. Sociological concepts, theory, and research are used to analyze social institutions and their structure and function from a micro and macro perspective. On a macro level, social inequalities are analyzed by examining the structures of the social institutions in society. On a micro level, the diversity of experiences that individuals have with institutions based on group membership is analyzed. Sociological theories will be examined to help students understand why societies change over time.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	Students will apply the sociological imagination to the study of social institutions and social change. This will enable them to understand the differences between individual problems and social issues. The major theoretical perspectives present three diverse approaches to help one understand the human condition as it relates to the wider social world. The diverse experiences and perspectives that individuals possess due to group membership such as race, class, age, and sex is presented which enables one to better appreciate the diverse social world that we live in. Understanding the historical significance of different social institutions and how they have changed throughout time enhances our ability to understand how the world might change in the future.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

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
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Social Science	Submitter name Phone Email	Krummel zkrummel@cgcc.edu
Reason for Revision	Completion of MTM and CCN work		
Current prefix and number	SOC 206	Proposed prefix and number	SOC 206Z
Current Course Title	Social Problems	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, and health inequality. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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 outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Identify and evaluate the impacts of social phenomena that cause social problems within societies. 3. Participate within societies as informed members, identifying and understanding social phenomena that impact social problems.	Upon successful completion of this course, students will be able to: 1. Describe the ways in which social problems are defined and constructed. 2. Apply the sociological perspective to identify and analyze social problems. 3. Distinguish between individual and structural explanations of social problems. 4. Assess the effects of social problems using empirical evidence. 5. Examine the structural, institutional, and cultural roots of social problems. 6. Assess solutions to address social problems.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Describe the ways in which social problems are defined and constructed. • Explanation of how sociologists view social problems • Natural history of social problems • Methods for gathering information on social problems • The sociological imaginations and how it helps us understand the difference between individual problems and public issues **Outcome #2:** Apply the sociological perspective to identify and analyze social problems. • Sociological research findings relative to contemporary social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism,

	sexism and ageism and the environmental crisis • Explanation and comparison of the three major theoretical perspectives in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis **Outcome #3**: Distinguish between individual and structural explanations of social problems. • The sociological imaginations and how it helps us understand the difference between individual problems and public issues • Explanation and comparison of the three major theoretical perspectives in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis **Outcome #4:** Assess the effects of social problems using empirical evidence. • Basic research design • Methods for gathering information on social problems • The sociological imagination • Sociological theories as applied to social problems **Outcome #5:** Examine the structural, institutional, and cultural roots of social problems • Explanation and comparison of the three major theoretical perspectives in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis • Explanation as to why a social problem consists of both objective conditions and subjective concerns and why social problems are relative depending on their structural and cultural roots **Outcome #6:** Assess solutions to address social problems. • Research and theory and how it aids us in formulating social policy • Pros and cons of social policies relative to different social problems • Intended vs unintended consequences of social policies
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Social Problems: A Down-to-Earth Approach, 13th Edition,* by James M. Henslin. Pearson: New York, NY: 2020, ISBN# 9780135164709.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

Is this course used for related instruction?	☐ Yes ☒ No
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 ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.

CC date 2.20.25
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Krummel zkrummel@cgcc.edu
Course Prefix and Number:	SOC 206Z	Course Title:	Social Problems
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, and health inequality. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.		
Course Outcomes:	1. Describe the ways in which social problems are defined and constructed. 2. Apply the sociological perspective to identify and analyze social problems. 3. Distinguish between individual and structural explanations of social problems. 4. Assess the effects of social problems using empirical evidence. 5. Examine the structural, institutional, and cultural roots of social problems. 6. Assess solutions to address social problems.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

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

Minor Designation:

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

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

<table>
<tr><th colspan="2">SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:</th></tr>
<tr><td colspan="2">For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.</td></tr>
<tr><th colspan="2">Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."</th></tr>
<tr><td>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)

☒ major designation
REQUIRED</td><td>Course Outcomes:
1. Describe the ways in which social problems are defined and constructed.
3. Distinguish between individual and structural explanations of social problems

Course Content:
• Explanation of how sociologists view social problems
• Natural history of social problems
• Methods for gathering information on social problems
• The sociological imagination and how it helps us understand the difference between individual problems and public issues
• Explanation and comparison of the three major theoretical perspectives in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis

Outcome Assessment Strategies:
• Exams
• Interactive classroom discussions
• Paper or project</td></tr>
</table>

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	**Course Outcomes**: 2. Apply the sociological perspective to identify and analyze social problems. 4. Assess the effects of social problems using empirical evidence 6. Assess solutions to address social problems **Course Content**: • Basic research design • Methods for gathering information on social problems • The sociological imagination • Sociological theories as applied to social problems • Research and theory and how it aids us in formulating social policy • Pros and cons of social policies relative to different social problems • Intended vs unintended consequences of social policies • Sociological research findings relative to contemporary social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis • Explanation and comparison of the three major theoretical perspectives in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 2. Apply the sociological perspective to identify and analyze social problems 5. Examine the structural, institutional, and cultural roots of social problems **Course Content**: • Sociological research findings relative to contemporary social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis • Explanation and comparison of the three major theoretical perspectives

	in sociology in reference to social problems such as alcohol and drug abuse, violence and crime, wealth and poverty, racism, sexism and ageism and the environmental crisis • Explanation as to why a social problem consists of both objective conditions and subjective concerns and why social problems are relative depending on their structural and cultural roots **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 4. Assess the effects of social problems using empirical evidence 6. Assess solutions to address social problems **Course Content**: • Basic research design • Methods for gathering information on social problems • The sociological imagination • Sociological theories as applied to social problems • Research and theory and how it aids us in formulating social policy • Pros and cons of social policies relative to different social problems • Intended vs unintended consequences of social policies **Outcome Assessment Strategies**: • Exams • Interactive classroom discussions • Paper or project

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication.

4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Describe the ways in which social problems are defined and constructed. 2. Apply the sociological perspective to identify and analyze social problems. 3. Distinguish between individual and structural explanations of social problems. 4. Assess the effects of social problems using empirical evidence. 5. Examine the structural, institutional, and cultural roots of social problems. 6. Assess solutions to address social problems.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Students will learn how to apply the sociological perspective to identify and analyze social problems to help them understand the role of individuals in the context of society. They will assess different sociological theories and concepts to help them understand human behavior. Through an understanding of research methods and sociological theory students will be able to apply knowledge and skills to contemporary problems and issues which will help them to assess solutions to address social problems that humans face.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	Students will examine the structural, institutional, and cultural roots of social problems which will give them an understanding of the role of the individual and their place in the wider society. By using the sociological perspective to identify and analyze social problems students will be able to assess different theories and concepts. Additionally, students will gain an understanding of the distinctions between empirical and other methods of inquiry as they assess the effects of social problems using empirical evidence. Explanation as to why a social problem consists of both objective conditions and subjective concerns and why social problems are relative depending on their structural and cultural roots will help students appreciate the diverse social world in which we live.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Krummel	zkrummel@cgcc.edu	2.20.25
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

CC date	2.20.25
CC decision	_____
CC vote	_____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone:	Department: Business

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Associate of Science Transfer – Business	Proposed Title:	No change
Current Credits:	90	Proposed Credits:	No change
Overview and rationale for proposed changes:	Updates were made by the AST– Business faculty sub-committee in the MTM and colleges offering the degree are required to make those updates in their offering.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Requisites 2. Removing: BA 131, STAT 244, 3rd Natural Science Gen Ed 3. Adding: BA 169 4. # Change: BA 226Z 5. Revised elective recommendations		
Is this a statewide degree?	☒ Yes ☐ No	If so, have the changes been approved by the consortium?	☒ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☐ Yes ☒ No	If yes, list title of career pathway(s) or related certificate(s)	

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision 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:	
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	☒ Yes ☐ No

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 multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or WR 115	Critical Reading & Writing or Introduction to Expository Writing or equivalent placement	ABE 70 or ABE 75 or GED 70 or equivalent placement Placement into WR 115	5 4
MTH 95	Intermediate Algebra or equivalent placement	MTH 65 or placement; placement into WR 115	4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or WR 115	Critical Reading & Writing or Introduction to Expository Writing or equiv placement	ABE 70 or ABE 75 or GED 70 or equivalent placement Placement into WR 115	5 4
MTH 65 or MTH 98 or equiv place	Beginning Algebra or Quantitative Math or equiv placement	Placement into MTH 65 or Place into IRW 115 or WR 115; place into MTH 98	4

DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
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.)	
Does the revision involve changing degree outcomes?	☐ Yes ☒ No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
Students who successfully complete this degree will be able to:	
1. Employ critical thinking skills through the application of problem-solving methods in business contexts.	
2. Leverage technology to support the requirements of various business operations.	
3. Exhibit a comprehensive understanding of fundamental accounting concepts.	
PROPOSED DEGREE OUTCOMES	
Students who successfully complete this degree will be able to:	
1. No change	

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Core Transfer Map Requirements – 32-34 credits			Core Transfer Map Requirements – 30-34 credits		
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR121Z	Composition I IRW 115 or WR 115 or equiv placement	4

MTH 111Z or higher	Precalculus I: Functions MTH 95 or equiv placement	4	MTH 105Z or higher	Math in Society MTH 65 or MTH 98 or equiv placement *(*MTH 111Z must be taken for UO, OIT, and OSU prior to transfer)*	4
EC 201	Principles of Economics: Microeconomics MTH 65 or MTH 98; Pre/co: WR 121Z	4	EC 201Z	Principles of Microeconomics MTH 65 or MTH 98; Pre/co: WR 121Z	4
EC 202	Principles of Economics: Macroeconomics MTH 65 or MTH 98; Pre/co: WR 121Z	4	EC 202Z	Principles of Macroeconomics MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education Electives – Arts & Letters[1, 2]	8		General Education Electives – Arts & Letters[1, 2]	6-8
	General Education Elective – Natural Sciences - Select two lab science courses [1]	8-10		General Education Elective – Natural Sciences - Select two lab science courses [1] Varied	8-10
[1] Must use AAOT approved courses			[1] Must use courses that fulfill AAOT outcomes (qualifying courses are identified on the Gen Ed discipline list)		
[2] At least one Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for the AAOT			[2] At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT (qualifying courses are identified on the Gen Ed discipline list)		
Major Requirements – 41-42 credits			Additional General Education Courses – 8 credits		
WR 227Z	Technical Writing **(moved to additional GE)** WR 121 or WR 121Z	4	WR 227Z	Technical Writing WR 121 or WR 121Z	4
COMM 111Z	Public Speaking **(moved to additional GE)** WR 121Z; placement into MTH 65 or MTH 98	4	COMM 111Z	Public Speaking WR 121Z; placement into MTH 65 or MTH 98	4
STAT 244 DELETED	Statistics II **DELETED** STAT 243 or STAT 243Z	5	Major Coursework – 24 credits		
BA 131 DELETED	Introduction to Business Technology **DELETED** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or key by touch	4	**BA 169Z ADDED**	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
BA 101Z	Introduction to Business Place into MTH 65 or MTH 98; pre/co: WR 121Z	4	BA 101Z	Introduction to Business Place into MTH 65 or MTH 98; pre/co: WR 121Z	4

BA 211Z & BA 213Z	Principles of Financial Accounting Rec: placement into MTH 65. Prereq: IRW 115 or WR 115 or equiv place Principles of Managerial Accounting BA 111 or BA 211Z	8	BA 211Z & BA 213Z	Principles of Financial Accounting Rec: placement into MTH 65. Prereq: IRW 115 or WR 115 or equiv place Principles of Managerial Accounting BA 111 or BA 211Z	8
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226Z **#CHANGE**	Introduction to Business Law IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
STAT 243Z	Elementary Statistics I MTH 65 or MTH 98 or equiv place; pre/co: WR 121Z	4	STAT 243Z	Elementary Statistics I MTH 65 or MTH 98 or equiv place; pre/co: WR 121Z	4
DELETED	General Education Elective – Natural Sciences - Select one lab science course [1] **DELETED** varied	4-5			

Electives – 15-18 credits	Electives – 24-28 credits
Varied (must be college level – 100 or above)	Recommended that student pursue these options:
Work closely with a Business Advisor to select courses that will help you fulfill any remaining degree requirements. It is VITAL that you work with an Advisor at your current school to plan your needed courses for the university you wish to attend, as the transfer of course credits varies from one university to another. This list does not guarantee acceptance as a general education or business elective courses by the university you plan to attend.	1. Take courses that will apply to their minor of choice, that will transfer to the Oregon public university of their choice (work with an advisor) 2. Take courses that will apply to the general education or the major at the Oregon public university of their choice (work with an advisor) 3. Take electives to reach 90 credits, that will transfer to the Oregon public university of their choice (work with an advisor) *Additional math and/or statistics may be required by the transfer university and can be taken before transferring.*
No greater than 12 credits of CTE shall comprise the courses for the MTM.	**Minimum letter grade and/or GPA requirements for MAJOR Coursework** *If the cell is blank, you must achieve a minimum letter grade of C- in that course*
No greater than 3 credits of PE shall comprise the courses for the MTM.	
Course grades must be "C" grade or better.	
Additionally, pick from the following suggested course categories (20-22 credits) which may be General Education and/or lower division Business Electives at the university you wish to attend (It is VITAL that you work	OSU: 'C' or higher is required in the listed courses for the following majors/options: • Accountancy – BA211Z, BA213Z • Business Analytics:

with an Advisor): Arts and Letters (3-4 credits per class): • Business Ethics • Art History • Intercultural Communication • Philosophy • Music/Theater Literacy • World Literature • Writing		○ Digital Marketing Analytics option – BA223 (Principles of Marketing) ○ Marketing Research Analytics option – BA223 (Principles of Marketing) ○ Human Resources Analytics option – BA252 (Managing Individual and Team Performance) • Finance – BA240 (Finance) • Marketing – BA223 (Principles of Marketing) • Organizational Leadership – BA252 (Managing Individual and Team Performance) • Supply Chain and Logistics Management – BA252 (Managing Individual and Team Performance)
Social Science (3-4 credits per class): • Anthropology • Geography • Psychology (social/cognitive) • Sociology (cultural/social change/diversity) • US Government Politics & History • Global Civilization • Women's Studies	OIT	C
	UO	3.0 cumulative GPA for admission; 3.0 cumulative GPA in the MTM major coursework
	EOU	
Science (3-4 credits per class): • Global Ecology & Conservation	SOU	
Business Courses (3-4 credits per class) (if offered): Depending on the area you wish to focus on in Business, one or more business elective(s) may be appropriate. Speak to your advisor for guidance	WOU	
	PSU	
Credit Total 90		**Credit Total** 90

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	none			none	

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	2.15.25
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.

Proposed Options for CPL Maximum Allowable Credit

NOTE: A motion was made and approved at the 1.23.25 CC meeting which stated: CGCC will not approve 100% of degree credits via CPL.

For Degrees

- **Option 1: Base maximum CPL on residency requirements**

Cap CPL credits for degrees at 66% of credits earned toward a degree (roughly 60 credits)

Currently, the minimum residency requirement is 30 credits for a 90-credit degree, which equates to 33% of credits must be earned at CGCC. This option is contingent on whether the P/NP limitations can be resolved to allow for more than 24 credits or 27% of credits earned toward a degree.

- **Option 2: Base maximum CPL on previous NWCCU limitation of 25%**

Cap CPL credits for degrees at 25% of credits earned toward a degree (roughly 23 credits)

The NWCCU requirement was removed in 2020 when the standards were rewritten; however, many colleges have retained this limit. This limit would be within or close to the P/NP limitations.

- **Option 3: Base maximum CPL on middle range limit**

Cap CPL credits for degrees at 50% of credits earned toward a degree (roughly 45 credits)

This is not tied to any specific requirement. It is only middle ground. This option is contingent on whether the P/NP limitations can be resolved to allow for more than 24 credits or 27% of credits earned toward a degree.

For Certificates

- **Option 1: Base maximum CPL on residency requirements**

Cap CPL credits for degrees at 66% of credits earned toward a certificate (credits vary according to total credits per certificate)

Currently, the minimum residency requirement varies depending on the size of the certificate. This proposal establishes a single percentage residency requirement for all certificates that matches the percentage of residency required for degrees. This option is contingent on whether the P/NP limitations can be resolved to allow for higher credit amounts than currently established for varying sizes of certificates.

- **Option 2: Zero limitations on CPL credits**

Have no cap on CPL credits for certificates (credits vary according to total credits per certificate)

Allow for up to 100% of certificates to be earned through CPL credits. This option is contingent on whether the P/NP limitations can be resolved to allow for higher credit amounts than currently established for varying sizes of certificates.

- **Option 3: Base maximum CPL on previous NWCCU limitation of 25%**

Cap CPL credits for certificates at 25% of credits earned toward a certificate (credits vary according to total credits per certificate)

The NWCCU requirement was removed in 2020 when the standards were rewritten; however, many colleges have retained this limit. This limit would be within or close to the P/NP limitations.

