

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Todd Meislahn (Business)

Tyson Aldrich (Tech/Trade)

Andrea Chrisman (Science)

jessamyn duckwall (Art/Com)

John Evans (Math)

Anne Kelly (Inst Dean/Dir)

Mimi Pentz (Nurs/Hlth Occ)

Stephen Shwiff (Soc Sci/Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Cat Graham (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Zip Krummel

November 20, 2025 3:30 – 5:00 pm

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)

Join Zoom Meeting: <https://cgcc.zoom.us/j/89675227929> (members are requested to turn their cameras on)

Approval of Minutes from November 6, 2025 ¹

Old Business:

1. Revised curriculum submission format – continued from 10.09.25 (**postponed** – pending action item **Susan and Kristen will bring examples to a future meeting for further discussion and approval of this new process.)
2. Inclusion of successful completion of the Aviation Licensure Exams as part of degree requirements (**postponed** – pending action item ** Tyson will research how this is done at other colleges. The committee asked that he specifically look at community colleges doing this practice and bring to the committee what he finds at a later meeting.)

Submissions ²

1. Zip Krummel (3:40 – 3:50 pm)
 - ED 293 Elementary Educator Practicum (Contact Hours / Credit Change)
 - ED 294 Education Practicum Seminar (Contact Hours / Credit Change)
 - AAOT in Elementary Education (Degree Revision: courses, crse cred hours)
2. Kristen Booth, Susan Lewis (3:50 – 4:50 pm)
 - ED 301 Who We Are: Kids, Brains, & Belonging (New UDC)
 - ED 302 Cultures, Voices & Classrooms: Exploring ESOL Practice (New UDC)
 - ED 311 Words That Matter I: Literacy for Every Learner (New UDC)
 - ED 312 Words That Matter II: Fluency, Language & Identity (New UDC)
 - ED 313 Words That Matter III: Comprehension, Writing & Justice (New UDC)
 - ED 321 Math That Makes Sense I: Numbers, Patterns, & Play (New UDC)
 - ED 322 Math That Makes Sense II: Fractions, Shapes & Reasoning (New UDC)
 - ED 333 Science Explorers: Inquiry, Wonder & Equity (New UDC)
 - ED 381 Field Experience I: Observation & Community Mapping (New UDC)
 - ED 382 Field Experience II: Lesson Design & Co-Teaching (New UDC)
 - ED 383 Field Experience III: Guided Group Instruction (New UDC)
 - ED 391 Classroom Adventure I: Beginning the Journey (New UDC)

- ED 392 Classroom Adventure II: Exploring Practice (New UDC)
- ED 393 Classroom Adventure III: Deepening Skills (New UDC)
- ED 411 Reading to Rise: Intervention & Dyslexia-Informed Practice (New UDC)
- ED 431 STEAM Team: Makerspaces, Math & Messy Questions (New UDC)
- ED 441 Social Justice in Social Studies (New UDC)
- ED 452 Whole Child Studio: Arts, Movement & Wellness in Teaching (New UDC)
- ED 462 Teaching with Heart: Trauma, Trust & SEL (New UDC)
- ED 481 Field Experience IV: Lead Planning & Unit Design (New UDC)
- ED 482 Field Experience V: Multiple Subjects Practicum (New UDC)
- ED 483 Go Time: The Residency – Multiple Subjects (New UDC)
- ED 491 Classroom Adventure IV: Leading Instruction (New UDC)
- ED 492 Classroom Adventure V: Sustaining Practice (New UDC)
- ED 493 Capstone Seminar: Action Research & Advocacy (New UDC)
- SPED 361 The Inclusive Classroom Lab: Practices for Every Learner (New UDC)
- SPED 362 Plans with Purpose: IEPs, 504s & Real-Life Inclusion (New UDC)
- SPED 363 The Vibe Check: Restorative Classrooms That Work (New UDC)
- SPED 461 Better Together: Co-Teaching, Teaming & Advocacy (New UDC)
- SPED 463 Know Your Rights (And Everyone Else's): Law & Ethics in Schools (New UDC)
- SPED 482 Field Experience V: Practicum (New UDC)
- SPED 483 Go Time: The Residency – Special Education (New UDC)
- Bachelor of Applied Science in Education (New BAS)

3. John Evans (4:50 – 4:55 pm)

- MTH 231 Elements of Discrete Mathematics (New LDC + transferability)

New Business

1. none

Discussion Items

1. none

Next Meeting: January 29, 2026

Attachments: ¹ October 23, 2025 Minutes; ² Submissions: 32 New UDC Courses, 1 New LDC Course, 2 Contact Hours / Credit Change, 1 Degree Revision, 1 New BAS Degree; CGCC Phase 2 Revised HECC Submission

Curriculum Committee Minutes
Thursday, November 6, 2025
Location: TDC Boardroom 1.162& Zoom

PRESENT:

Voting Committee Members

Chair- Kristen Booth (Pre-College)
 Todd Meislahn - (Busines)
 Mimi Pentz (Nursing/Health)

jessamyn duckwall (Art,Cult,Comm)
 Anne Kelly (Sub-Inst Dean)
 Tyson Aldrich (Tech/Trade)

Andrea Chrisman (Science)
 John Evans (Math)

Non-Voting Members

Susan Lewis (Curriculum)

Cat Graham (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Sara Mustonen, Lindsey Hagemann, Robert Wells-Clark, Jim Pytel

Absent

Voting Members:

Stephen Shwiff (Social Science)

Non-Voting Member

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3:35pm	Chair Kristen Booth called the meeting to order at 3:35pm	
Approval of October 23, 2025 Minutes	Motion: approve as written.	Motion: Todd 2nds: Tyson 7 in favor – 0 opposed – 0 abstains
Submissions:		
MFG 130 Fused Deposition Modeling Additive Manufacturing (New CTE Course)	Robert & Lindsey shared that this is a new additive manufacturing or 3D printed, this is not like the traditional like subtractive manufacturing. As this process builds the object layer by layer which produces a lot less waste in materials and more recyclable. Motion: approve as written.	Motion: Mimi 2nds: Todd 8 in favor – 0 opposed – 0 abstains

MFG 131 SLA/LCD/DLP Additive Manufacturing (New CTEC Course)	Motion: approve as written.	Motion: Anne 2nds: Todd 8 in favor – 0 opposed – 0 abstains
MFG 132 SLS and Polymer Powder Bed Fusion Additive Manufacturing (New CTE Course)	Motion: approve as written.	Motion: Todd 2nds: Mimi 8 in favor – 0 opposed – 1 abstains
MFG 240 Design for Additive Manufacturing (New CTE Course)	Motion: approve as written.	Motion: Tddd 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
MFG 241 Prototyping and Production using Additive Methods (New CTE Course)	Motion: approve as written.	Motion: Kristen 2nds: Anne 8 in favor – 0 opposed – 0 abstains
MFG 242 Prototyping and Production using Additive Methods (New CTE Course)	Motion: approve as written.	Motion: Anne 2nds: jessamyn 8 in favor – 0 opposed – 0 abstains
MFG 250 Metal Additive Manufacturing 1 (New CTE Course)	Motion: approve as written.	Motion: jessamyn 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
MFG 251 Metal Additive Manufacturing 2 (New CTE Course)	Motion: approve as written.	Motion: Anne 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
MFG 252 Metal Additive Manufacturing 3 (New CTE Course)	Motion: approved as written.	Motion: Mimi 2nds: jessamyn 8 in favor – 0 opposed – 0 abstains
MFG 260 Metrology for Additive Manufacturing (New CTE Course)	Motion: approve as written.	Motion: Todd 2nds: Tyson 8 in favor – 0 opposed – 0 abstains
MFG 261 Iterative Production Manufacturing for Additive Manufacturing (New CTE Course)	Motion: approve as written.	Motion: Todd 2nds: Mimi 8 in favor – 0 opposed – 0 abstains

MFG 262 Multi-Process and Production Additive Manufacturing (New CTE Course)	Motion: approve as written.	Motion: jessamyn 2nds: Tyson 8 in favor – 0 opposed – 0 abstains
Additive Manufacturing Processes (New Certificate)	Motion: approve as written.	Motion: Mimi 2nds: Todd 8 in favor – 0 opposed – 0 abstains
CNC and Additive Manufacturing AAS (New Degree)	It was suggested to the committee to that SAF 188 could take the place of MTH 105Q, as SAF 188 is a one credit course and better aligns with trade industry for both the CNS and Additive Manufacturing AAS and the Fabrication and Additive Manufacturing AAS. Motion: approve as amended – delete MTH 105Q, add SAF 188.	Motion: Todd 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
Fabrication and Additive Manufacturing AAS (New Degree)	Suggested to add SAF 188 to match the change made in the CNC and Additive Manufacturing AAS. Motion: approve as amended – add SAF 188; increase overall credits to 97	Motion: Anne 2nds: Todd 8 in favor – 0 opposed – 0 abstains
Credit for Prior Learning (CPL) Licensure for OSHA 10- SAF 188 Course (CPL Licensure)	Motion: approve as written.	Motion: Mimi 2nds: jessamyn 8 in favor – 0 opposed – 0 abstains
Meeting Adjourned: 4:22pm	All in favor, Chair Kristen closed the meeting at 4:22pm	Next Meeting: November 20, 2025

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Education & Social Sciences	Submitter name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course prefix and number	ED 293	Course title	Elementary Educator Practicum

Contact and Credit Hours

- 1 credit of Lecture meets 1 hr./wk, plus 2 hrs./wk of homework for 11 weeks = 33 hrs.
- 1 credit of Lec-Lab meets 2 hr./wk, plus 1 hr. of homework, for 10 weeks = 30 hrs.
- 1 credit of Lab or cooperative ed meets 3 hrs./wk, with minimal to no homework, for 10 weeks = 33 hrs.

Current Contact Hours and Credits		Proposed Contact Hours and Credits	
Lecture / contact hours per week	0	Lecture / contact hours per week	0
Lab / contact hours per week	3	Lab / contact hours per week	6
Lecture/Lab / contact hours per week	0	Lecture/Lab / contact hours per week	0
Total weekly contact hours	3	Total weekly contact hours	6
Total credits / term	1	Total credits / term	2

Reason for change:

For the new Bachelor of Applied Science in Education (BASE), students will be required to enter their 3rd year with 60 hours of practicum experience in order to be allowed to start upper division practicum / student teaching experiences. The AAOT in Elementary Education (MTM) will be our entry program for students wanting to achieve the BASE. Currently, CGCC's MTM in Elementary Ed has 22 hours of seminar and 33 hours of practicum. The state requirement is only that the college offers 3 credits of practicum / seminar. Many colleges have 2 or more credits of practicum and 1 or 2 credits of seminar. Therefore, it would be reasonable for CGCC to shift its practicum / seminar credits to 2 credits of practicum (66 hours) and 1 credit of seminar (11 hours), allowing BASE seeking students to earn the necessary 60 hours of practicum prior to entering the upper division work for the BASE. At the same time, this change won't be a conflict for the requirements of the Elementary Ed MTM. Having the opportunity to spend more time in the classroom will benefit students planning to transfer to a university with the MTM as well.

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?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:

SECTION #2 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	11.3.25
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to 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.

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Education & Social Sciences	Submitter name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course prefix and number	ED 294	Course title	Education Practicum Seminar

Contact and Credit Hours

- 1 credit of Lecture meets 1 hr./wk, plus 2 hrs./wk of homework for 11 weeks = 33 hrs.
- 1 credit of Lec-Lab meets 2 hr./wk, plus 1 hr. of homework, for 10 weeks = 30 hrs.
- 1 credit of Lab or cooperative ed meets 3 hrs./wk, with minimal to no homework, for 10 weeks = 33 hrs.

