Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>

Chair – Kristen Booth (Pre-College)
Vice Chair – Todd Meislahn (Business)

Tyson Aldrich (Tech/Trade)   Anne Kelly (Inst Dean/Dir)
Andrea Chrisman (Science)   Mimi Pentz (Nurs/Hlth Occ)
jessamyn duckwall (Art/Com)   Stephen Shwiff (Soc Sci/Ed)
John Evans (Math)

<u>Non-Voting Committee Members</u>
Jarett Gilbert (VP Instructional Services)   Cat Graham (Student Services)
Susan Lewis (Curriculum)

<u>Support Staff</u>   <u>Guests</u>
Sara Wade (Instructional Services)

January 29, 2026 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)

<u>Old Business</u>:

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.)

<u>Submissions</u> [1]

1. Anne Kelly (3:40 – 3:50 pm)

   - GED 10 GED Lab (New Non-Credit Course)
   - GED 11 GED Lab (New Non-Credit Course)
   - GED 12 GED Lab (New Non-Credit Course)
   - GED 13 GED Lab (New Non-Credit Course)
   - GED 14 GED Lab (New Non-Credit Course)

<u>New Business</u>
1. AR and OP review [2] (Susan: 3:50 – 4:15pm)
   - CPL Challenge Exam AR
   - CPL Portfolio AR + Portfolio Assessment Rubric + Portfolio Credit Request Form
   - CPL Portfolio OP

<u>Discussion Items</u>

1. none

Next Meeting: February 12, 2026
Attachments: [1] Submissions: 5 New Non-Credit Courses; [2] 2 ARs, 1 OP, CPL General AR (reference)

Columbia Gorge Community College

New Course – Non-Credit ESOL, Pre-College, NCTC
(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION		

☒ Pre-College	☐ ESOL	☐ NCTC	☐ Other

Department:	Pre-College	Submitter name Phone Email	Anne Kelly 541-506-6040 akelly@cgcc.edu
Course Prefix and Number:	GED 10	Course Title: (75 characters max)	GED Lab

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	5
		ACTI Code	330
		CIP Code (entered by Curriculum Office)	32.0202

Reason for new course	To capture FTE for ABE students
Target Population (required for ACTI Code 220)	GED/Pre-College students

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			
Placement into:			

COURSE DESCRIPTION: 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.

Covers the knowledge needed to help students prepare for GED testing. Follows curriculum approved by the State of Oregon for GED/Adult Education. Provides at least 5 hours of GED Instruction.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve GED Ready Test Scores
	2. Improve CASAs test scores
	3. Pass GED subject area tests
	4. Complete all four GED tests

Outcomes assessment strategies:	All students are CASAs tested before beginning GED study. During the program, the students take GED Ready tests in GED test subjects. Once students achieve a 150 or better on a GED Ready test in a subject, they are encouraged take the official GED test in that area.

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.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course Content complies with Oregon Adult College and Career Readiness Standards (OACCRS) • Reasoning Through Language Arts (RLA): Reading diverse texts, using evidence, writing for various purposes, and understanding language conventions. • Mathematical Reasoning: Solving quantitative problems, interpreting data, and using math in real-world contexts. • Science: Applying scientific reasoning and understanding concepts in biology, chemistry, physics, and earth/space science. • Social Studies: Analyzing historical events, understanding government, economics, and geography. Curriculum for the GED subject areas: Reasoning Through Language Arts, Social Studies, Science and Math includes Steck Vaugh GED Textbooks, Aztec Instructional Software, GED Ready tests and instruction using additional materials as needed.
Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	Once students complete their GED, they are eligible to enroll in college level classes. The skills required to pass the GED test indicate college readiness in multiple subjects.