Previous Minutes addressing CPL

12.5.24

Discussion on setting a cap of number of credits that can be earned by Credit for Prior Learning (CPL). Several options were proposed:

• NWCCU's previous requirement of 25% maximum was removed from the standards in 2020. Some people feel that this is still a good level.

• CGCC has some AR documentation limiting non-traditional credit to 45 credits

• CPL task force opinions ranged from less than 25% to 100%.

• Allow CPL up to the limit of the residency requirements.

1.23.25

Continued discussion from December 5th meeting:

- Idea of having different caps for different programs for CPL Credits
    - Don't have CPL Credit Caps on programs/certificates in Tech & Trade such as Aviation Maintence & Advanced Manufacturing, programs that have a clear CPL procedure built out through testing and challenge exams.
- Idea of not stopping students from earning a complete certificate through CPL for any pathway as long as they test out and pass the requirements of the courses needed.
- Overall concern from the Gen Ed departments in how equipped would students be especially around the course learning outcomes and the college's ILOs.
- Three different options were discussed
    - 25% of a degree or certificate
    - CPL would not count toward the residency requirement (roughly 33% of a degree or certificate)
    - 100% CPL Credit for degrees and certificates

Motion: CGCC will not approve 100% of degree credits via CPL.

Approved 5-0-0

**Discussion tabled to a future meeting. Committee members requested data and information around what other colleges

outside of Oregon are doing for CPL credits and maximum credits that are accepted.

- Kristen will look into information she gathered from other states
- Susan will provide percentages for residency and P/NP requirements

1.23.25

Continued discussion from December 5th & January 23rd meeting:

Kristen and Susan provided insights on what other colleges in Oregon and across the country are doing regarding Credit for Prior Learning (CPL), degree requirements, and Pass/No Pass policies.

- It was agreed upon that the committee would like to see the residency requirement retained, and that it could be a good measurement for CPL limitations.
- Aviation Department, 81% of a certificate/degree can be earned through CPL, but this could exceed the credit requirements due to the 33% residency rule. This concern specifically relates to Aviation Maintenance Technician (AMT) programs.
    - AMT instructors had reservations about granting full degrees through CPL, sharing that it is important for students to learn all the skills that are essential to the pathway.
- Clarification & discussion on allowing for 100% attainment through CPL for certificates, particularly small certificates in Manufacturing.
    - Could we make different requirements for different programs? Susan encouraged the adoption of a single requirement.
    - It was noted that students must be enrolled in CGCC and have completed at least one credit bearing course prior to CPL being added to their transcript. Suggested this may be sufficient level of credits earned at CGCC, and the rest could be CPL.
- It was mentioned that maintaining the residency requirement ensures students gain not only technical skills but also exposure to broader skills taught at CGCC, including ILOs and COAs.
- Due to Pass/No Pass policies, only 27% of a degree can currently be earned through CPL. Uncertainty around whether P/NP maximums can be revised.

****Discussion tabled to February 20th meeting.**

CPL – 2.6.25

Residency and P/NP Requirement Information

(pages 10-11 of the 2024-25 catalog)

Degree requirements – based on a 90 credit degree

- Minimum Residency – 33.3% of degree credits: All degree candidates must accumulate at least 30 credits of satisfactory work at CGCC to establish residency. Non-traditional credit, credit transferred from another institution or challenge credit may not be used to establish residency.
    - Roughly 66% of a 90-credit degree would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 27% of degree credits: A maximum of 24 credits of "P" (pass) grades will apply to any degree. Specific AAS degrees that deviate from this maximum will state the degree maximum in the degree requirements for the specific AAS degree.
    - Roughly 27% of degree credits would be allowable for CPL if P/NP requirements are applied

Certificate Requirements – One Year Certificates (45-60 credits)

- Minimum Residency – 20% to 27% of certificate credits: At least 12 credits must be earned at CGCC, eight of which must apply to the certificate requirements. The final eight credits must be earned at CGCC.
    - Roughly 73% to 80% of a one-year certificate would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 20% to 27% of certificate credits: A maximum of 12 credits of "P" (pass) grades will apply. Some certificate requirements may vary and will be listed in that specific certificate.
    - Roughly 20 to 27% of certificate credits would be allowable for CPL if P/NP requirements are applied

Certificate Requirements – Less-than-One-Year and Career Pathway Certificates (12-44 credits)

- Minimum Residency – 14% to 50% of certificate credits: At least 6 credits must be earned at CGCC, all of which must apply to the certificate requirements.
    - Roughly 50% to 76% of a less-than-one-year certificate would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 18% to 67% of certificate credits: A maximum of 8 credits of "P" (pass) grades will apply. Specific less-than-one-year certificates that deviate from this maximum will state the degree maximum in the requirements for that specific AAS certificate.
    - Roughly 18 to 67% of certificate credits would be allowable for CPL if P/NP requirements are applied

It appears that the P/NP requirements could be negotiable. The residency requirements appear to be more locked; however, they may be negotiable as well.

CPL

COCC (Central Oregon CC)

NCTCs and Credit for Prior Learningm (Non-Credit Training Certificate)

Students entering an NCTC program may receive credit for prior certification (CPC) if they have completed a course, training, or other program that is taught to state, national, or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the Community Education office along with a credit for prior certification approval form. When the CPC is awarded, the student will pay a certification fee before certification is recorded and/or transcribed.

Because NCTC programs require classroom participation and interaction between peers, the maximum amount of CPC that will be accepted is 10% of the entire program requirement. CPC will be awarded only to students currently enrolled in a NCTC program at the College.

Credit for Prior Certification

Students in career and technical education programs may receive credit for prior certification if they have completed a course, training, or other program that is taught to state, national or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the program director, along with a credit for prior certification request form. Once approved, students will then forward the documentation to the Transcript and Degree Evaluation department in Admissions and Records. The student must pay a $40 per course fee before credits will be awarded.

Credits will be posted at the top of the student's transcript in a section titled "Credit for Prior Certification" so it will not be confused with regular college coursework. The College's awarding of credit does not guarantee that the credit will be accepted by another higher education institution. Each institution establishes its own credit for prior certification policy and will evaluate prior certification based on their policy.

Credit for prior certification may not be used to acquire full-time status or to meet eligibility requirements for any other purpose, such as financial aid, veteran benefits, or scholarships. Credit for prior certification does not apply to meeting residency requirements for a COCC certificate or degree.

Portland Community College

"PCC considers this type of credit to be prior experiential learning which, according to accreditation standards, shall not exceed 25% of the credits applied to a degree or certificate.Institutionally assessed CPL is awarded for active PCC courses. Not all courses can be challenged."

Externally Assessed CPL:

Externally assessed CPL is awarded for learning that has been assessed outside the traditional college setting. Examples of external assessments that may warrant the awarding of CPL include

- industry certifications (e.g., CDA, CPR, Journeyman)
- professional licensure
- ACE-recommended credit for corporate courses or exams, Joint Services Transcripts (JST) coursework, or military occupations (MOS)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate.

Externally assessed CPL is awarded in subject areas that PCC offers and may include specific course numbers or elective credit in that subject area. A SAC member (e.g., a faculty department chair) shall recommend the amount of credit awarded.

Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation.

Externally assessed CPL is transcripted in the same manner as transfer credit and is not considered institutional credit.

Blue Mt. CC

- Credit for prior learning is limited to earning 25% of a degree or certificate in CPL credits.

CPL: Apprenticeship

Credits will be awarded for a valid (not expired) Oregon Journeyman card. The BMCC course number, title, and the number of credits awarded will be based on BMCC's approved APR course. FEE: $25 per course.

Industry Credentials to Credits

Credits may be earned for one or more the following BMCC courses in each program. FEE: $25 per course.