Current Contact Hours and Credits		Proposed Contact Hours and Credits	
Lecture / contact hours per week	2	Lecture / contact hours per week	1
Lab / contact hours per week	0	Lab / contact hours per week	0
Lecture/Lab / contact hours per week	0	Lecture/Lab / contact hours per week	0
Total weekly contact hours	2	Total weekly contact hours	1
Total credits / term	2	Total credits / term	1

Reason for change:

For the new Bachelor of Applied Science in Education (BASE), students will be required to enter their 3rd year with 60 hours of practicum experience in order to be allowed to start upper division practicum / student teaching experiences. The AAOT in Elementary Education (MTM) will be our entry program for students wanting to achieve the BASE. Currently, CGCC's MTM in Elementary Ed has 22 hours of seminar and 33 hours of practicum. The state requirement is only that the college offers 3 credits of practicum / seminar. Many colleges have 2 or more credits of practicum and 1 or 2 credits of seminar. Therefore, it would be reasonable for CGCC to shift its practicum / seminar credits to 2 credits of practicum (66 hours) and 1 credit of seminar (11 hours), allowing BASE seeking students to earn the necessary 60 hours of practicum prior to entering the upper division work for the BASE. At the same time, this change won't be a conflict for the requirements of the Elementary Ed MTM. Having the opportunity to spend more time in the classroom will benefit students planning to transfer to a university with the MTM as well.

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?		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:

SECTION #2 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	11.3.25
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to slewis@cgcc.edu.
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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

CC date	11.20.25
CC decision	_____
CC vote	_____

REVISION of AAS DEGREE REQUEST

Submitted by: Zip Krummel	Email: zkrummel@cgcc.edu	Phone: _____	Department: Education & Social Sciences
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Associate of Arts Oregon Transfer in Elementary Education	Proposed Title:	No change
Current Credits:	90	Proposed Credits:	No change
Overview and rationale for proposed changes:	Update MTM to match revised state requirements.		
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	<ol style="list-style-type: none"> 1. Remove: 2nd Literature course 2. Add: 3rd Natural Science General Elective 3. Change credits for ED 293 and ED 294 4. Change credits needed for electives 		
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2026			

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 and Writing or Introduction to Expository Writing	ABE 70 or ABE 75 or GED 70 or equiv placement into WR 115	5 4
MTH 95 or MTH 98	Intermediate Algebra Quantitative Math	Place into WR 115; MTH 65 or equiv placement Place into IRW 115 or WR 115; place into MTH 98	4

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Apply critical thinking to analyze social issues necessary to support the function of public education.	
2. Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy.	
3. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
1.	
2.	
3.	
4.	
5.	

SECTION #3 COURSE BY COURSE COMPARISON					
<p>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.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>					
Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL YEAR 1 (16 CREDITS)			FALL YEAR 1 (16 CREDITS)		
ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	1	ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	1

HEC 226	Child Development	4	HEC 226	Child Development	4
HPE 295	Health & Fitness for Life	3	HPE 295	Health & Fitness for Life	3
WR 121Z	Composition I	4	WR 121Z	Composition I	4
FYE 100	College Planning and Survival Skills	4	FYE 100	College Planning and Survival Skills	4
WINTER YEAR 1 (14 CREDITS)			WINTER YEAR 1 (14 CREDITS)		
ECE 234	Inclusion of Children with Special Needs	3	ECE 234	Inclusion of Children with Special Needs	3
ATH 103	ATH 103 Introduction to Cultural Anthropology	4	ATH 103	ATH 103 Introduction to Cultural Anthropology	4
WR 122Z	Composition II	4	WR 122Z	Composition II	4
ART 230	Drawing I	3	ART 230	Drawing I	3
SPRING YEAR 1 (14-15 CREDITS)			SPRING YEAR 1 (14-15 CREDITS)		
ED 219	Civil Rights & Multicultural Issues in Educational Settings	3	ED 219	Civil Rights & Multicultural Issues in Educational Settings	3
HST 201, 202, OR 203	History of the United States ¹	4	HST 201, 202, OR 203	History of the United States ¹	4
PSY 201Z OR PSY202Z	Introduction to Psychology ¹	4	PSY 201Z OR PSY202Z	Introduction to Psychology ¹	4
	General Education Electives - Arts & Letters	3-4		General Education Elective – Arts & Letters	3-4
FALL YEAR 2 (15-16 CREDITS)			FALL YEAR 2 (15-16 CREDITS)		
ED 216	Purposes, Structure & Function of Education in a Democracy	3	ED 216	Purposes, Structure & Function of Education in a Democracy	3
MTH 211	Foundations of Elementary Math I	4	MTH 211	Foundations of Elementary Math I	4
ENG 104Z, 105Z, OR 106Z	Introduction to Fiction, Drama or Poetry	4	ENG 104Z, 105Z, OR 106Z	Introduction to Fiction, Drama or Poetry	4
	General Education Elective: Biological Science	4-5		General Education Elective: Biological Science	4-5
WINTER YEAR 2 (16-17 CREDITS)			WINTER YEAR 2 (16-17 CREDITS)		
MTH 212	Foundations of Elementary Math II	4	MTH 212	Foundations of Elementary Math II	4
COMM 111Z	Public Speaking	4	COMM 111Z	Public Speaking	4
PS 201 OR	US Government I OR II	4	PS 201 OR	US Government I OR II	4

202			202		
	General Education Elective - Earth Science (with lab)	4-5		General Education Elective - Earth Science (with lab)	4-5
SPRING YEAR 2 (12-15 CREDITS)			SPRING YEAR 2 (11-16 CREDITS)		
ED 293	Practicum	1	ED 293	(CREDIT INCREASE) Practicum	2
ED 294	Practicum Seminar	2	ED 294	(CREDIT DECREASE) Practicum Seminar	1
MTH 213	Foundations of Elementary Math III	4	MTH 213	Foundations of Elementary Math III	4
ENG 104Z, 105Z OR 106Z	(REMOVE) Introduction to Fiction, Drama or Poetry (may not repeat fall term selection)	4		(ADD) General Education Elective - Natural Science (with lab)	4-5
	Electives (to reach 90 credits total)	1-4	Credit range change	Electives to reach 90 credits total (college level courses – students should work with an advisor to select appropriate courses)	0-4
	Credit Total	90		Credit Total	90

¹ Fulfills Cultural Literacy designation for the AAOT

¹ Fulfills Cultural Literacy designation for the AAOT

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
Zip Krummel	zkrummel@cgcc.edu	11.3.25
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

New Course

Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 301		Credits:	3
Course Title: (75 characters max, including spaces)	Who We Are: Kids, Brains, & Belonging			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores how children’s brains, emotions, and relationships shape learning and behavior in the classroom. Focuses on the educator’s role in creating safe, inclusive environments that support all learners, including those with exceptionalities. Integrates social and emotional learning (SEL) principles, developmental psychology, and trauma-informed practices to help future teachers understand how belonging and connection drive motivation and growth. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain key concepts of social, emotional, and cognitive development across childhood and adolescence. ((SEL1, MS1)
	2. Analyze how neurodevelopment, environment, and relationships influence learning, behavior, and motivation. (MS 1, SpEd 1)
	3. Demonstrate educator social and emotional competencies through self-reflection, emotional regulation, and perspective-taking. (SEL 3)
	4. Design strategies that promote belonging, safety, and inclusion for all students, including those with disabilities and diverse needs. (SpEd 2)
	5. Apply trauma-informed and culturally responsive approaches to classroom interactions and learning environments. (SEL 1, SEL 3, SpEd 2)
	6.
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	NA
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/29/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11/20/2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	ED		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 302		Credits:	3
Course Title: (75 characters max, including spaces)	Cultures, Voices & Classrooms: Exploring ESOL Practice			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Examines the intersection of culture, language, and identity in diverse classroom settings. Focuses on evidence-based strategies for supporting multilingual learners through inclusive, equitable, and socially responsive teaching. Integrates social-emotional learning (SEL), culturally sustaining pedagogy, and assessment practices that honor students’ linguistic and cultural assets. Emphasizes educator reflection, collaboration, and professional growth to ensure that every learner feels seen, valued, and supported. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain how social, emotional, cultural, and linguistic factors influence learning and classroom engagement. (SEL 1, SEL 2, MS 12, SpEd 2)
	2. Design inclusive classroom practices that affirm multilingual learners’ identities and promote belonging and participation. (Lit 5, SEL 3, SpEd 2)
	3. Apply data-based assessment and reflection strategies to inform instruction for multilingual and culturally diverse students. (Lit 4, MS 15)
	4. Collaborate with families, colleagues, and community partners to support multilingual learners and culturally responsive practice. (MS 16, SEL 4)
	5. Reflect on personal biases, beliefs, and professional growth as an educator committed to equity and inclusion. (MS 15, SEL 4)
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

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Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/29/2025
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11/20/2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	ED		Submitter name: phone: email:	Kristen Booth kbooth@ccgcc.edu
Prefix and Course Number:	ED 311		Credits:	3
Course Title: (75 characters max, including spaces)	Words That Matter I: Literacy for Every Learner			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education degree			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
<p>Introduces the foundations of literacy development across reading, writing, speaking, and listening. Focuses on how children acquire language and literacy skills, with attention to multilingual learners, students with reading difficulties, and those with disabilities, including dyslexia. Examines strategies for differentiated instruction, assessment, and responsive teaching that ensure all learners have equitable access to literacy. Prerequisite: Acceptance into the BAS in Education Program or instructor approval.</p>	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the major components of literacy acquisition, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Lit 1, Lit 2)
	2. Analyze student literacy behaviors and developmental stages to inform targeted instruction. (MS 2, MS 14, Lit 1)
	3. Design evidence-based literacy lessons that support diverse learners, including multilingual students and those with reading disabilities or dyslexia. (Lit 5, Lit 6, SpEd 3, MS 10)
	4. Integrate reading, writing, and oral language instruction across content areas to strengthen comprehension and communication. (MS 9, MS 2)
	5. Apply formative assessment practices to monitor literacy growth and adapt instruction to individual learner needs. (MS 14, SpEd 3)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/29/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11/20/2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 312		Credits:	3
Course Title: (75 characters max, including spaces)	Words That Matter II: Fluency, Language & Identity			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Educators across Oregon are increasingly expected to integrate literacy instruction with culturally responsive and inclusive practices. This course meets that demand by equipping future teachers to design instruction that honors language diversity, promotes equity, and develops students' critical literacy skills.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Builds on foundational literacy concepts introduced in ED 311, focusing on fluency, vocabulary, comprehension, and the complex relationship between language and identity. Explores how linguistic diversity, background knowledge, and student voice influence literacy development and engagement. Emphasizes assessment-informed instruction and differentiated strategies to support multilingual learners, students with reading disabilities or dyslexia, and those who are gifted and talented. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the processes that support fluency, vocabulary, and comprehension as integral components of literacy development. (<i>Lit 1, Lit 2, Lit 3</i>)
	2. Design instruction that integrates reading, writing, and oral language to enhance comprehension and critical thinking. (<i>Lit 1, Lit 3</i>)
	3. Analyze literacy assessment data to guide instructional decision-making and adapt teaching for individual learner needs. (<i>Lit 4, Lit 6, Lit 7</i>)
	4. Apply differentiated literacy practices to support multilingual learners, students with reading challenges, and those demonstrating advanced proficiency. (<i>Lit 5, Lit 6, Lit 7</i>)
	5. Reflect on the connections between language, identity, and literacy to promote inclusive and affirming learning environments. (<i>Lit 3, Lit 5</i>)
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	#credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/26 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 313	Credits:	3	
Course Title: (75 characters max, including spaces)	Words That Matter III: Comprehension, Writing & Justice			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Educators across Oregon are increasingly expected to integrate literacy instruction with culturally responsive and inclusive practices. This course meets that demand by equipping future teachers to design instruction that honors language diversity, promotes equity, and develops students' critical literacy skills.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes		Course Number and Title	
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Concludes the Words That Matter literacy series by integrating comprehension, writing, and critical literacy as tools for empowerment and equity. Focuses on helping students understand how language shapes identity, access, and justice in the classroom and community. Examines writing as both a cognitive and social process, and explores how educators design literacy instruction that fosters comprehension, creativity, and critical thinking for every learner. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain advanced principles of literacy development, including comprehension, vocabulary, and written expression. (<i>Lit 1–3, MS 2</i>)
	2. Design literacy instruction that integrates reading, writing, and oral language to promote critical thinking and deep understanding. (<i>Lit 1–4, MS 2</i>)
	3. Apply culturally responsive and SEL-informed strategies to develop students’ confidence, agency, and empathy as readers and writers. (<i>Lit 5, SEL 3, ESOL 1</i>)
	4. Differentiate writing and comprehension instruction to support multilingual learners, students with disabilities, and gifted learners. (<i>Lit 5–7, ESOL 1</i>)
	5. Evaluate texts and learning materials for representation, bias, and opportunities to engage students in conversations about justice and equity. (<i>Lit 3, Lit 5, SEL 3</i>)
	6. Reflect on the role of the educator as a facilitator of inclusive literacy practices that empower student voice and advocacy. (<i>Lit 7, MS 2, SEL 3</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	Demand for New Course:

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A

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

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	#credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course completes the BASE literacy sequence by connecting comprehension and writing to critical literacy and justice-oriented teaching. It prepares teacher candidates to engage students in meaningful reading and writing that foster empathy, awareness, and civic engagement.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/26 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): 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.
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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

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 321	Credits:	3	
Course Title: (75 characters max, including spaces)	Math That Makes Sense I: Numbers, Patterns, & Play			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Introduces foundational concepts in early mathematics through exploration, play, and problem solving. Focuses on number sense, operations, and pattern recognition as tools for developing mathematical understanding in young learners. Emphasizes strategies that promote engagement, equity, and confidence in mathematics, including the integration of social-emotional learning (SEL) and classroom practices that reduce math anxiety and build perseverance. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain key concepts in number sense, operations, and pattern recognition as foundations for mathematical understanding. (MS 4)
	2. Apply developmentally appropriate strategies to teach mathematical reasoning and problem solving through exploration and play. (MS 12)
	3. Design instructional activities that foster curiosity, collaboration, and persistence in mathematics learning. (MS 12, SEL 3)
	4. Integrate social-emotional learning principles to create math classrooms that are inclusive, supportive, and responsive to student emotions and identities. (SEL 3)
	5. Evaluate instructional materials and math tasks for alignment with research-based practices and standards for effective mathematics teaching. (MS 4, MS 12)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/29/2025

Department Chair (enter name of department chair): 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.

**New Course
Lower Division Collegiate (LDC)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 322	Credits:	3	
Course Title: (75 characters max, including spaces)	Math That Makes Sense II: Fractions, Shapes & Reasoning			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Requested for new Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Builds on concepts introduced in ED 321 by deepening understanding of mathematical reasoning, fractions, geometry, and spatial relationships. Focuses on how children construct meaning through concrete experiences, visual models, and problem-solving tasks. Emphasizes inclusive, data-informed instructional strategies that engage diverse learners in critical thinking, mathematical discourse, and collaborative exploration of math in the real world. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain key mathematical concepts related to fractions, geometry, and reasoning, and how they develop across grade levels. <i>(MS 4, MS 9)</i>
	2. Apply instructional strategies that promote conceptual understanding, problem solving, and communication in mathematics. <i>(MS 11, MS 13, MS 12)</i>
	3. Design math tasks and learning experiences that are inclusive, developmentally appropriate, and adaptable to diverse learners. <i>(MS 10, SpEd 5, MS 12)</i>
	4. Use assessment tools and data to guide instructional decisions and differentiate mathematics instruction. <i>(MS 14, SpEd 4)</i>
	5. Reflect on mathematical reasoning and instructional practice to strengthen personal understanding and professional growth. <i>(MS 9, MS 11)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/29/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarret 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.
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New Course
 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 333		Credits:	3
Course Title: (75 characters max, including spaces)	Science Explorers: Inquiry, Wonder & Equity			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. There is strong demand for elementary teachers who can teach science effectively and equitably across Oregon's diverse classrooms. This course responds to that need by aligning with TSPC and NGSS-aligned competencies, equipping teacher candidates with inquiry-based and culturally responsive instructional skills.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Engages teacher candidates in the processes of scientific inquiry, exploration, and discovery through hands-on, curiosity-driven learning. Focuses on how to cultivate wonder, critical thinking, and equity in science instruction for all learners. Emphasizes strategies that make science accessible and engaging for multilingual learners, students with disabilities, and gifted and talented students. Integrates literacy, communication, and problem-solving across scientific practices to foster inclusive, inquiry-based classrooms where every student can see themselves as a scientist. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain key scientific inquiry processes and how children construct scientific understanding through exploration and experimentation. (<i>MS 3, MS 9</i>)
	2. Design inquiry-based science lessons that engage students in questioning, investigating, and communicating findings. (<i>MS 10, MS 12, MS 13</i>)
	3. Apply differentiation and scaffolding strategies to ensure equitable participation of multilingual learners, students with disabilities, and gifted students. (<i>Lit 5, Lit 7, MS 10, MS 11</i>)
	4. Integrate literacy, mathematics, and technology to support science instruction and reinforce cross-disciplinary learning. (<i>MS 9, MS 14</i>)
	5. Use formative and summative assessment data to guide instruction and support students’ conceptual understanding. (<i>MS 14</i>)
	6. Reflect on equity and representation in science curriculum and practice, identifying ways to make science culturally relevant and inclusive. (<i>MS 11, MS 13, MS 15</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A

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

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Arts Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required - This course fulfills BASE program requirements for science instruction by preparing teacher candidates to teach inquiry-based, equitable, and literacy-integrated science. It develops future educators' ability to design lessons that promote curiosity, inclusion, and scientific thinking.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 381	Credits:	3
Course Title: (75 characters max, including spaces)	Field Experience I: Observation & Community Mapping		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 22 Lec/lab: 0 Lab: 33
Reason for the new course	Required for new degree Bachelor of Applied Science in Education		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the Bachelor of Applied Science in Elementary Education Program, or instructor approval	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Provides an introductory field experience focused on observing learning environments, student interactions, and community contexts that influence education. Emphasizes understanding child development, social-emotional learning, and exceptionalities through real-world observation and reflection. Students explore how schools connect with families and communities to support belonging, equity, and active engagement in learning. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Observe and describe classroom environments, routines, and interactions with attention to child development, exceptionalities, and social-emotional factors. (SpEd 1, SEL 1)
	2. Analyze how school culture and community contexts influence student engagement and learning. (MS 12, SEL 1)
	3. Identify community assets and partnerships that contribute to equitable and inclusive learning environments. (MS 12, SEL 1)
	4. Reflect on professional dispositions and emerging educator identity through observation and field experience. (SEL 1, MS 12)
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/29/2025
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 382	Credits:	3
Course Title: (75 characters max, including spaces)	Field Experience II: Lesson Design & Co-Teaching		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 22 Lec/lab: 0 Lab: 33
Reason for the new course	Requirement for new Bachelor of Applied Science in Education		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Expands on foundational field experience by engaging teacher candidates in lesson design, co-teaching, and collaborative instructional practice. Emphasizes integrating theory into classroom application through active planning, teaching, and reflection. Students design inclusive, data-informed lessons, co-teach with mentor educators, and explore how artificial intelligence (AI) can support creativity, differentiation, and instructional efficiency. Focuses on professional communication, assessment, and collaboration with colleagues, families, and communities. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design lesson plans that integrate content knowledge, pedagogy, and differentiation to meet the needs of diverse learners. (<i>MS 9, MS 10, MS 11, MS 12</i>)
	2. Implement co-teaching models and collaborative instructional practices that promote engagement and inclusion. (<i>MS 13, MS 16, SpEd 7</i>)
	3. Apply formative assessment data to adjust instruction and support student learning in real time. (<i>MS 14</i>)
	4. Collaborate effectively with mentor teachers, families, and professional colleagues to improve instructional outcomes. (<i>MS 13, MS 16, SpEd 7</i>)
	5. Integrate AI-supported tools and strategies to enhance lesson planning, formative feedback, and instructional design. (<i>MS 9, MS 15</i>)
	6. Reflect on professional growth and co-teaching experiences to strengthen instructional decision-making and communication skills. (<i>MS 15, MS 16</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name:	Kristen Booth
Prefix and Course Number:	ED 383	phone:	kbooth@cgcc.edu
Course Title: (75 characters max, including spaces)	Field Experience III: Guided Group Instruction		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 22 Lec/lab: 0 Lab: 33
Reason for the new course	Required for new Bachelor of Applied Science in Education. Schools increasingly seek educators skilled in small-group and individualized instruction to address diverse literacy needs. This course meets that demand by preparing candidates to implement research-based, data-informed strategies for improving student learning outcomes.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Provides an advanced field experience focused on small-group instruction, guided literacy practice, and individualized support for diverse learners. Emphasizes planning, teaching, and reflecting on evidence-based strategies that strengthen students’ reading, writing, and language development. Candidates apply foundational knowledge of development, motivation, and social-emotional learning to guide instructional decisions and foster positive group learning dynamics. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design and deliver small-group lessons that integrate literacy, language, and comprehension strategies. (<i>Lit 2, Lit 3, MS 2</i>)
	2. Apply evidence-based instructional methods to support diverse learners’ reading and writing growth. (<i>SpEd 5, Lit 2, Lit 3</i>)
	3. Analyze student performance data and adapt instruction to promote engagement and skill development. (<i>MS 1, Lit 3</i>)
	4. Demonstrate professional communication, empathy, and reflection consistent with educator social-emotional competencies. (<i>SEL 2, MS 1</i>)
	5. Evaluate instructional impact and reflect on teaching practices to guide ongoing professional growth. (<i>SEL 2, MS 1</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree - This course fulfills BASE program field experience requirements by emphasizing applied teaching in small-group settings. It provides candidates with practical experience in literacy instruction, differentiation, and reflective practice.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 391	Credits:	1
Course Title: (75 characters max, including spaces)	Classroom Adventure I: Beginning the Journey		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 11 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Launches the statewide BASE seminar series connecting pre-service teachers across Oregon’s community colleges. Provides a collaborative space to reflect on early field experiences, share insights, and explore the professional responsibilities of educators. Focuses on developing habits of reflection, collaboration, and professional growth while building a statewide community of practice dedicated to inclusive, student-centered teaching. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Reflect on professional identity, ethics, and the dispositions of effective educators. (MS 15)
	2. Engage in collaborative dialogue with peers, mentors, and faculty to enhance professional learning and practice. (MS 16, MS 15)
	3. Demonstrate emerging skills in communication, teamwork, and professional reflection through statewide seminar participation. (MS 16)
	4. Identify strategies for ongoing professional growth and community engagement in the teaching profession. (MS 15, MS 16)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.ed
Prefix and Course Number:	ED 392	Credits:	1
Course Title: (75 characters max, including spaces)	Classroom Adventure II: Exploring Practice		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 11 Lec/lab: 0 Lab: 0
Reason for the new course	Requirement for new Bachelor of Applied Science in Education		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Continues the statewide BASE seminar series that brings pre-service teachers together to reflect, collaborate, and deepen their professional practice. Focuses on developing reflective habits, professional growth, and educator identity through connection with peers and mentors across Oregon. Provides a supportive, statewide virtual community for discussing field experiences, challenges, and successes while strengthening the professional dispositions of effective educators. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Reflect on teaching experiences to identify strengths, challenges, and areas for professional growth. <i>(MS 15)</i>
	2. Demonstrate reflective and ethical practices that support continuous improvement as an educator. <i>(MS 15)</i>
	3. Engage in statewide collaborative dialogue to share insights, refine instructional strategies, and strengthen educator identity. <i>(MS 15)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.

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

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 393	Credits:	1	
Course Title: (75 characters max, including spaces)	Classroom Adventure III: Deepening Skills			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 11 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Oregon's educator standards emphasize reflection and social-emotional competence as vital to teacher effectiveness and retention. This course responds to that need by fostering a reflective, statewide community of practice that supports sustainable professional growth.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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Continues the statewide BASE seminar series, supporting teacher candidates in reflecting on advanced field experiences and refining their professional practice. Emphasizes educator social-emotional competencies, collaboration, and professional growth. Provides a statewide virtual forum for pre-service teachers to share insights, explore challenges, and strengthen their skills in reflective teaching and continuous improvement. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply educator social-emotional competencies to enhance communication, reflection, and professional relationships. <i>(SEL 2)</i>
	2. Demonstrate reflective practices that support ongoing professional growth and self-evaluation. <i>(MS 15)</i>
	3. Engage collaboratively in statewide dialogue to deepen understanding of teaching practices and professional identity. <i>(MS 15)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course extends the statewide Classroom Adventure seminar series, providing structured reflection and dialogue during advanced field experiences. It reinforces the professional growth and emotional intelligence essential to effective, ethical teaching.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	NO	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	NO	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>

Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 411	Credits:	3
Course Title: (75 characters max, including spaces)	Reading to Rise: Intervention & Dyslexia-Informed Practice		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for Bachelor of Applied Science Education. Oregon's dyslexia legislation and literacy initiatives highlight the urgent need for educators trained in evidence-based reading interventions. This course meets that demand by equipping teacher candidates with the knowledge and skills to implement structured, equitable, and dyslexia-informed literacy practices.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Examines reading intervention and dyslexia-informed practices that empower educators to meet the needs of all developing readers. Focuses on identifying reading difficulties, designing evidence-based interventions, and collaborating with specialists and families to support student success. Integrates social-emotional learning (SEL), language development, and inclusive literacy strategies to ensure equitable access to reading for every learner. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the cognitive and linguistic foundations of reading and how dyslexia and other reading difficulties affect literacy development. (<i>Lit 1–2, ESOL 1</i>)
	2. Identify characteristics of reading disabilities and apply assessment data to inform intervention planning. (<i>Lit 4, Lit 6, SpEd 5</i>)
	3. Design targeted reading interventions that integrate structured literacy, multisensory approaches, and SEL-informed supports. (<i>Lit 2–5, SEL 3, SpEd 5</i>)
	4. Implement collaborative practices with colleagues and families to support individualized reading goals and equitable access. (<i>SpEd 7, MS 2, SEL 3</i>)
	5. Reflect on the role of advocacy and equity in providing dyslexia-informed and culturally responsive reading instruction. (<i>Lit 5, Lit 7, SEL 3</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements in advanced literacy intervention and inclusive reading instruction. It prepares teacher candidates to recognize and address reading difficulties, implement evidence-based interventions, and collaborate effectively to support every reader.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	NO	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science and Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 431	Credits:	3	
Course Title: (75 characters max, including spaces)	STEAM Team: Makerspaces, Math & Messy Questions			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Schools across Oregon are expanding STEAM initiatives to support innovation, critical thinking, and equitable access to hands-on learning. This course responds to that demand by preparing educators to design inclusive makerspace experiences that connect academic content with creativity and real-world application.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores interdisciplinary teaching and learning through the integration of science, technology, engineering, arts, and mathematics (STEAM). Focuses on inquiry, experimentation, and creative problem solving as pathways to innovation and equity in the classroom. Teacher candidates engage with makerspace design, collaborative projects, and open-ended “messy questions” that encourage curiosity, persistence, and critical thinking for all learners—including gifted and talented students and those who learn best through hands-on exploration. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design inquiry-based STEAM lessons that integrate science, mathematics, and the arts to promote creativity and problem solving. (<i>MS 3, MS 4, MS 6, MS 11</i>)
	2. Apply inclusive and adaptive teaching strategies that ensure equitable access to hands-on, project-based learning for all students. (<i>MS 10, MS 12</i>)
	3. Facilitate collaborative learning experiences that engage students in critical thinking, communication, and innovation. (<i>MS 11, MS 12</i>)
	4. Implement makerspace approaches that foster curiosity, experimentation, and resilience in learning. (<i>MS 3, MS 6, MS 12</i>)
	5. Reflect on the role of STEAM education in promoting equity, creativity, and engagement for diverse and gifted learners. (<i>Lit 7, MS 10, MS 12</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements for interdisciplinary and inquiry-based instruction. It prepares teacher candidates to create engaging, equitable STEAM learning environments that inspire exploration, creativity, and confidence in problem solving.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2026 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

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Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	11/1/2025
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11/20/2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science and Education		Submitter name:	Kristen Booth
			phone:	
			email:	kbooth@cgcc.edu
Prefix and Course Number:	ED 441		Credits:	3
Course Title: (75 characters max, including spaces)	Social Justice in Social Studies			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Oregon schools are calling for teachers prepared to engage students in meaningful, inclusive social studies instruction. This course addresses that need by aligning with TSPC standards and restorative practices, preparing educators to foster civic responsibility and social understanding through inquiry and justice-based learning.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

☐ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

☐ Placement into: ☐ Placement into:

course prefix & number:	Acceptance into the BAS in Education, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores social studies as a vehicle for civic engagement, critical thinking, and social justice in the elementary classroom. Focuses on designing inquiry-based, standards-aligned instruction that helps students understand power, identity, history, and community through multiple perspectives. Integrates restorative practices and social-emotional learning (SEL) to support respectful dialogue, empathy, and active citizenship. Candidates design inclusive learning experiences that inspire curiosity and agency while meeting diverse learners’ needs. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the goals and disciplines of social studies and their role in developing civic awareness and social responsibility. <i>(MS 5, MS 12)</i>
	2. Design inquiry-based social studies units that engage students in questioning, investigation, and problem solving around real-world issues. <i>(MS 11, MS 12, MS 14)</i>
	3. Apply restorative and SEL-informed approaches to facilitate dialogue and reflection on justice, equity, and community. <i>(SEL 3, MS 5)</i>
	4. Use assessment data to inform instruction and evaluate student understanding in social studies inquiry. <i>(MS 14)</i>
	5. Reflect on the role of the educator in fostering inclusive, justice-oriented classrooms that empower students to participate meaningfully in a democratic society. <i>(MS 11, SEL 3)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements for social studies instruction by emphasizing critical inquiry, civic engagement, and equity-centered pedagogy. It equips teacher candidates to design social studies experiences that promote curiosity, compassion, and informed participation.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 452	Credits:	3
Course Title: (75 characters max, including spaces)	Whole Child Studio: Arts, Movement & Wellness in Teaching		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science for Education. Oregon's schools increasingly emphasize whole-child education, integrating wellness, creativity, and movement into the curriculum. This course meets that need by equipping future educators with the knowledge and strategies to foster student engagement, resilience, and well-being across diverse classroom settings.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Examines the interconnected roles of the arts, movement, and wellness in whole-child education. Focuses on how creativity, physical activity, and social-emotional learning (SEL) promote engagement, regulation, and belonging in the classroom. Emphasizes arts integration, health education, and inclusive practices that nurture students’ cognitive, emotional, and physical development. Candidates design lessons and environments that support self-expression, collaboration, and holistic well-being for every learner. Prerequisite: Acceptance into the BAS in Education, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain how artistic expression, physical activity, and wellness contribute to learning, motivation, and development. <i>(MS 1, MS 6, MS 7, MS 8, SEL 1)</i>
	2. Design arts-integrated and movement-based lessons that support engagement, self-regulation, and social-emotional growth. <i>(MS 6, MS 8, SEL 2–3)</i>
	3. Implement inclusive and culturally responsive practices that promote safety, creativity, and well-being for all students. <i>(SpEd 2, SEL 2–4)</i>
	4. Apply health and wellness strategies that foster balance, empathy, and connection within the learning community. <i>(MS 7, SEL 3–4)</i>
	5. Reflect on the educator’s role in modeling wellness, creativity, and self-care as integral to professional effectiveness and classroom culture. <i>(MS 1, SEL 2, SEL 4)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements in arts integration, health, and wellness education. It prepares teacher candidates to design learning experiences that address the whole child—supporting cognitive, emotional, physical, and creative development through inclusive and SEL-informed practice	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026

Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 462		Credits:	3
Course Title: (75 characters max, including spaces)	Teaching with Heart: Trauma, Trust & SEL			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education degree. Educators across Oregon report a critical need for trauma-informed and SEL-focused preparation to address rising student mental health needs and classroom complexity. This course responds to that demand by equipping teacher candidates with practical, evidence-based tools for fostering trust, resilience, and community within learning environments			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores trauma-informed, trust-centered, and social-emotional learning (SEL) practices that support both student and educator well-being. Focuses on creating safe, inclusive, and responsive learning environments grounded in empathy, connection, and restorative relationships. Examines how educators use data, reflection, and collaboration to understand behavior, strengthen belonging, and promote resilience in diverse classrooms. Integrates SEL competencies into instructional design and professional growth to ensure that teaching is both compassionate and effective. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the foundations of trauma-informed education and how SEL principles promote safety, trust, and engagement. (<i>SEL 1–2, SpEd 2</i>)
	2. Apply strategies that build emotional regulation, resilience, and belonging for students and educators. (<i>SEL 3–4, MS 12</i>)
	3. Use assessment and reflection tools to identify student needs, track social-emotional growth, and guide responsive instruction. (<i>Lit 4, SEL 4</i>)
	4. Collaborate with families, colleagues, and community agencies to create cohesive systems of social and emotional support. (<i>MS 16, SEL 3, SpEd 2</i>)
	5. Reflect on personal well-being, professional identity, and the role of trust and empathy in effective teaching. (<i>MS 15, SEL 2, SEL 4</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements for SEL, trauma-informed practice, and inclusive education. It prepares teacher candidates to design compassionate, data-informed instruction that prioritizes student safety, engagement, and emotional well-being.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science and Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 481	Credits:	3	
Course Title: (75 characters max, including spaces)	Field Experience IV: Lead Planning & Unit Design			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 22 Lec/lab: 0 Lab: 33
Reason for the new course	Required for new Bachelor of Applied Science in Education. This course fulfills BASE program requirements for advanced practicum and instructional leadership. It provides teacher candidates with the opportunity to plan, teach, and evaluate complete instructional units, demonstrating readiness for full-time student teaching and professional licensure.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Provides an advanced field experience focused on unit planning, lead teaching, and instructional leadership. Candidates take increasing responsibility for planning, delivering, and assessing instruction across multiple content areas while collaborating with mentor teachers and school teams. Emphasizes data-informed decision-making, differentiation, and reflective practice to ensure meaningful learning for all students. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design and implement comprehensive instructional units that integrate content knowledge, pedagogy, and assessment. <i>(MS 9, MS 14)</i>
	2. Adapt instruction and learning environments to meet the needs, strengths, and interests of diverse students. <i>(MS 10, MS 12)</i>
	3. Facilitate active, inquiry-based learning that develops students’ critical thinking and problem-solving skills. <i>(MS 11, MS 12)</i>
	4. Collaborate with mentor teachers, families, and colleagues to support student learning and community connections. <i>(MS 13, MS 16)</i>
	5. Reflect on professional practice, leadership, and growth as an emerging educator. <i>(MS 15, MS 9, MS 14)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required - Oregon's educator standards emphasize the importance of applied practice and instructional leadership in teacher preparation. This course meets that demand by preparing candidates to assume lead teaching roles and apply data-driven, collaborative, and reflective practices in diverse classrooms.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026

Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 482		Credits:	3
Course Title: (75 characters max, including spaces)	Field Experience V: Multiple Subjects Practicum			
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total? 2	Contact hours	Lecture: 0 Lec/lab: 0 Lab: 99
Reason for the new course	Required for new Bachelor of Applied Science in Education. This course fulfills BASE practicum requirements for the Multiple Subjects endorsement. It provides supervised teaching experience in inclusive elementary settings and may be taken independently or in combination with SPED 482 for candidates pursuing both endorsement areas.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Provides an advanced practicum experience focused on teaching in elementary general education settings. Candidates apply integrated knowledge across literacy, mathematics, science, and social studies while demonstrating leadership, reflection, and inclusive practice. Emphasizes planning, instruction, assessment, and collaboration in diverse classrooms. Candidates assume increasing responsibility for designing and delivering instruction that engages all learners through evidence-based and SEL-informed strategies. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Plan and implement comprehensive, standards-based instruction across multiple subject areas. (<i>MS 9–14, Lit 1–7</i>)
	2. Differentiate instruction to meet the needs of multilingual learners, students with disabilities, and advanced learners. (<i>SpEd 2, Lit 5, SEL 3</i>)
	3. Demonstrate professional communication, reflection, and collaboration with mentor teachers, families, and colleagues. (<i>MS 13, MS 15–16, SEL 2</i>)
	4. Apply formative and summative assessment data to inform instruction and measure student learning. (<i>MS 14, Lit 4, SpEd 4</i>)
	5. Exhibit professional growth, ethical practice, and leadership as an emerging educator. (<i>MS 15, SEL 2, SpEd 6</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	Students complete 6 total credits across ED 482 and/or SPED 482 to meet the requirements of their preferred endorsement areas (Multiple Subjects, Special Education, or both).