CPL: Computer Science

- CS145: Introduction to PC Hardware and Software (5 Credits) *(Must provide copy of successful CompTIA A+ Certificate)*
- CS179A/B: Introduction to Networking 1 and 2 (5 Credits) *(Must provide copy of successful CompTIA Network+ Certificate)*
- CS140L/240L: Introduction to Linux 1 and 2 (6 Credits) *(Must provide copy of successful CompTIA Linux+ Certificate)*
- CS279: Network Management (5 Credits) *(Must provide copy of successful CompTIA Server+ Certificate)*

Community College of Vermont
800-654-0508

Two portfolio classes. 1 Credit-Up to 16 credits for a portfolio
Unlimited credit portfolio ? No restrictions. Average is 40 credits
Transfer in up to 75% of credits IN RESIDENCY IS 25%. This is set up by the accreditiors for all of New England.
Transfer policy
Certificates capped 25% of PLA-set by accreditor
Fall 2024 78 students earning CPL were awarded 1144 credits
(2 portfolio classes, testing, evaluations to a work place in VT and they evaluate curriculum and award college credit to complete trainings) programs reevaluated every 2-4 years. Have to be graded
UVM doesn't accept any CPL credits
Program is 50 years old
Communication, tech requirement, writing requirement. Most popular challenged course is the internship course (b/c most of the adults already work in the field they want their degree).
"Professional Field Internship"
"No amount of marketing is enough"
Webinars every 2 weeks.

SUNY Empire State University

Click THIS LINK to see how many credits Empire will give PER relevant certificates, licensures, ect.

- Up to 40 credits can be transferred (64 credits required for associate degree; 24 credits must be taken at SUNY Empire)

SUNY Corning Community College
Must be enrolled in a degree program, before getting CPL credit. 30 credits must be done at SUNY CCC -in residence)
CPL can be used for electives. Must be completed for specific courses.

Colorado Mesa University

“A student may earn the maximum of 25% of the total semester credits required toward a degree or certificate through portfolio assessment.”
Must have earned 12 credits in residency before CPL can be credited
P/NP
CPL is non-transferable

Polk State

“Students may earn a maximum of 25% of the credit in the academic program for which they are enrolled through PLA.”

Credit for Prior Learning Catalog Information

(CGCC 2024-25 Catalog, pgs. 128-130)

Other Academic Credits

Independent Study

Independent Study courses are those completed in a self-paced format with limited instructional support. A limited number of courses may be taken as independent study classes when a lecture class is not an option and must be approved in advance by the Vice President of Instructional Services.

Course Challenge for Credit

Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.

- Students must be currently registered in credit courses or have previously completed credit courses at Columbia Gorge Community College in order to challenge a course.
- Challenge credit may not be used to meet the residency requirement or count towards financial aid award status.
- Students may take the challenge exam for a given course only once.
- Students may not challenge a course in which they have previously enrolled and received a letter grade (A, B, C, D, F, P, or NP).
- The department may issue a letter grade or "Pass" for successful completion of a challenge.
- No more than 25 percent of required degree or certificate credits can be met through course challenge.

If the challenge is successful and a student would like the credit transcripted, payment of the course tuition rate in effect at the time of testing is required. If the challenge test is for competency to meet a prerequisite, the student only pays for the testing fee. All challenge courses will appear on a transcript as "by examination."

Non-Traditional Credit

- Students must have an established transcript at CGCC before non-traditional credit can be awarded.
- A maximum of 45 credits of non-traditional credit may be granted.
- Non-traditional credit may not be used to establish CGCC's residency requirement.
- Only those subject areas taught by CGCC will be considered.

Non-Traditional Credit Evaluation

Only college credit CGCC students may request a non-traditional credit evaluation. The student must submit to the Registrar verification of completion of non-traditional credit by nationally standardized tests such as Advanced Placement Scores (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and other non-accredited training programs. Each evaluation requires that all documentation and the Non-Traditional Credit form must be submitted. Information on how the test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

Credit for Prior Learning

cgcc.edu/CPL

Credit for Prior Learning is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.

By participating in this program, students can save time and money by accelerating their degree completion and reducing the number of courses they need to take. They can also focus on courses that are more relevant to their career goals and interests, and gain a competitive edge in the job market by demonstrating their skills and knowledge.

Advanced Placement Scores (AP)

The AP Program is a series of college-level courses and exams that students can take while still in high school. If a student earns a high enough score on an AP exam, they may be eligible to receive Columbia Gorge Community College Credit.

Students must submit an official AP exam score report along with a Non-Traditional Credit form to Student Services. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

College Level Examination Program (CLEP)

The CLEP is a set of standardized exams that allow students to earn college credit for knowledge they already have, based on their prior education or experience. CGCC accepts CLEP scores for some, but not all, subject areas.

Students must submit an official CLEP score report to the Student Services along with a Non-Traditional Credit form. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

International Baccalaureate (IB)

The IB Program is a comprehensive curriculum for students in grades K-12 that emphasizes critical thinking, creativity, and global awareness. Students who complete the program and pass the exams may be eligible to receive college credit or advanced standing at many colleges and universities. The program offers courses in a variety of subjects, including English, math, science, history, and foreign languages.

Military Service Credit

American Council on Education (ACE) guidelines will be used with discretion when considering military credit for courses (not occupations) documented on the DD- 214 and/or other official training

documents. Typically, credit is considered only when it is equivalent to regular course offerings at CGCC, when it is not duplicated, and when it is applicable to a student's degree requirements.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Veterans Education Benefits

Students using any type of Federal Veterans Administration (VA) Education Benefit are required to have all prior credit history evaluated. It is the student's responsibility to request official transcripts from all previous colleges and submit them to the CGCC Student Records Office. A student's first term of VA benefits may be certified while waiting for transcript evaluation, however no subsequent terms will be certified for VA Benefits until transfer credit evaluation is complete. All credits will be evaluated and transferred according to the policies stated in this catalog.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Course Work at Non-Accredited Institutions

Credit may be granted for course work completed at training sites other than those listed in the "Transfer Credit Practices Directory" published by the American Association of Collegiate Registrars and Admissions Officers.

Students must furnish detailed training records, course outlines and, whenever possible, transcripts. Individual departments will evaluate and assign CGCC equivalencies. Only those subject areas taught by CGCC will be considered. Contact the Registrar for more information.

institution	percentage	# of credits	type of CPL	comments
PCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: ● Challenge Exam ● Portfolio ● Performance Evaluation	Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. The challenge measurement and process established by the Subject Area Committee (SAC) shall assess whether a student has met the course content and outcome objectives so that credit can be awarded. An instructor who teaches the course shall determine the grade earned by the student.
PCC		not listed	externally assessed: ● Crosswalk: ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST)	According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate. Externally assessed CPL is awarded in subject areas that PCC offers and may include specific course numbers or elective credit in that subject area. A SAC member shall recommend the amount of credit awarded. Externally assessed CPL is transcripted in the same manner as transfer credit and is not considered institutional credit.
BMCC	limited to earning 25%* of a degree or certificate	crosswalk articulations listed; CLEP, AP scoring tables provided	options: ● Challenge Exam ● CLEP; AP ● Industry Credentials ● US Military ● Apprenticeship ● Portfolio	Note: *may expand for Industry Certifications/Crosswalk work experience; Fire Science CPL eligibility = 28% of AAS; or 27/96 total credits for degree completion. Based on the information in the portfolio, college credit may be granted. BMCC's Business Administration Department offers a PLA option to earn credit for specific courses toward degree completion.

KCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: ● Challenge Exam ● Portfolio ● Performance Evaluation	Institutionally assessed CPL is awarded for active KCC courses. Not all courses can be challenged. Students who believe that they satisfy the content and outcome objectives of a current KCC course must obtain the approval of the appropriate faculty program or discipline lead to challenge the course. CPL requirements on form. Students cannot challenge courses in which they are currently enrolled or that already appear on their transcripts. A course may only be challenged once. The Faculty program or discipline lead will establish the challenge measurement and assess whether a student has met the course content and outcome objectives so that credit can be awarded.
KCC		not listed, contact Office of the Registrar	externally assessed: ● Crosswalk: ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST)	Externally assessed CPL is awarded in subject areas that KCC offers and may include specific course numbers or elective credit in that subject area. The program or discipline lead shall recommend the amount of credit awarded. Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. Externally assessed CPL is transcribed in the same manner as transfer credit.
MHCC	maximum of 25% credits applied to degree or certificate	GED, AP, CLEP, IB, and DANTES scoring tables provided	● Course Challenge ● Certification cards or licences ● Employer documentation ● Portfolio ● Completion of a non-credit training program ● CLEP; AP;IB ● DANTES (DSST) ● GED scores	Even with CPL, all requirements for certificate and degree programs must be met. Requests for CPL without evidence or documentation of prior learning will automatically be denied. Must earn 12 credit hours prior to Course Challenge. Maximum number of Course Challenge credits eligible is 22.5; or 25% of credits for a degree. Must have approval from division dean. Payment required prior to taking the test. Graded P/NP only. No drop/withdrawal option once a course challenge test has been taken.

COCC	Credit for prior certification does not apply to meeting residency requirements for a COCC certificate or degree. (no additional information found on website)	AP, CLEP, and IB scoring tables provided	● Course Challenge ● Credit for Prior Certifications ● CLEP; AP;IB ● US Military	Students cannot challenge a course: At a lower level than ones in which they have already demonstrated competency, nor at a lower level than ones in which students have already registered. Course/s which they have already taken. Course/s in which experiencing the course itself is essential. In order to meet residency requirements for a degree. Students in career and technical education programs may receive credit for prior certification if they have completed a course, training, or other program that is taught to state, national or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the program director, along with a credit for prior certification request form. Once approved, students will then forward the documentation to the Transcript and Degree Evaluation department in Admissions and Records.
Clackamas CC	not exceed 25% of credits applied to degree or certificate	AP, CLEP, and IB scoring tables provided	● Course Challenge ● Performance Assessment (including industry certifications) ● CLEP; AP;IB ● US Military	Departments may exempt courses from CPL. Credit for a course is granted on the recommendation of a faculty member approved to teach that course. The recommending faculty member approves the awarding of credit for a particular course based on either: a. A direct assessment by the faculty member of a student's achievement (this might include consideration of how a student performed on external assessments); OR b. Department/program guidelines. Faculty will propose departmental standards for granting students credit for an acceptable level of performance on externally administered assessment(s). If such guidelines have been adopted and published by the department, credit will be granted based on the guidelines. Only enrolled students can receive CPL. To be considered an "enrolled student" at CCC for this purpose, a student must either: a. Complete a minimum of 3 non-CPL credits at CCC during the

Clackamas CC (cont.)				quarter in which CPL is requested; OR b. Have received a minimum of 12 non-CPL credits from CCC in previous terms. Departments may use any combination of the following formats to assess and document student competencies in order to decide whether CPL credit should be granted: a. CCC-administered assessments: Portfolio, Challenge Exam (produced by department), Performance Assessment (produced by department), or any combination of these b. Externally administered postsecondary assessments (such as CLEP), ACE transcripted credit, or industry certification c. Externally administered secondary assessments, such as Advanced Placement (AP) Exam or International Baccalaureate (IB) Exam
Clatsop CC	(no additional information found on website)	not listed, contact Office of the Registrar	● CLEP; AP;IB ● US Military	Limited CPL information combined with transfer credit information.
TBCC	maximum of 25% credits applied to degree or certificate	not listed	● CLEP ● US Military	Limited CPL information found in catalog pages.

ADMINISTRATIVE RULE

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

Rule Number/Name:	040.???.??? Credit for Prior Learning - General
Responsible Department:	Instructional Services
Authority:	Dean of Teaching & Learning Foundations

Overview

Credit for Prior Learning (CPL) is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.

Applicability

Faculty, Academic Deans/Directors, Curriculum Office, Registrar, Student Services and Instructional Services Staff and Administration

Administrative Rule Statement

Columbia Gorge Community College awards and transcripts college credit for courses within the college's catalog of course offerings based on multiple forms of Credit for Prior Learning, including:

- Credit for Prior Learning Portfolio
- Course Challenge Exams
- College Level Examination Program (CLEP) Exams
- Advanced Placement (AP) and International Baccalaureate (IB) Scores
- American Council on Education (ACE) guidelines for military service
- Articulation of Professional and Industry Licensures

Guidelines:

- Maximum CPL credit allowed toward a degree or certificate is ??? (residency requirements? 45-60 credits maximum? A percentage of total required credits?)
- CPL may not be used to fulfill residency requirements.
- The awarding of partial course credit for any form of CPL is not allowed.
- CPL may only be granted for active courses that exist within the college's catalog at time of application for CPL credit. Not all courses may be eligible for

CPL credit.

- Students may not request CPL for a course they have already taken or received transfer credit for at CGCC.
- Students must have an established transcript at CGCC before CPL credit can be awarded.
- CPL credit is awarded as Pass/No Pass only.
- CPL credit recorded on the official institutional transcript should be notated as CPL.
- Documentation used to support CPL credits awarded will be maintained as part of the student's official institutional academic record in accordance with institutional records retention standards.
- Fees are applied for transcription of course credits awarded via CPL.
- CPL credit is not covered by financial aid funds or tuition waivers.

Definitions

A. *CPL Portfolio*: Portfolio is a process by which students can earn credit for active Columbia Gorge Community College (CGCC) course offerings, as described in the current CGCC catalog. Credit is awarded based on demonstration of mastery of subject matter via a prepared Portfolio using the college's approved Portfolio Template.

B. *Course Challenge Exams*: Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.

C. *College Level Examination Program (CLEP) Exams*: Subject matter examinations that are nationally normed.

D. *Advanced Placement (AP) and International Baccalaureate (IB) Exam Scores*: National and internationally normed exams that may, potentially, translate to college credit.

E. *American Council on Education (ACE)*: Provides skill and competency frameworks for aligning educational credits with time on task in training and occupations.

F. *Professional and Industry Licensure*: Licensures/certifications granted by an official agency/institution that have been brought before and preapproved by the college's Curriculum Committee as fulfilling specified course credits within the college's course offerings.

G. *CGCC Residency Requirement*: Minimum number of credits required to be taken at CGCC in order to earn a degree or certificate. Number varies with type and size of award.

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

1. AR 040.???.??? Credit for Prior Learning – Portfolio
2. AR 040.???.??? Credit for Prior Learning – Licensure/Certification
3. AR 040.???.??? Credit for Prior Learning – Challenge Exams
4. ??? Others

Further Information

Dean of Teaching & Learning Foundations
slewis@cgcc.edu
541-506-6047

Strategic Direction

Strategic Priorities:

- Ensuring equitable access to education
- Advancing equitable student learning and educational outcomes

Appendix

1.

Proposed Options for General Education in AAS Degrees

Option 1: Make no change (IC votes: 0)

Currently, AAS degrees require 16 credits of General Education spread across three discipline areas: Arts & Letters; Social Sciences; Science, Math and Computer Science. The requirement is fulfilled by students taking one course in each of the discipline areas and one additional course in any of the three areas. Some courses with Gen Ed designations are only three credits, causing complications around the shortage of one credit.

Option 2: Decrease General Education credit requirements from 16 to 12 credits (IC votes: 2 in favor: Tech & Trades, Business)

Removing four credits of Gen Ed would generally result in students taking three classes designated as Gen Ed, one in each of the three discipline areas. The same complication around three credit classes would apply in this option as well. Students would still be required to earn a minimum of 90 credits to fulfill AAS requirements.

Option 3: Retain 16 credit requirement for degree; build first and second year certificates (IC votes: 5 in favor: Arts, Culture and Communications; Health; Math; Science; Social Science)

Keep credit requirement the same, retaining the difference between degrees and certificates. Build 1st and 2nd year certificates with limited or no Gen Ed requirements that could be taken instead of the degree for those students that don't see the value in taking the Gen Ed courses (example: Construction Certificates). Related Instruction requirements would still apply to certificates of 45+ credits.

Recommendation for all 3 Options: Change credits to courses (IC votes: unanimous in favor)

Instead of the requirement being for 12 or 16 "credits", change the requirement to 3 or 4 "courses" with a minimum of 3 credits per course. This would resolve the 3-credit complication described above and could potentially drop the number of total credits by one to four credits.

(Pre-College abstained from IC vote.)

General Education Requirements for AAS Degrees Discussion

ISSUE:

The Tech & Trades department has put forward a request that the Curriculum Committee (CC) consider reducing the General Education Elective credit requirement for the Associate of Applied Science (AAS) degree. Currently, the AAS requires 16 credits of Gen Ed.

The CC is reaching out to the Instructional Council (IC) and the Leadership Council (LC) asking for their input on this request in an effort to obtain a broader perspective on the issue. Thank you for your thoughts.

CURRENT AAS REQUIREMENTS:

(See catalog page 20, attached.)

ARGUMENTS IN FAVOR OF DECREASING GEN ED REQUIREMENTS:

- General Education Electives do not align with the technical content of the program, and students see them as a waste of time and money.
- Gen Ed courses add irrelevant credits to programs that students have to pay for, potentially impacting financial aid.
- Tend to slow student degree completion and entrance into the workforce.
- Essential / soft skills (critical thinking, problem solving, communication, quantitative literacy, cultural awareness, etc.) can be and are taught within technical content courses (Career & Technical courses – CTE). Additional courses are not needed to teach these skills.
- Removal of Gen Ed courses could allow for the addition of more technical courses.
- Industry partners don't see the value in Gen Ed courses.
- Related Instruction requirements could replace General Education requirements. (See information on Related Instruction below.)
- Other colleges have lower requirements than CGCC. We should follow their example. (See data on general education or related instruction requirements at Oregon colleges, attached.)