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree - Oregon's schools require teacher candidates to be prepared to integrate content knowledge and inclusive pedagogy across multiple subjects. This practicum addresses that demand by aligning with statewide standards and offering flexibility for candidates pursuing multiple teaching pathways.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

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Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 483	Credits:	3	
Course Title: (75 characters max, including spaces)	Go Time: The Residency – Multiple Subjects			
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total? 3	Contact hours	Lecture: 0 Lec/lab: 0 Lab: 99
Reason for the new course	Required for new Bachelor of Applied Science in Education degree. Residency-based preparation is central to Oregon's licensure expectations. This course supports that model by offering a mentored, full-time experience in inclusive Multiple Subjects classrooms aligned with TSPC and program standards.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes		Course Number and Title	
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Serves as the culminating clinical residency for the Multiple Subjects endorsement, providing full-time, lead teaching experience in elementary general education settings. Candidates assume primary responsibility for instruction, planning, and assessment under the supervision of a cooperating teacher and college faculty mentor. Emphasizes integration of literacy, mathematics, science, and social studies through inclusive, data-informed, and SEL-based practices. Candidates demonstrate professional readiness, reflective decision-making, and leadership in managing instruction and supporting diverse learners. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Plan and deliver standards-aligned, integrated instruction across multiple subject areas. (<i>MS 9–14, Lit 1–7</i>)
	2. Differentiate instruction to meet the needs of multilingual learners, students with disabilities, and gifted learners. (<i>SpEd 2, Lit 5, SEL 3</i>)
	3. Implement classroom management and engagement strategies that foster belonging and active participation. (<i>MS 12–13, SEL 3</i>)
	4. Use formative and summative data to evaluate learning and guide instructional adjustments. (<i>MS 14, Lit 4</i>)
	5. Collaborate with mentors, colleagues, and families to enhance learning outcomes and classroom community. (<i>MS 16, SEL 2</i>)
	6. Demonstrate professional reflection, ethical practice, and readiness for independent teaching. (<i>MS 15, SEL 4</i>)
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	Students complete 9 total credits across ED 483 and/or SPED 483 to fulfill residency requirements for their preferred endorsement areas (Multiple Subjects, Special Education, or both).

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 491	Credits:	1	
Course Title: (75 characters max, including spaces)	Classroom Adventure IV: Leading Instruction			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 11 Lec/lab: 0 Lab: 0
Reason for the new course	Required for Bachelor of Applied Science in Education. Teacher preparation programs emphasize sustained reflection and support during advanced practicum experiences. This course meets that need by fostering professional community, resilience, and growth among emerging educators as they lead instruction in diverse classroom settings.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

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

Continues the statewide BASE seminar series, supporting teacher candidates as they step into greater leadership within their field experiences. Focuses on the intersection of professional growth, reflection, and educator social-emotional competencies during the transition to lead teaching. Provides a statewide virtual space for collaboration, shared problem-solving, and exploration of strategies that strengthen instructional practice and professional confidence. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply educator social-emotional competencies to manage the challenges of leading instruction and professional collaboration. (<i>SEL 2</i>)
	2. Reflect on professional growth, teaching impact, and next steps toward independent practice. (<i>MS 15</i>)
	3. Collaborate with peers and mentors in statewide discussions to refine instructional decision-making and leadership skills. (<i>SEL 2, MS 15</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.

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

	<input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)
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SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course extends the BASE statewide seminar sequence, providing targeted reflection and professional dialogue as teacher candidates assume greater teaching responsibility. It reinforces emotional intelligence and reflective habits as critical components of instructional leadership.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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,</i>

<i>prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	11/1/2025
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	ED 492	Credits:	2	
Course Title: (75 characters max, including spaces)	Classroom Adventure V: Sustaining Practice			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 22 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Teacher candidates benefit from guided reflection and collaboration while navigating their practicum experience. This course meets that need by offering statewide, cohort-based support aligned with Oregon's SEL and professional standards.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Continuation of the statewide virtual seminar for teacher candidates during their practicum experience. Focuses on sustaining effective, reflective practice through community dialogue, problem-solving, and peer collaboration. Candidates explore strategies for maintaining professional balance, ethical reflection, and emotional resilience while deepening their sense of purpose and belonging as educators. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Reflect on professional growth and the ongoing development of instructional and relational skills during practicum. <i>(MS 15, SEL 2)</i>
	2. Apply self-awareness and social-emotional strategies to sustain personal well-being and professional effectiveness. <i>(SEL 2)</i>
	3. Collaborate with peers and mentors to analyze teaching experiences, celebrate progress, and identify areas for continued growth. <i>(MS 15–16, SEL 3)</i>
	4. Integrate reflective insights into next steps for professional learning and preparation for residency. <i>(MS 15, SEL 4)</i>
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course provides a structured reflection and support space for teacher candidates during their practicum experience. It fosters sustained professional growth, emotional resilience, and community connection as candidates balance classroom responsibilities and preparation for full-time residency.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 493	Credits:	3
Course Title: (75 characters max, including spaces)	Capstone Seminar: Action Research & Advocacy		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Oregon's evolving educational landscape requires teachers who are both reflective practitioners and advocates for equity. This course meets that demand by combining research-based inquiry with professional preparation, aligning with TSPC standards and BASE program outcomes.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Serves as the final capstone seminar in the BASE program, guiding teacher candidates to integrate their learning through inquiry, reflection, and advocacy. Candidates design and conduct an action research project that connects educational theory to classroom practice, using data to inform decisions and promote equitable outcomes. In parallel, they refine their professional portfolios, strengthen communication and leadership skills, and develop strategies for sustaining effective and ethical practice as emerging educators. Emphasis is placed on continuous improvement, collaboration, and advocacy for students, families, and communities. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design and implement an action research project that investigates and addresses a relevant problem of practice in education. <i>(MS 9–15, Lit 4, SpEd 4–5, SEL 4)</i>
	2. Analyze classroom and school data to evaluate instructional impact and inform equitable, evidence-based decisions. <i>(Lit 4, SpEd 4, SEL 3)</i>
	3. Integrate learning across coursework, field experiences, and program standards into a cohesive professional teaching philosophy and portfolio. <i>(All Domains)</i>
	4. Demonstrate ethical practice, professional reflection, and wellness strategies that sustain effective teaching. <i>(MS 15, SpEd 6, SEL 1–3)</i>
	5. Advocate for inclusive, just, and research-informed educational practices within classrooms, schools, and communities. <i>(MS 16, SpEd 2, SEL 3h)</i>
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills the BASE program's capstone requirement, providing a structured opportunity for candidates to synthesize their knowledge through research, reflection, and advocacy. It ensures graduates enter the field as thoughtful, data-informed, and socially conscious educators.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	1/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Educaiton		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	SPED 361		Credits:	3
Course Title: (75 characters max, including spaces)	The Inclusive Classroom Lab: Practices for Every Learner			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new degree Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
<p>Examines inclusive instructional practices that support the academic, social, and emotional success of all learners. Emphasizes understanding exceptionalities, individual learning differences, and the educator’s role in adapting instruction across content areas. Focuses on evidence-based strategies for literacy, multilingual learners, and students with disabilities, including those with reading difficulties and dyslexia. Students apply Universal Design for Learning (UDL) principles, analyze Individualized Education Programs (IEPs), and design practices that promote belonging and equitable access for every learner. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.</p>	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain how social, emotional, cognitive, and linguistic development influence learning and participation for all students. (SEL 1, SpEd 1, Lit 1)
	2. Analyze Individualized Education Programs (IEPs) and assessment data to inform instructional planning and collaboration. (SEL 4, SpEd 3, MS 9
	3. Design inclusive instructional practices using Universal Design for Learning and differentiation strategies. (MS 10, SpEd 3, SEL 3)
	4. Apply evidence-based literacy and communication strategies that support multilingual learners and students with reading disabilities or dyslexia. (Lit 5, Lit 6, SpEd 3)
	5. Demonstrate educator social-emotional competencies that build positive relationships, classroom belonging, and equitable learning environments. (SEL 3, SpEd 5)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	10/29/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth	
Prefix and Course Number:	SPED 362	Credits:	3	
Course Title: (75 characters max, including spaces)	Plans with Purpose: IEPs, 504s & Real-Life Inclusion			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Bachelor of Applied Science in Education			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores the processes, laws, and practices that shape inclusive education through Individualized Education Programs (IEPs), Section 504 Plans, and classroom-based supports. Emphasizes the educator’s role in designing, implementing, and collaborating on purposeful plans that meet the needs of all learners, including multilingual students and those with disabilities or exceptionalities. Focuses on culturally responsive, data-driven, and socially aware approaches to planning and instruction that promote belonging, equity, and meaningful participation in every classroom. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the legal foundations, structures, and purposes of IEPs, 504s, and related support plans within inclusive educational systems. (<i>SpEd 1, SpEd 6</i>)
	2. Develop individualized plans and instructional strategies that address diverse learner profiles, including students with disabilities, gifted students, and multilingual learners. (<i>SpEd 2, SpEd 3, Lit 5, Lit 7, ESOL 3</i>)
	3. Use data and assessment tools to inform decision-making, monitor student progress, and align goals across general and special education settings. (<i>MS 14, Lit 4, SpEd 4, ESOL 4</i>)
	4. Collaborate effectively with families, specialists, and community partners to support inclusive practices and culturally responsive planning. (<i>MS 13, MS 16, ESOL 5, ESOL 2</i>)
	5. Apply social-emotional learning principles and communication skills to facilitate problem-solving and advocacy within multidisciplinary teams. (<i>SEL 2, SEL 3, MS 11, MS 12, MS 15</i>)
	6. Integrate assistive technology and digital tools to enhance accessibility and engagement in instruction. (<i>SpEd 5, SpEd 7, ESOL 6</i>)
	7. Reflect on professional growth and ethical responsibilities in supporting inclusive education and equitable outcomes for all students. (<i>MS 15, SEL 4, SpEd 7</i>)
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Required: Program Portfolio

COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A

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

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/31/2025
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarret 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.

Columbia Gorge Community College

CC date 11.20.25

CC decision _____

CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	SPED 363	Credits:	3
Course Title: (75 characters max, including spaces)	The Vibe Check: Restorative Classrooms That Work		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. Schools across Oregon increasingly emphasize restorative practices and SEL integration as essential to student well-being and academic success. This course addresses that demand by preparing educators to implement proactive, equitable, and restorative approaches that align with statewide priorities and TSPC standards.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

☐ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

☐ Placement into: ☐ Placement into:

course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores restorative and relationship-centered approaches to classroom management that promote belonging, equity, and emotional safety. Focuses on how educators use social-emotional learning (SEL) competencies, collaboration, and inclusive strategies to create positive learning environments for all students. Integrates movement, creativity, and the arts as vehicles for engagement and community building. Emphasizes practical applications of restorative circles, conflict resolution, and proactive classroom systems that help every learner thrive. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain how social, emotional, and cognitive development influence behavior, motivation, and classroom climate. (<i>SEL 1, MS 1</i>)
	2. Apply restorative practices, SEL programming, and culturally responsive strategies to support safe and inclusive learning environments. (<i>SEL 2–3, SpEd 2</i>)
	3. Design classroom routines and interventions that build positive relationships, reduce conflict, and enhance engagement. (<i>SEL 3–4, MS 12, MS 10</i>)
	4. Incorporate the arts and physical movement as tools for self-regulation, collaboration, and active learning. (<i>MS 6, MS 8, SEL 3</i>)
	5. Collaborate with families, colleagues, and community partners to sustain restorative and inclusive school cultures. (<i>MS 13, MS 16, SpEd 2</i>)
	6. Reflect on professional growth and educator social-emotional competencies that contribute to equitable, restorative classrooms. (<i>MS 15, SEL 2, SEL 4</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required. This course fulfills BASE program requirements related to classroom climate, SEL, and inclusive practice. It provides teacher candidates with evidence-based strategies for building restorative, relationship-driven classrooms that foster belonging and student success.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education		Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	SPED 461		Credits:	3
Course Title: (75 characters max, including spaces)	Better Together: Co-Teaching, Teaming & Advocacy			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education. There is a strong demand for educators who can collaborate effectively across general and special education settings. This course meets that need by equipping future teachers with evidence-based co-teaching strategies, advocacy skills, and the interpersonal tools required to build equitable, inclusive learning communities.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores collaboration, co-teaching, and advocacy as essential practices in inclusive education. Focuses on communication, teamwork, and shared problem solving between general and special educators, families, and community partners. Emphasizes social-emotional competence, equity, and ethical practice as the foundation for effective collaboration and advocacy. Candidates develop the skills to plan, teach, and reflect in partnership with others to ensure that every student—particularly those with disabilities and multilingual backgrounds—thrives in inclusive learning environments. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply effective communication and co-teaching strategies to collaborate with colleagues in planning and delivering inclusive instruction. (<i>MS 13, SpEd 7</i>)
	2. Demonstrate professional growth and reflection in ethical decision-making, advocacy, and collaborative practice. (<i>MS 15, SpEd 6</i>)
	3. Engage families, colleagues, and community partners as integral members of the support team for all learners. (<i>MS 16, SEL 3h</i>)
	4. Integrate literacy and language supports within collaborative teaching models to meet the needs of diverse and multilingual students. (<i>Lit 1, Lit 5, SpEd 7</i>)
	5. Exhibit educator social-emotional competencies that foster trust, empathy, and productive collaboration. (<i>SEL 2, SEL 3h</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements in collaboration and professional practice, preparing teacher candidates to co-teach and advocate effectively within inclusive classrooms. It bridges theory and practice through a focus on communication, reflection, and ethical teamwork.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.
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Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	SPED 463	Credits:	3
Course Title: (75 characters max, including spaces)	Know Your Rights (And Everyone Else's): Law & Ethics in Schools		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Required for new Bachelor of Applied Science in Education degree. Educators must demonstrate legal literacy and ethical competence to serve diverse learners effectively. This course meets that demand by aligning with TSPC standards and addressing growing needs for teacher training in inclusive, compliant, and equitable educational practice.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores the legal and ethical foundations of special and general education practice, with an emphasis on the rights and responsibilities of educators, students, and families. Examines key legislation, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), as well as professional codes of ethics and state standards. Candidates analyze real-world scenarios to apply legal principles and ethical decision-making in diverse, inclusive school contexts. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain the major federal and state laws governing special and general education practice. (<i>SpEd 1–2</i>)
	2. Apply ethical and legal principles to professional decision-making in complex educational settings. (<i>SpEd 6</i>)
	3. Analyze case studies involving student rights, due process, confidentiality, and equity in education. (<i>SpEd 3–5, SEL 4</i>)
	4. Evaluate the role of advocacy and collaboration in supporting compliance, access, and fairness for all learners. (<i>SpEd 7, MS 16</i>)
	5. Demonstrate understanding of professional responsibilities related to documentation, communication, and ethical conduct. (<i>SpEd 6–7, SEL 2</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills BASE program requirements for understanding the legal and ethical dimensions of teaching. It ensures candidates are prepared to navigate complex legal frameworks while upholding professional integrity and student rights.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2025

Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.2025
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu	
Prefix and Course Number:	SPED 482	Credits:	3	
Course Title: (75 characters max, including spaces)	Field Experience V: Practicum			
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total? 2	Contact hours	Lecture: 0 Lec/lab: 0 Lab: 99
Reason for the new course	Required for new Bachelor of Applied Science in Education. There is a continued shortage of special educators prepared to teach in inclusive and specialized settings. This practicum meets that demand by offering flexible, field-based experience aligned with Oregon TSPC standards and the statewide need for dual-prepared educators.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
<p>Provides an advanced practicum experience in special education settings, emphasizing individualized instruction, collaboration, and advocacy. Candidates apply knowledge of exceptionalities, IEP processes, and inclusive teaching to support students with disabilities in general and specialized environments. Focuses on data-informed instruction, co-teaching, and communication with families and multidisciplinary teams. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.</p>	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design and implement individualized instruction based on assessment data, IEP goals, and evidence-based practices. (<i>SpEd 1–5</i>)
	2. Collaborate with general educators, specialists, and families to promote inclusion and student success. (<i>MS 13, MS 16, SpEd 7, SEL 3h</i>)
	3. Apply strategies that foster emotional regulation, self-advocacy, and belonging within inclusive learning environments. (<i>SEL 1–4, SpEd 2</i>)
	4. Use data from multiple assessments to guide instruction and evaluate learning outcomes. (<i>MS 14, Lit 4, SpEd 4</i>)
	5. Reflect on professional growth, ethical responsibilities, and advocacy as part of special education practice. (<i>MS 15, SpEd 6, SEL 2</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	

<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	Students complete 6 total credits across SPED 482 and/or ED 482 to meet the requirements of their preferred endorsement areas (Special Education, Multiple Subjects, or both).

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required - This course fulfills BASE practicum requirements for the Special Education endorsement. It provides an opportunity for candidates to demonstrate competence in individualized instruction, collaboration, and advocacy within inclusive educational contexts.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I 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
Kristen Booth	kbooth@cgcc.edu	11/1/2026

Department Chair (enter name of department chair): 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.
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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

CC date 11.20.2025
CC decision _____
CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science & Education	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	SPED 483	Credits:	3
Course Title: (75 characters max, including spaces)	Go Time: The Residency – Special Education		
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total? 3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 99
Reason for the new course	Required for new Bachelor of Applied Science in Education. Oregon schools face a critical need for licensed special educators who can collaborate effectively and deliver data-driven, inclusive instruction. This residency addresses that demand by providing extended, mentored experience aligned with TSPC standards for special education licensure.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply		Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>		<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Acceptance into the BAS in Education Program, or instructor approval.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
<p>Serves as the culminating clinical residency for the Special Education endorsement, emphasizing individualized instruction, advocacy, and collaboration across inclusive and specialized settings. Candidates assume lead teaching responsibilities under the supervision of a licensed special educator and college faculty mentor. Focuses on IEP implementation, progress monitoring, behavior support, and family collaboration. Candidates demonstrate professional competence and reflective leadership in applying evidence-based practices that promote equity, access, and student growth. Acceptance into the BAS in Education Program, or instructor approval.</p>	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design and implement individualized instruction aligned with IEP goals and research-based practices. (<i>SpEd 1–5</i>)
	2. Collaborate with general educators, specialists, and families to foster inclusion and student success. (<i>MS 13, MS 16, SpEd 7, SEL 3h</i>)
	3. Apply trauma-informed, SEL-based, and culturally responsive strategies to support behavior and engagement. (<i>SEL 1–4, SpEd 2</i>)
	4. Use multiple forms of assessment to inform instruction and monitor student progress. (<i>MS 14, Lit 4, SpEd 4</i>)
	5. Demonstrate professional ethics, advocacy, and reflective growth as a special educator. (<i>SpEd 6–7, SEL 2, MS 15</i>)
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>Required: Program Portfolio</p>

COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course content will be developed by consortium member college faculty. In order to meet the January 2, 2026 deadline for submission to the HECC, content was not ready for this submission.
Suggested Texts & Materials (specify if any texts or materials are required):	Text & Materials suggestions may be included when the course content is provided.
Department Notes: (optional)	Students complete 9 total credits across SPED 483 and/or ED 483 to fulfill residency requirements for their preferred endorsement areas (Special Education, Multiple Subjects, or both).

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	N/A

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

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Bachelor of Applied Science in Education	# credits: 180
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required for degree. This course fulfills the BASE program's culminating residency requirement for the Special Education endorsement. It provides a supervised, full-time teaching experience emphasizing collaboration, advocacy, and individualized instruction in inclusive and specialized classrooms.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/31/2025 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) 9/2026 <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	11/1/2026
Department Chair (enter name of department chair): 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.

Columbia Gorge Community College

CC date 11.20.25
CC decision _____
CC vote _____

NEW DEGREE REQUEST Check one: ☐ AAS ☐ AS ☐ ASOT ☐ MTM ☒ BAS

Submitted by: Susan Lewis

Email: slewis@cgcc.edu

Phone: 541-506-6047

Department: Instruction (on behalf of Education and Social Sciences)

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Bachelor of Applied Science in Education	Proposed Credits:	180
Reason for new degree:	<p>Columbia Gorge Community College (CGCC), as part of the BASE Consortium, is proposing a Bachelor of Applied Science (BAS) in Education, focused on Early Childhood and Elementary Education, to address the critical challenges Oregon's schools face to recruit and retain high quality teachers. These challenges go beyond teacher shortages. It's not just about filling vacancies, it's about ensuring that every student has a well-prepared, effective teacher in the classroom. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreements, efforts that have benefited many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure.</p> <p>The shared goal of the consortium is to ensure every Oregon student has access to an effective, well- prepared educator who reflects the rich diversity of our communities. Despite strong interest in the teaching profession, many non-traditional and underrepresented students face significant barriers completing teacher licensure through existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, CGCC and our partner colleges (Chemeketa CC, Linn-Benton CC, Rogue CC, and Treasure Valley CC) can remove these barriers and support a more inclusive and representative educator workforce.</p> <p>Recently, Oregon has joined a growing national movement of 24 states and counting that allow community colleges to offer bachelor's degrees in education. Today's college students are increasingly older, more racially and ethnically diverse, and often balancing multiple responsibilities such as employment and family care, while facing financial challenges. However, many postsecondary education systems remain designed for traditional, full-time students, leaving a growing segment of the population underserved (Meza & Love, 2023). As demand grows for these flexible educational models, the BASE degree pathway through the community college</p>	Requested implementation term:	Fall, 2026

	<p>consortium has emerged as a viable strategy to expand access and improve outcomes for nontraditional students.</p> <p>This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state’s educator development. This degree pathway will complement the more traditional pathways that our university partners offer. It will include options that serve part-time, online, and working individuals with options for credit for prior learning, paid place-based practicums, and flexible learning modalities.</p> <p>Over the past few years, school districts in Oregon have had no choice but to hire more than 2,000 underprepared teachers on emergency or restricted licenses. Rural and low-income communities have been especially impacted by this lack of highly qualified educators who are connected to their communities and represent their students. According to the 2022 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2021-22, 40% of Oregon’s students identified as racially or ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve and come from the communities they serve can improve student outcomes and engagement, making this initiative critical for Oregon’s future workforce.</p> <p>The 2024 Oregon Educator Equity Report highlights progress in diversifying the state’s teaching workforce while also revealing ongoing challenges in retention and completion rates for educators of color. Currently, 20.6% of new teachers in Oregon identify as racially or ethnically diverse, reflecting an improvement from previous years. However, retention remains a significant issue, particularly for early-career teachers and those in high-need fields like special education. The report also notes a contrast between the increasing completion rates of diverse community college graduates and the declining completion rates of diverse candidates obtaining licensure, indicating systemic barriers that continue to impact Oregon’s teacher pipeline.</p> <p>Research on GYO teacher initiatives shows that recruiting non-traditional candidates from local communities and placing them in supportive environments can significantly enhance long-term retention (Gist, Bianco & Lynn, 2019). Localized programs vary in nature, however nearly every state has some form of program which seeks to harness the place-based knowledge of an individual who is from a community. Expanding upon these strategies, along with targeted institutional support, will contribute to a valuable complementary educator pathway. By increasing access to affordable and accessible education degree and licensure pathways, addressing workforce shortages, and</p>		
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	<p>strengthening teacher retention efforts, CGCC's BASE degree will directly contribute to Oregon's goal of building a more diverse and effective educator workforce.</p> <p>Additional challenges remain with transfer pathways in Oregon's higher education system. The 2025 report by Student-Ready Strategies, commissioned by the Oregon Community College Association, highlights persistent challenges within Oregon's postsecondary transfer system. Despite multiple legislative reforms over the past decade, including the creation of the Transfer Student Bill of Rights, the Major Transfer Maps in Elementary Education, and a statewide Transfer Council; students continue to face significant barriers when transferring from community colleges to four-year institutions. Key issues include complex and poorly communicated transfer pathways, advising gaps, and a lack of access to transfer student services that continue to place the burden of navigation on students.</p> <p>To truly serve Oregon's diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.</p>			
Is there impact on other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Explanation of issues and how they are being resolved:</p> <p>The AAOT in Elementary Education (MTM) is the first two years of the BASE. A requirement for entering the 3rd year of BASE is to have 60 hours of practicum experience. The MTM practicum consisted of only 30 hours of practicum experience (1 credit) and 20 hours of associated seminar (2 credits). By switching the credits for the practicum and seminar (ED 293 & 294), we were able to increase the practicum to 2 credits and to decrease the seminar credits to 1 allowing students to attain 60 hours of practicum experience without negatively impacting the MTM. Most colleges offer the MTM with this balance of practicum and seminar or even additional practicum hours and credits. This does not change our compliance with MTM requirements.</p>	Has the degree been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	Monthly July through present
Is this a Statewide Degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the degree been approved by the consortium?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:		

SECTION #2 REQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 98	Placement into Quantitative Math	none	
IRW 115 or WR 115	Integrated Reading and Writing Introduction to Expository Writing or equivalent placement	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115	5 4

Is this a limited entry program? Students must apply, via the department for entry into year 3 of program.