ARGUMENTS IN FAVOR OF DECREASING GEN ED REQUIREMENTS (FROM LEADERSHIP COUNCIL AND INSTRUCTIONAL COUNCIL)

- We should recognize the changing realities of higher education. Students are looking for something different than they have gotten in the past.
- Job attainment is the priority for seeking education.
- (Original arguments in favor were expressed in these groups as well.)

ARGUMENTS OPPOSED TO DECREASING GEN ED REQUIREMENTS:

- General Education provides students with the necessary breadth of education to be successful workers and citizens.
- Gen Ed provides essential / soft skills for students (critical thinking, problem solving, communication, quantitative literacy, cultural awareness, etc.)
- Provides students with exposure to different faculty and faculty knowledge and perspectives.
- Provides students with exposure to all Institutional Learning Outcomes (ILOs). Concern that we are currently not fulfilling our promise of providing all degree seeking students with a

community college level understanding of all ILOs. If credits were reduced, this would be even harder.

- Following the concepts of Guided Pathways, Gen Ed courses that best align with specific AAS degrees can be recommended to students. Recommendation lists for AAS degrees are currently provided to advisors.
- Gen Ed course credits vary across Oregon colleges from 3 to 4 credits. Several years ago, many CCs moved from 3 credits to 4 credits for most GE courses, while some remained at 3 credits. CGCC is one of the colleges that moved to 4 credits. This is relevant because some college GE requirements are based on a number of courses rather than a number of credits. Therefore, a requirement of 12 credits could represent 4 courses at some institutions, while at CGCC it represents 3 courses. We could change our requirement to 4 courses instead of 16 credits.
- Using Related Instruction requirements may not reduce the number of credits required. (See information on Related Instruction below.)

ARGUMENTS OPPOSED TO DECREASING GEN ED REQUIREMENTS (FROM LEADERSHIP COUNCIL AND INSTRUCTIONAL COUNCIL)

- General Education is what makes a degree different from a certificate. If students don't feel the Gen Ed is applicable or of value to them, they could take a certificate instead.
- Rigor may be sacrificed if general education content is mixed into technical course content.
- Majority of existing degrees would be required to add a course if a gen ed was removed.
- (Original arguments opposed were expressed in these groups as well.)

HIGHER EDUCATION COORDINATING COMMISSION AAS REQUIREMENTS:

(Edited, for full listing of requirements, see 2023 Oregon Community College Policy and Process Book, pages 102-104 – attached.) AAS degrees:

- Must be between 90-108 credits.
- Must include a recognizable core of general education courses or related instruction.
- All courses must be Collegiate Level Work.

NWCCU RELATED ACCREDITATION STANDARDS (complete set of standards at https://nwccu.org/standards/):

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and

quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

WHAT IS GENERAL EDUCATION?

General Education, or Gen Ed, has two definitions at CGCC as well as most colleges and universities.

> **Broad definition:** We often refer to the majority of our Lower Division Credit (LDC) courses as Gen Ed. These courses exist within our four "Gen Ed Departments" – Math, Science, Arts/Culture/Communication, and Social Sciences. Not all have Gen Ed Designations.
>
> **Narrow definition – Gen Ed Designation approved by CC**: Approved General Education Electives are classes that fall within specific academic discipline areas and may be used to fulfill the "general education elective" requirements in Associate degrees and some certificates. Additionally, some classes also meet the Cultural Literacy requirement for the AAOT degree. What is meant by academic disciplines? General Education classes are divided into three branches of knowledge, called "academic disciplines." The three disciplines are: "Arts and Letters," "Social Sciences," and "Science, Mathematics and Computer Science." (See page 12-13 of the catalog for a listing of Gen Ed designated courses by discipline area – attached.)
>
> Gen Ed Designation requires approval of the CC based on the following course requirements (Gen Ed Request submission form attached):
>
> 1. Be available to all CGCC students who meet the prerequisites for the course.
> 2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
> 3. Verify course transfer status using the Course Transfer/Articulation Status form. In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
> 4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
> 5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
>
> In addition, course content must address the following:
>
> 1. CGCC's General Education Philosophy Statement: *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
> 2. CGCC Institutional Learning Outcomes (ILO): Through their respective disciplines, CGCC students who earn a degree can:
>   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
>   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
>   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

WHAT IS RELATED INSTRUCTION (RI)?

Definition from Oregon Administrative Rule 589-006-0050:

(51) "Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation, and human relations. Additional topics that should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

CGCC information regarding Related Instruction can be found in Administrative Rule 040.033.000 and Operating Procedure 040.033.001. We apply RI to certificates of 45 credits or more. In degrees, we use general education requirements.

For AAS degrees, 480 hours of RI would be required, which is the equivalent of 16 credits. RI requirements may be fulfilled using standalone courses, courses in the program containing embedded instruction, or a combination of the two. However, due to concerns regarding instructor qualifications to teach content outside their discipline area, CGCC strongly encourages the use of standalone courses whenever possible.

> **Stand-alone course(s) option:** Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three Related Instruction areas. (Courses that address more than one area are considered to have embedded related instruction, as described below). Stand-alone courses used for Related Instruction must be identified and the hours included on the Related Instruction Template.
>
> **Embedded instruction option:** Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's CCOG. More than one of the three areas may be embedded in a single course. Departments may identify embedded instruction hours that apply to their CTE courses only. The Related Instruction embedded in courses is recommended by the department, seeking approval from the Curriculum Committee and the vice president of Instructional Services. Examples of courses with embedded RI include: AMT 191, AMT 192, AMT 193.

Definitions, Outcomes and Standalone Course Options can be found at CGCC's RI webpage.

CURRENT AAS DEGREES WITH CREDIT AMOUNTS

- Accounting – 90 credits
- Administrative Professional – 104 credits
- Advanced Manufacturing and Fabrication – 91 credits
- Aviation Maintenance Technology – 104 credits

- Construction Technology – 90 credits
- Early Childhood Education – 94 credits
- Electro-Mechanical Technology – 100 credits
- Entrepreneurship / Business Management – 93 credits
- Nursing – 94 credits
- Paramedic – 108 credits

ATTACHMENTS:

- Catalog page 20 – AAS requirements
- Oregon colleges data regarding AAS general education or related instruction requirements
- HECC AAS requirements
- Catalog pages 12-13 – Gen Ed course options
- Gen Ed Request submission form

General Requirements for

Associate of Applied Science

90 credit minimum

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

Candidates for the AAS degree must satisfy the General Education Requirements and Associate Degree Comprehensive Requirement Limits as established on page 10, and meet all the degree-specific requirements listed here.

Associate of Applied Science Degrees Offered At CGCC

Requirements for AAS

- Associate Degree Comprehensive Requirement Limits, see page 10.
- The final 16 credits that apply to the degree must include at least eight credits at CGCC that apply to the specific program requirements, excluding courses used solely for the General Education requirements. (Students may apply to the department chair for waiver of this requirement if they can demonstrate currency in the field.)
- Twenty-four of the credits from CGCC must apply to the specific program requirements excluding courses used solely for the General Education requirements.
- No more than three credits of Physical Education (PE) may be applied.
- All AAS candidates must complete a program of approved course work in the major field. (see the specific program of study pages)

General Education Requirements

Students must earn a minimum of 16 credits of General Education taken from the list of approved courses on pages 12-13. These credits must come from courses taken in the following categories:

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

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

Students should consult an advisor regarding General Education courses appropriate to their goals and interests

General Education requirements will be waived for students who enroll at CGCC with an AA, AAS, AGS, AS, BA, BS degree or higher from a regionally accredited United States institution. Program-specific General Education requirements for AAS degrees will not be waived.

Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	4	WR 121Z (with grade "C" or better) or passing a lower division collegiate writing course for which WR 121Z is prerequisite
Mathematics	4	MTH 65 or MTH 98 (with grade "C" or better) or passing a math course for which MTH 65 or MTH 98 is a prerequisite
General Education	16	See Electives List on pages 12-13.