☒ Yes ☐ No

Lower division (years 1 and 2) are open entry into the AAOT in Elementary Education (MTM).

Limited entry is in place for the upper division (years 3 and 4) of the BASE. To enter upper division coursework students will need to have completed:

- AAOT in Elementary Education or AAS with related content, including:
 - 60 hours of practicum experience
 - Mathematics for Elementary Teachers (completed prior to methods coursework in ED 410/ED 416)
 - Science/Inquiry Coursework (completed before upper-division STEM methods)
 - Educational Assessment/Research Methods (Statistics), required prior to the Evidence-Based Practice course (ED 316)

These requirements ensure that all BASE graduates meet both NWCCU general education expectations and the specialized content and pedagogical standards for Oregon teacher licensure.

PROPOSED 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.)

Students who successfully complete this degree will be able to:

1. Design and implement inclusive curriculum, experiences, and assessments that model culturally sustaining practices and provide equitable learning opportunities.
2. Develop social and emotional competencies across curriculum and assessments to promote equity-focused personal and professional growth.
3. Develop and deliver culturally responsive instruction for English language learners by applying knowledge of second language acquisition, effectively planning, implementing, and managing instruction, using a variety of assessment tools, and implementing technology-enhanced learning experiences.
4. Demonstrate effective literacy instruction for elementary students by integrating foundational skills – vocabulary development, writing, and comprehension strategies – while utilizing data-driven decisions to support multilingual learners, students with reading difficulties, and gifted students in diverse field settings.
5. Integrate developmentally appropriate instruction across elementary content areas to support learning and motivation, using inclusive, engaging strategies that promote critical thinking, informed assessment, professional growth, and collaboration with families, colleagues, and communities.
6. Design and implement individualized, inclusive, and culturally responsive learning experiences for elementary students with exceptionalities by applying knowledge of development, specialized curricula, varied assessments, and evidence-based strategies, while adhering to ethical standards, and collaborating with families and multidisciplinary teams to support each learner's academic, social, and emotional development.
7. Use a variety of assessment methods to monitor student progress, inform instruction, and support the diverse learning needs of elementary students.
8. Critically analyze historical and contemporary contexts to understand how socially constructed differences and intersecting social categories—such as race, class, gender, and ability—shape systems of power and discrimination in U.S. education, in order to inform equitable and culturally responsive teaching practices.
9. Critically analyze historical and contemporary contexts to understand how socially constructed differences and intersecting social categories—such as race, class, gender, and ability—shape systems of power and discrimination in U.S. education, in order to inform equitable and culturally responsive teaching practices.
10. Consistently apply critical thinking and problem-solving skills to evaluate and address diverse classroom challenges and design responsive instructional strategies that meet the varied needs of elementary students.

SECTION #3 PROPOSED COURSEWORK

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

List all courses in the term by term order that is to be displayed in the [catalog](#) degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the

courses, right click and insert rows.)			
Course Number	Course Title	Requisites	Credits
AAOT in Elementary Education (Years 1 and 2 – lower division)			90
FALL YEAR 1			16
ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	none	1
HEC 226	Child Development	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4
HPE 295	Health & Fitness for Life	none	3
WR 121Z	Composition I	IRW 115 or WR 115 or equivalent placement	4
FYE 100	College Planning and Survival Skills	Placement into WR 115	4
WINTER YEAR 1			14
ECE 234	Inclusion of Children with Special Needs	IRW 115 or WR 115 or equivalent placement	3
ATH 103	ATH 103 Introduction to Cultural Anthropology	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4
WR 122Z	Composition II	WR 121Z	4
ART 230	Drawing I		3
SPRING YEAR 1			14-15
ED 219	Civil Rights & Multicultural Issues in Educational Settings	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z; Rec: ED 101	3
HST 201, 202, OR 203	History of the United States ¹	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4
PSY 201Z OR PSY202Z	Introduction to Psychology ¹	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education Elective – Arts & Letters	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	3-4
FALL YEAR 2			15-16
ED 216	Purposes, Structure & Function of Education in a Democracy	Pre/co: WR 121Z; Rec: ED 101	3
MTH 211	Foundations of Elementary Math I		4
ENG 104Z, 105Z, OR 106Z	Introduction to Fiction, Drama or Poetry	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4

	General Education Elective: Biological Science	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4-5
WINTER YEAR 2			16-17
MTH 212	Foundations of Elementary Math II		4
COMM 111Z	Public Speaking	WR 121Z; placement into MTH 65 or MTH 98	4
PS 201 OR 202	US Government I OR II	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education Elective - Earth Science (with lab)	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4-5
SPRING YEAR 2			11-16
ED 293	Elementary Educator Practicum	Rec: ED 101; Pre: ED 216, ED 219, HEC 226; Coreq: ED 294	2
ED 294	Education Practicum Seminar	Rec: ED 101; Pre: ED 216, ED 219, HEC 226; Coreq: ED 293	1
MTH 213	Foundations of Elementary Math III		4
	General Education Elective - Natural Science (with lab)	Placement into MTH 65 or MTH 98; Pre/co: WR 121Z	4-5
	Electives to reach 90 credits total (college level courses – students should work with an advisor to select appropriate courses)	varied	0-4
	¹ Fulfills Cultural Literacy designation for the AAOT		
Bachelor of Applied Science in Education (Years 3 and 4 – upper division)			90
FALL YEAR 3			16
ED 301	Who We Are: Kids, Brains, & Belonging	Acceptance into the BAS in Education Program, or instructor approval	3
ED 311	Words That Matter I: Literacy for Every Learner	Acceptance into the BAS in Education Program, or instructor approval	3
ED 321	Math That Makes Sense I: Numbers, Patterns, & Play	Acceptance into the BAS in Education Program, or instructor approval	3
ED 381	Field Experience I: Observation & Community Mapping	Acceptance into the BAS in Education Program, or instructor approval	3
ED 391	Classroom Adventure I: Beginning the Journey	Acceptance into the BAS in Education Program, or instructor approval	1

SPED 361	The Inclusive Classroom Lab: Practices for Every Learner	Acceptance into the BAS in Education Program, or instructor approval	3
WINTER YEAR 3			16
ED 302	Cultures, Voices & Classrooms: Exploring ESOL Practice	Acceptance into the BAS in Education Program, or instructor approval	3
ED 312	Words That Matter II: Fluency, Language & Identity	Acceptance into the BAS in Education Program, or instructor approval	3
ED 322	Math That Makes Sense II: Fractions, Shapes & Reasoning	Acceptance into the BAS in Education Program, or instructor approval	3
ED 382	Field Experience II: Lesson Design & Co-Teaching	Acceptance into the BAS in Education Program, or instructor approval	3
ED 292	Classroom Adventure II: Exploring Practice	Acceptance into the BAS in Education Program, or instructor approval	1
SPED 362	Plans with Purpose: IEPs, 504s & Real-Life Inclusion	Acceptance into the BAS in Education Program, or instructor approval	3
SPRING YEAR 3			13
ED 313	Words That Matter III: Comprehension, Writing & Justice	Acceptance into the BAS in Education Program, or instructor approval	3
ED 333	Science Explorers: Inquiry, Wonder & Equity	Acceptance into the BAS in Education Program, or instructor approval	3
ED 383	Field Experience III: Guided Group Instruction	Acceptance into the BAS in Education Program, or instructor approval	3
ED 393	Classroom Adventure III: Deepening Skills	Acceptance into the BAS in Education Program, or instructor approval	1
SPED 363	The Vibe Check: Restorative Classrooms That Work	Acceptance into the BAS in Education Program, or instructor approval	3
FALL YEAR 4			16
ED 411	Reading to Rise: Intervention & Dyslexia-Informed Practice	Acceptance into the BAS in Education Program, or instructor approval	3
ED 431	STEAM Team: Makerspaces, Math & Messy Questions	Acceptance into the BAS in Education Program, or instructor approval	3
ED 441	Social Justice in Social Studies	Acceptance into the BAS in Education Program, or	3

		instructor approval	
ED 481	Field Experience IV: Lead Planning & Unit Design	Acceptance into the BAS in Education Program, or instructor approval	3
ED 491	Classroom Adventure IV: Leading Instruction	Acceptance into the BAS in Education Program, or instructor approval	1
SPED 461	Better Together: Co-Teaching, Teaming & Advocacy	Acceptance into the BAS in Education Program, or instructor approval	3
WINTER YEAR 4			14
ED 452	Whole Child Studio: Arts, Movement & Wellness in Teaching	Acceptance into the BAS in Education Program, or instructor approval	3
ED 462	Teaching with Heart: Trauma, Trust & SEL	Acceptance into the BAS in Education Program, or instructor approval	3
ED 482 <i>or</i> SPED 482	Field Experience V: Multiple Subjects Practicum <i>or</i> Field Experience V: Practicum	Acceptance into the BAS in Education Program, or instructor approval	3
ED 482 <i>or</i> SPED 482	Field Experience V: Multiple Subjects Practicum <i>or</i> Field Experience V: Practicum	Acceptance into the BAS in Education Program, or instructor approval	3
ED 492	Classroom Adventure V: Sustaining Practice	Acceptance into the BAS in Education Program, or instructor approval	2
SPRING YEAR 4			15
SPED 463	Know Your Rights (And Everyone Else's): Law & Ethics in Schools	Acceptance into the BAS in Education Program, or instructor approval	3
ED 483 <i>or</i> SPED 483	Go Time: The Residency – Multiple Subjects <i>or</i> Go Time: The Residency – Special Education	Acceptance into the BAS in Education Program, or instructor approval	3
ED 483 <i>or</i> SPED 483	Go Time: The Residency – Multiple Subjects <i>or</i> Go Time: The Residency – Special Education	Acceptance into the BAS in Education Program, or instructor approval	3
ED 483 <i>or</i> SPED 483	Go Time: The Residency – Multiple Subjects <i>or</i> Go Time: The Residency – Special Education	Acceptance into the BAS in Education Program, or instructor approval	3
ED 493	Capstone Seminar: Action Research & Advocacy	Acceptance into the BAS in Education Program, or instructor approval	3
Credit total			180
ELECTIVES (if applicable)			

Course Number	Course Title	Requisites	Credits
	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
Susan Lewis	slewis@cgcc.edu	11.17.25

Department Chair (enter name of department chair): Zip Krummel

Department Dean/Director (enter name of department dean/director): Jarett Gilbert

Next steps:

1. Save the completed New Degree 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.

Columbia Gorge Community College

CC date 11.20.25
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Mathematics	Submitter name: phone: email:	John Evans jevans@cgcc.edu	
Prefix and Course Number:	MTH 231	Credits:	4	
Course Title: (75 characters max, including spaces)	Elements of Discrete Mathematics			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: 0 Lab: 0
Reason for the new course	This class will give our CS students more transfer options as it is a major requirement for the CS degree at some universities in the state. (Most notably EOU and OSU)			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	MTH 111Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores foundational concepts in discrete mathematics. Includes basic set theory, functions, counting, sequences, logic and proofs, graph theory, introductory number theory, and discrete probability. Investigates both theoretical and applied aspects using symbolic, graphical, and numerical methods. Prerequisite: MTH 111Z. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply basic set operations and rules of counting in various contexts. 2. Recognize, express and compute arithmetic and geometric sequences and series using recursive definitions and closed-form equations. 3. Apply mathematical induction to prove statements involving integers or sequences. 4. Construct direct and indirect proofs, including proof by contradiction. 5. Utilize graph algorithms.
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios. Department required assessment: Graded assessment must include at least one project.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional):	

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

Outcome #1: Apply basic set operations and counting rules in various contexts.

- Sets and basic set theory.
 - power sets
 - cardinality
 - set operations
 - products
 - Venn diagrams
- Counting
 - properties from arithmetic.
 - binomial coefficients.
 - combinations and permutations.
 - combinatorial proofs.
- Functions
 - domain and codomain
 - injections, surjections, and bijections

Outcome #2: Recognize, express and compute arithmetic and geometric sequences and series using recursive definitions and closed-form equations.

- Sequences
 - description
 - arithmetic and geometric sequences (and series)
 - solving recurrence relations

Outcome #3: Apply mathematical induction to prove statements involving integers or sequences.

- Sequences
 - mathematical induction

Outcome #4: Construct direct and indirect proofs, including proof by contradiction.

- Symbolic Logic and Proofs
 - propositional Logic
 - proofs
 - direct proofs
 - indirect proofs

Outcome #5: Utilize graph algorithms.

- Graph Theory
 - definitions
 - trees
 - planar graphs
 - coloring, including the four-color theorem.
- Introduction to Number Theory
 - divisibility
 - remainder classes
 - properties of congruence
 - solving congruencies

	<ul style="list-style-type: none"> ○ solving linear Diophantine Equations
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • https://discrete.openmathbooks.org/dmoi3/ • Strongly suggested is something that can run Desmos (free app for phones / tablets, runs in a browser window on a computer), which is used in class often.
Department Notes: (optional)	<ul style="list-style-type: none"> • All application problems will be answered with complete sentences and using correct units.

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.

Which Oregon universities will the course transfer to? List all	OSU, EOU, WOU
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	<p>All of the following community colleges in Oregon have Math 231 listed in their 25 - 26 catalog. They are entitled either elements of discrete math, or discrete math I.</p> <p>Central Oregon Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Linn-Benton Community College, Oregon Coast Community College, Southwestern Oregon Community College, Tillamook Bay Community College, Umpqua Community College</p>
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):	AST – Computer Science	# credits: 90

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement for optional track
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10.29.25 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	10.29.25
Department Chair (enter name of department chair): Pam Koop		
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.

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

Lower Division Credit (LDC) and General Education Designated Courses must be able to show that at least three Oregon universities will accept the course in transfer. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: MTH 231 Title: Elements of Discrete Mathematics

Credits: 4 Total Contact Hours: Lec: 44 Lab: 0 Lec-Lab: 0

Course Description:

Explores foundational concepts in discrete mathematics. Includes basic set theory, functions, counting, sequences, logic and proofs, graph theory, introductory number theory, and discrete probability. Investigates both theoretical and applied aspects using symbolic, graphical, and numerical methods. Prerequisite: MTH 111Z. Audit available.

Course Prerequisites: Prerequisite: MTH 111Z

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☒ Gen Ed/Distribution req. in: General Education Elective - WOU _____
- ☒ Requirement in major: CS (Computer Science) OSU and EOU _____
- ☐ Elective for major: (list major) _____
- ☒ Course Equivalency: Math 231 - OSU, EOU, WOU _____
- ☐ Other: _____
- ☐ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____

Date: 10/29/2025

Printed Name: John Evans

Title: Instructor

Department: Mathematics

E-mail: jevans@cgcc.edu



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: [External] Re: transferability of new course math 231

1 message

John Evans <jevans@cgcc.edu>
To: "Lewis, Susan" <slewis@cgcc.edu>

Wed, Oct 29, 2025 at 4:12 PM

Here is the email trail for EOU. The important parts seem to be in two different places.

John

----- Forwarded message -----

From: **Brooke Hewitt** <bhewitt@eou.edu>
Date: Wed, Oct 8, 2025 at 9:10 AM
Subject: [External] Re: [External] Re: transferability of new course math 231
To: John Evans <jevans@cgcc.edu>

Perfect, I have built out the new MATH 231 to be the same articulation as the CS 250.
Please let me know if you need anything else.

Thanks!

Brooke Hewitt, MBA
Transfer Articulation Specialist
541-962-3936 | bhewitt@eou.edu

On Wed, Oct 8, 2025 at 8:26 AM John Evans <jevans@cgcc.edu> wrote:

Yes, it is our intention to offer this as a cross listed course - as both (either?) math 231 and CS 250. Thank you for your quick reply.

John

On Wed, Oct 8, 2025 at 6:57 AM Brooke Hewitt <bhewitt@eou.edu> wrote:

CS 250 currently transfers over as either MATH 231 or CS LDT.

This course will count as institutional mathematics is transferred over as as the MATH 231, complete a program requirement for CS/CYBS, and would count towards the 180 for all students, and 90 outside of program for all students other than CS/CYBS students.

Could be used in other programs such as MDST/EDEL/SETL.

MTH 231 from CGCC is not articulated. Are you teaching this as a cross listed course? If so, it would be articulated the same way as the above course. If MTH 231 is a new course, then it would be just MATH 231 here at EOU. If you can please let me know, I will build the MTH 231 course from CGCC in our [transfer tables](#) where anyone can see how all transfer courses from your school transfer over.

Thanks!

Brooke Hewitt, MBA
Transfer Articulation Specialist
541-962-3936 | bhewitt@eou.edu

On Wed, Oct 8, 2025 at 6:05 AM Degree Works <degreeworks@eou.edu> wrote:

Thanks!

Brooke Hewitt, MBA

Transfer Articulation Specialist

541-962-3936 | bhewitt@eou.edu

1 University Blvd - Inlow Hall - 105H

La Grande, Oregon 97850

----- Forwarded message -----

From: **John Evans** <jevans@cgcc.edu>

Date: Mon, Oct 6, 2025 at 9:12 PM

Subject: transferability of new course math 231

To: <registrar@eou.edu>

Attention:

Brooke Hewitt

I am contacting you in regards to establishing transfer status for our new course:
MTH 231 / CS 250 - Elements of Discrete Mathematics.

Can you verify for me whether this course will transfer to EOU as a:

- ☐ Requirement in major (Computer Science)
- ☐ Elective for major (CS, Math, potentially others?)
- ☐ Elective only
- ☐ Other

I have attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.

John Evans

Instructor of Mathematics

Columbia Gorge Community College

personal cell phone (just in case): 541-993-7019

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Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: transferability of math class

1 message

John Evans <jevans@cgcc.edu>
To: "Lewis, Susan" <slewis@cgcc.edu>

Wed, Oct 29, 2025 at 4:10 PM

This is everything from OSU. The important part is right at the top.

John

----- Forwarded message -----

From: **Course Articulation** <course.articulation@oregonstate.edu>
Date: Tue, Oct 28, 2025 at 10:51 AM
Subject: [External] Re: transferability of math class
To: jevans@cgcc.edu <jevans@cgcc.edu>

Hi John,

I took a look at CGCC's course and yes, I will make it as a direct articulation to MTH 231 which is a major requirement for our Computer Science program.
If you have more questions, please let me know.

Thanks!

Chris

Course Articulation Team
course.articulation@oregonstate.edu
Oregon State University Office of the Registrar | [OTR Satisfaction Survey \(beav.es/JeD\)](https://beav.es/JeD)



From: Wagner, Becca <rebecca.wagner@oregonstate.edu>
Sent: Tuesday, October 7, 2025 8:39 AM
To: Course Articulation <course.articulation@oregonstate.edu>
Subject: Fw: transferability of math class

Becca Wagner | [she/her/hers](#) | 541-737-8526 | Sr. Assistant Registrar – Course Articulation
Oregon State University Office of the Registrar | [OTR Satisfaction Survey \(beav.es/JeD\)](https://beav.es/JeD)

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Monday, October 6, 2025 21:38

To: Wagner, Becca <rebecca.wagner@oregonstate.edu>

Subject: Fw: transferability of math class

Can you assist with a review?

Thanks!

Rick DeBellis
Associate Director
Degree Partnership Programs
Transfer Admissions
Oregon State University

From: John Evans <jevans@cgcc.edu>

Sent: Monday, October 6, 2025 9:05:23 PM

To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>

Subject: transferability of math class

You don't often get email from jevans@cgcc.edu. [Learn why this is important](#)

[This email originated from outside of OSU. Use caution with links and attachments.]

Hello,

Rick DeBellis
Associate Director for Enrollment Management

I am contacting you in regards to establishing transfer status for our new course:
MTH 231 / CS 250 - Elements of Discrete Mathematics.

Can you verify for me whether this course will transfer to OSU as a:

- ☐ Requirement in major (Computer Science)
- ☐ Elective for major (CS, Math, potentially others?)
- ☐ Elective only
- ☐ Other

I have attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.

John Evans
Instructor of Mathematics
Columbia Gorge Community College
personal cell phone (just in case): 541-993-7019

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Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: transferability of new course Math 231

1 message

John Evans <jevans@cgcc.edu>
To: "Lewis, Susan" <slewis@cgcc.edu>

Wed, Oct 29, 2025 at 4:14 PM

This says Gen Ed requirement, and I think I put on the form Gen Ed elective, but anyway, here is the relevant email thread with WOU.

John

----- Forwarded message -----

From: **General Education Program** <gened@mail.wou.edu>
Date: Wed, Oct 8, 2025 at 9:58 AM
Subject: [External] Re: transferability of new course Math 231
To: WOU Registrar <registrar@mail.wou.edu>
Cc: Transfer Credit <transfercredit@mail.wou.edu>, <jevans@cgcc.edu>

Hello John,

This course would transfer to WOU as a General Education requirement and we will code it with that attribute. Let me know if you need any other information from me.

Thank you! Melanie

Melanie Landon-Hays, PhD

(she/her(s)/ella)

Director, General Education and Student Transitions
Professor, Literacy Education

General Education Program
Western Oregon University
www.wou.edu/gened

On Tue, Oct 7, 2025 at 8:12 AM WOU Registrar <registrar@mail.wou.edu> wrote:

Hi there,

Please see the forwarded email and reply to John.

Let us know if you need anything else from us.

Thank you,
Sarah

--

Office of the Registrar
Western Oregon University
345 Monmouth Ave N | Monmouth, OR 97361
Phone: 503-838-8327 | Fax: 503-838-9696
wou.edu/registrar | Welcome Center, Room 145

----- Forwarded message -----

From: **John Evans** <jevans@cgcc.edu>
Date: Mon, Oct 6, 2025 at 9:18 PM

Subject: transferability of new course Math 231

To: <registrar@wou.edu>

Hello,

To whom it may concern:

I am contacting you in regards to establishing transfer status for our new course:
MTH 231 / CS 250 - Elements of Discrete Mathematics.

Can you verify for me whether this course will transfer to WOU as a:

- ☐ Requirement in major (Computer Science)
- ☐ Elective for major (CS, Math, potentially others?)
- ☐ Elective only
- ☐ Other

I have attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.

John Evans
Instructor of Mathematics
Columbia Gorge Community College
personal cell phone (just in case): 541-993-7019

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