Institution	Gen Ed Reqs	Notes
Blue Mountain		
Central Oregon	Related Instruction	Comm (3-4), Comp (3-4), HR (3-6) total 9(?) - 14
Chemeketa	Related Instruction: (Comm/Writing (3), Comp/math (3), Human Relations/Psych/Soc (3--all classes are 4 credits though), Digital Literacy (3), 3 Gen ed electives (any), 3 additional credits from any area	Total - 18 +
Clackamas	Related Instruction- one course from each Comm (3-4), Comp (3-4), HR (3-4), PE/Health (1-3)	Total = 10-15
Clatsop	WR121 (4) and either WR122, WR227, BA214, or a specified course meeting the AAS program (4), 4-credit Math course (65 or 95), 6 credits Arts & Letters/Social Sciences, 1 course Human relations (3-4)	Total = 18 electives for all associate degrees
Klamath	I can't find a "rule" for AAS overall, but each degree has a required course list that includes Communications (usually in three areas; information systems, oral, and writing), Computation, Arts and Letters, Social Sci, Science/Math/Computer Sci and then general electives to get to the total credits required for the degree	Gen eds outside of foundational Comm/Comp area seem to be 3 Arts & Letters, 3 Social Sci, one series of Scie/Math/Comp sci (9-12), so total 15-18
Lane	3 credits each: Comm, Comp, HR	Total = 9+
Linn-Benton	Related instruction: Comm (3), Comp (3), HR (3)	Total = 9+
Mount Hood	Math (4-6), Writing (3-4), Human Relations (3-4), Health and Phys (3)	Total = 13-17
Oregon Coast	Arts & Letters, Social Science, Science/Math/Comp Sci	Total = 16, . For AAS Degrees, no more than two courses may come from courses required by specific programs. See link for competency requirements for Math and Writing in AAS Degrees
PCC	4 Courses, including one with a minimum of 3 credits from Arts & Letters, Social Sciences, Science/Math/Comp.	Total = 12-16
Rogue		
Southwestern	Writing (4), Comm (4), Computation (4), Health (3), Human Relations (3)	Related Instruction
Tillamook	Writing 121 (4) Comm/Arts/Letters (3+), Math 105+ (4+), Info Lit (embedded in WR), HR/Social Scie (3+)	Total = 14+
Treasure Valley	specific course/credit varies by program, but overarching categories are Comm/Comp/HR. Examples: Aviation is (writing 115 (4), comm 111z (4) or SP 219 (3), math 63 (4), psych 101 (3) or BA 204 (3))	90 quarter credits w/ exception to include courses numbered less than 100 if those courses are identified by the department as required under related education.
CGCC?	Minimum of 16 credits of Gen Ed designated courses: Must include at least one course, with a minimum of 3 credits, from each discipline category: Arts & Letters, Social Sciences, Science / Math / Computer Science.	

ASSOCIATE OF APPLIED SCIENCE (AAS)

Intent

See OAR 589-006-0050 (4) below.

Oregon Administrative Rules (OAR)

OAR 589-006-0050 (4)

"Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (16)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (19)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

OAR 589-006-0050 (29)

“General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

OAR 589-006-0050 (45)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

OAR 589-006-0050 (51)
"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

OAR 589-006-0100
General Community College Program Approval Requirements

OAR 589-006-0300
Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

The Associate of Applied Science (AAS) degree is earned through Career and Technical Education (CTE) instructional programs. Career and technical education must integrate technical career skills and proficiencies with academic content; must prepare students to enter the workplace; must allow for access to further educational opportunities; and prepare students for training.

Requirements

1. Must be between 90-108 credits.
2. Must include a recognizable core of general education courses or related instruction.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. All courses must be Collegiate Level Work.
8. Electives may vary according to the degree program and workforce needs.

Submission Requirements

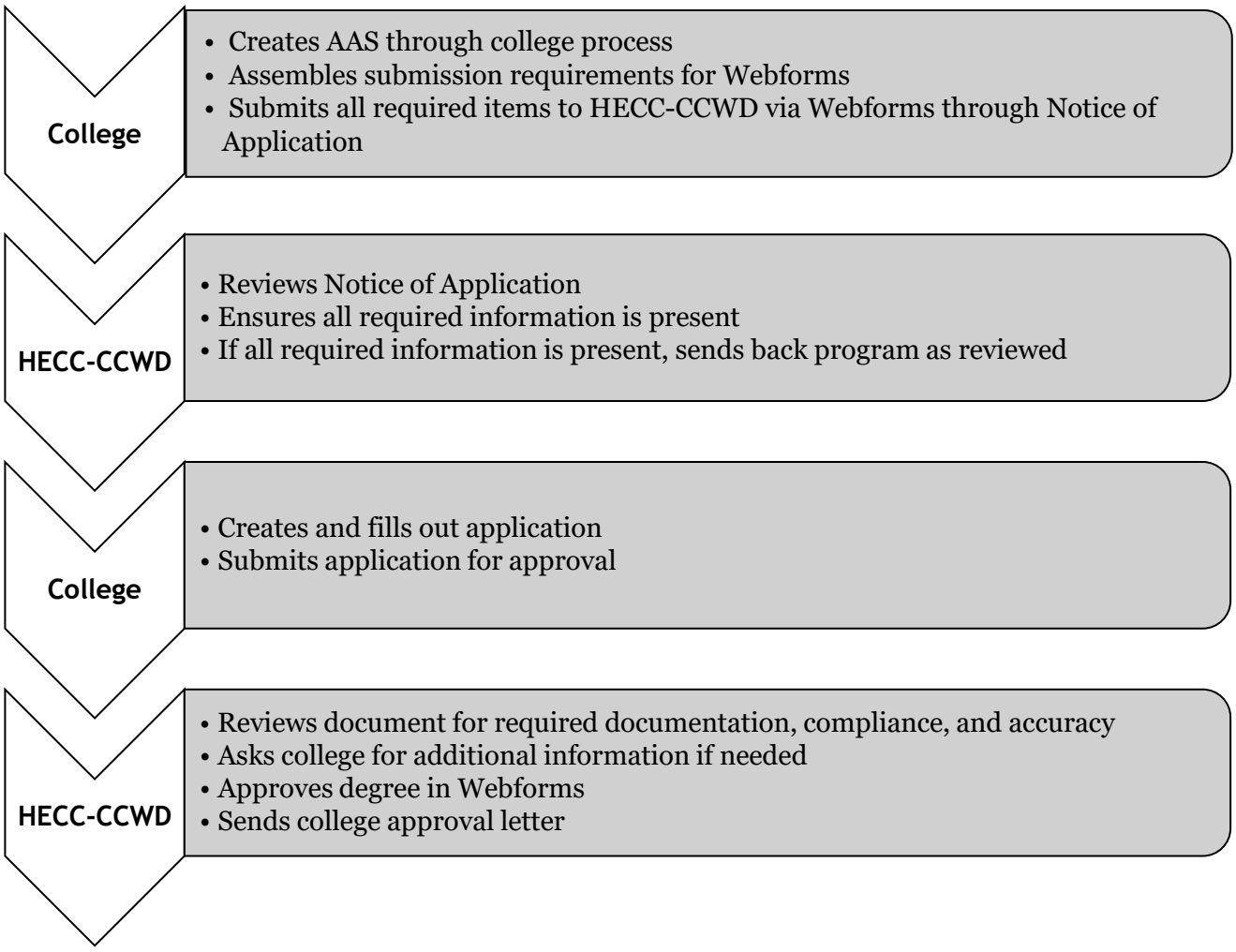
Only one award may be submitted per application

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Attached Occupational Profile Report
4. Attached Supplemental Occupational Profile Report (If Occupational Profile Report is not 100%complete)
5. Promising Practices
6. Attach Employer Advisory Board list

Program Application Online Submission

1. All fields filled in the online application
2. HECC Program Approval Standards completed
    a. See "HECC Program Approval Standards" for guiding questions and program elements
3. Promising Practices
    a. Attach meeting minutes that approve the program
    b. Attach any information that will inform CCWD about this program

Visual



GENERAL EDUCATION ELECTIVES

What are General Education Electives?

General Education Electives are classes that fall within specific academic discipline areas and may be used to fulfill the "general education elective" requirements in Associate degrees and some certificates. Additionally, some classes also meet the Cultural Literacy requirement for the AAOT degree.

What is meant by academic disciplines?

General Education classes are divided into three branches of knowledge, called "academic disciplines." The three disciplines are: "Arts and Letters," "Social Sciences," and "Science, Mathematics and Computer Science."

LIST KEY

* Does Not Meet Requirements for AAOT, ASOT-BUS, or ASOT-CS

** Does Not Meet Requirements for ASOT-BUS

Meets Cultural Literacy Requirement

Arts & Letters

ART 102 . . . . . Understanding the Visual Arts
ART 211, 212 . . . . . Modern Art History
ART 230 . . . . . Drawing I
ART 252 . . . . . Ceramics I
ART 269 . . . . . Printmaking I
ART 280 . . . . . Painting Basics
ART 286 . . . . . Watercolor I
CHN 101*, 102*, 103* . . . . . First Year Chinese
COMM 111Z . . . . . Public Speaking
COMM 140 # . . . . . Introduction to Intercultural Communication
COMM 218Z . . . . . Interpersonal Communication
COMM 215 . . . . . Small Group Communication: Process and Theory
COMM 228 . . . . . Mass Communication and Society
COMM 237 . . . . . Gender and Communication
ENG 104Z, 105Z, 106Z . . . . . Introduction to Fiction, Drama, Poetry
ENG 195 . . . . . Film Studies: Film as Art
ENG 203 . . . . . Introduction to Shakespeare
ENG 213 # . . . . . Latin American Literature
ENG 214 . . . . . Literature of the Pacific Northwest
ENG 222 # . . . . . Images of Women in Literature
ENG 237 # . . . . . American Working Class Literature
ENG 240 # . . . . . Native American Literature
ENG 244 # . . . . . Asian American Literature
ENG 250 # . . . . . Introduction to Folklore and Mythology
ENG 253, 254 . . . . . Survey of American Literature
ENG 257 # . . . . . African American Literature
ENG 260 # . . . . . Introduction to Women Writers
MUS 108 # . . . . . Music Cultures of the World
MUS 110 . . . . . Fundamentals of Music
PHL 201 . . . . . Introduction to Philosophy: Philosophical Problems
PHL 202 . . . . . Introduction to Philosophy: Elementary Ethics
PHL 204 . . . . . Philosophy of Religion
SPA 101*, 102*, 103* . . . . . First Year Spanish
SPA 201, 202, 203 . . . . . Second Year Spanish
TA 274 . . . . . Theatre History
WR 240, 241, 242, 243 . . . . . Creative Writing
WR 244, 245, 246, 247, 248 . . . . . Advanced Creative Writing

Social Sciences

ATH 101 . . . . . Introduction to Physical Anthropology
ATH 102 . . . . . Introduction to Archaeology and Prehistory
ATH 103 . . . . . Introduction to Cultural Anthropology
ATH 208 # . . . . . Introduction to Ethnography
ATH 231 # . . . . . Native Americans of the Northwest
BA 101Z . . . . . Introduction to Business
EC 200, 201, 202 . . . . . Principles of Economics
ED 216 . . . . . Purpose, Structure, & Function of Education in a Democracy
ED 219 . . . . . Civil Rights & Multicultural Issues in Educational Settings
ES 201 # . . . . . Introduction to Native American Studies
ES 203 # . . . . . Introduction to Chicane/Latine Studies: Making Culture
FYE 100 . . . . . College Planning and Survival Skills
HEC 202 . . . . . Contemporary Families in the US
HEC 226* . . . . . Child Development
HST 104 # . . . . . History of the Middle East
HST 110 #, 111 #, 112 # . . . . . World History
HST 201 #, 202 #, 203 # . . . . . History of the U.S.
HST 218 # . . . . . American Indian History
HST 225 # . . . . . History of Women, Sex & the Family
HST 240 # . . . . . Oregon History
HST 260 . . . . . Conspiracy Theories, Secret Societies and Historical Controversies
HST 270 # . . . . . History of Mexico
PS 201, 202 . . . . . U.S. Government I, II
PS 203 . . . . . State and Local Politics
PS 204 # . . . . . Comparative Political Systems
PS 205 # . . . . . Global Politics: Conflict & Cooperation
PS 211 # . . . . . Peace and Conflict
PS 220 . . . . . U.S. Foreign Policy
PS 225 # . . . . . Political Ideologies: Idea Systems

PSY 101 . . . . . Psychology and Human Relations
PSY 201Z #, 202Z # . . . . . Introduction to Psychology I, II
PSY 213 . . . . . Introduction to Behavioral Neuroscience
PSY 214 . . . . . Introduction to Personality
PSY 215 . . . . . Human Development
PSY 216 . . . . . Social Psychology
PSY 222 # . . . . . Family & Intimate Relationships
PSY 231, 232 . . . . . Human Sexuality
PSY 239 . . . . . Introduction to Abnormal Psychology
SOC 204 # . . . . . Sociology in Everyday Life
SOC 205 # . . . . . Social Change in Societies
SOC 206 # . . . . . Social Problems
SOC 213 # . . . . . Diversity in the United States
SOC 218 # . . . . . Sociology of Gender
SOC 219 # . . . . . Religion & Culture: Social Dimensions
SOC 231 # . . . . . Sociology of Health & Aging
WGS 101 # . . . . . Women's and Gender Studies
WGS 201 # . . . . . Intercultural Gender Studies
WGS 202 # . . . . . Activism and Social Change

Science, Mathematics, & Computer Science

BI 101 . . . . . Biology
BI 121, 122 . . . . . Introduction to Human Anatomy & Physiology I, II
BI 141, 142, 143 . . . . . Habitats
BI 211, 212, 213 . . . . . Principles of Biology
BI 231, 232, 233 . . . . . Human Anatomy & Physiology I, II, III
BI 234 . . . . . Microbiology
CH 100 . . . . . Everyday Chemistry with Lab
CH 121, 122, 123 . . . . . General Chemistry I, II, III
CH 221, 222, 223 . . . . . General Chemistry I, II, III
ESR 171, 172, 173 . . . . . Environmental Science
G 184 . . . . . Global Climate Change
G 201, 202 . . . . . Physical Geology
G 203 . . . . . Historical Geology
G 207 ** . . . . . Geology of the Pacific Northwest
G 208 ** . . . . . Volcanoes and Their Activity
GS 106, 107, 108, 109 . . . . . Physical Science
MTH 105Z ** . . . . . Math in Society
MTH 111Z ** . . . . . Precalculus I: Functions
MTH 112Z ** . . . . . Precalculus II: Trigonometry
MTH 211, 212, 213 ** . . . . . Foundations of Elementary Mathematics I, II, III
MTH 251 **, 252 **, 253 ** . . . . . Calculus I, II, III
STAT 243Z ** . . . . . Statistics I
STAT 244 ** . . . . . , Statistics II

Cultural Literacy

ATH 208 . . . . . Introduction to Ethnography
ATH 231 . . . . . Native Americans of the Northwest
COMM 140 . . . . . Introduction to Intercultural Communication
ENG 213 . . . . . Latin American Literature
ENG 222 . . . . . Images of Women in Literature
ENG 237 . . . . . American Working Class Literature
ENG 240 . . . . . Native American Literature
ENG 244 . . . . . Asian American Literature
ENG 250 . . . . . Introduction to Folklore and Mythology
ENG 257 . . . . . African American Literature
ENG 260 . . . . . Introduction to Women Writers
ES 201 . . . . . Introduction to Native American Studies
ES 203 . . . . . Introduction to Chicane/Latine Studies: Making Culture
HST 104 . . . . . History of the Middle East
HST 110, 111, 112 . . . . . World History
HST 201, 202, 203 . . . . . History of the U.S.
HST 218 . . . . . American Indian History
HST 225 . . . . . History of Women, Sex & the Family
HST 240 . . . . . Oregon History
HST 270 . . . . . History of Mexico
MUS 108 . . . . . Music Cultures of the World
PS 204 . . . . . Comparative Political Systems
PS 205 . . . . . Global Politics: Conflict & Cooperation
PS 211 . . . . . Peace and Conflict
PS 225 . . . . . Political Ideologies: Idea Systems
PSY 201Z, 202Z . . . . . Introduction to Psychology I, II
PSY 222 . . . . . Family & Intimate Relationships
SOC 204 . . . . . Sociology in Everyday Life
SOC 205 . . . . . Social Change in Societies
SOC 206 . . . . . Social Problems
SOC 213 . . . . . Diversity in the United States
SOC 218 . . . . . Sociology of Gender
SOC 219 . . . . . Religion & Culture: Social Dimensions
SOC 231 . . . . . Sociology of Health & Aging
WGS 101 . . . . . Women's and Gender Studies
WGS 201 . . . . . Intercultural Gender Studies
WGS 202 . . . . . Activism and Social Change

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
   5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

And each course should also do at least one of the following: 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a	

student to "apply analytical skills to social phenomena in order to understand human behavior"?	
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	

Science or Computer Science	
Outcomes:	
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
Criteria:	
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order	

to explore ideas, models, and solutions and generate further questions"?	
How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?	
How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?	

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
Criteria:	
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all seven criteria.	
How does the course enable a student to "use appropriate	

mathematics to solve problems"?	
How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?	

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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.