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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):

Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Anne Kelly	akelly@cgcc.edu	12/23/25

Department Director (enter name of department director): Anne Kelly

Department Dean (enter name of department dean): Susan Lewis

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
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CC date   1.29.26
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course – Non-Credit ESOL, Pre-College, NCTC
<mark>(double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION

☒ Pre-College	☐ ESOL	☐ NCTC	☐ Other

Department:	Pre-College	Submitter name Phone Email	Anne Kelly 541-506-6040 akelly@cgcc.edu
Course Prefix and Number:	GED 11	Course Title: (75 characters max)	GED Lab
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	12
		ACTI Code	330
		CIP Code (entered by Curriculum Office)	32.0202
Reason for new course		To capture FTE for ABE students	
Target Population (required for ACTI Code 220)		GED/Pre-College students	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)						
Course prefix & number:		☐ prerequisite		☐ corequisite		☐ pre/con
Course prefix & number:		☐ prerequisite		☐ corequisite		☐ pre/con

Placement into:
Placement into:

COURSE DESCRIPTION: 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.

Covers the knowledge needed to help students prepare for GED testing. Follows curriculum approved by the State of Oregon for GED/Adult Education. Provides at least 12 hours of GED Instruction.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve GED Ready Test Scores
	2. Improve CASAs test scores
	3. Pass GED subject area tests
	4. Complete all four GED tests

Outcomes assessment strategies:	All students are CASAs tested before beginning GED study. During the program, the students take GED Ready tests in GED test subjects. Once students achieve a 150 or better on a GED Ready test in a subject, they are encouraged take the official GED test in that area.

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.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course Content complies with Oregon Adult College and Career Readiness Standards (OACCRS) • Reasoning Through Language Arts (RLA): Reading diverse texts, using evidence, writing for various purposes, and understanding language conventions. • Mathematical Reasoning: Solving quantitative problems, interpreting data, and using math in real-world contexts. • Science: Applying scientific reasoning and understanding concepts in biology, chemistry, physics, and earth/space science. • Social Studies: Analyzing historical events, understanding government, economics, and geography. Curriculum for the GED subject areas: Reasoning Through Language Arts, Social Studies, Science and Math includes Steck Vaugh GED Textbooks, Aztec Instructional Software, GED Ready tests and instruction using additional materials as needed.
Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	Once students complete their GED, they are eligible to enroll in college level classes. The skills required to pass the GED test indicate college readiness in multiple subjects.

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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

SECTION #3 DEPARTMENT REVIEW

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Submitter	Email	Date
Anne Kelly	akelly@cgcc.edu	12/23/25
Department Director (enter name of department director): Anne Kelly		
Department Dean (enter name of department dean): Susan Lewis		

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Columbia Gorge Community College

New Course – Non-Credit ESOL, Pre-College, NCTC
(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

☒ Pre-College	☐ ESOL	☐ NCTC	☐ Other

Department:	Pre-College	Submitter name Phone Email	Anne Kelly 541-506-6040 akelly@cgcc.edu
Course Prefix and Number:	GED 12	Course Title: (75 characters max)	GED Lab

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	25
		ACTI Code	330
		CIP Code (entered by Curriculum Office)	32.0202

Reason for new course	To capture FTE for ABE students
Target Population (required for ACTI Code 220)	GED/Pre-College students

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☐ No	Course Number and Title

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)						
Course prefix & number:		☐ prerequisite		☐ corequisite		☐ pre/con
Course prefix & number:		☐ prerequisite		☐ corequisite		☐ pre/con

Placement into:
Placement into:

COURSE DESCRIPTION: 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.

Covers the knowledge needed to help students prepare for GED testing. Follows curriculum approved by the State of Oregon for GED/Adult Education. Provides at least 25 hours of GED Instruction.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve GED Ready Test Scores
	2. Improve CASAs test scores
	3. Pass GED subject area tests
	4. Complete all four GED tests

Outcomes assessment strategies:	All students are CASAs tested before beginning GED study. During the program, the students take GED Ready tests in GED test subjects. Once students achieve a 150 or better on a GED Ready test in a subject, they are encouraged take the official GED test in that area.

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.

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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course Content complies with Oregon Adult College and Career Readiness Standards (OACCRS)

- Reasoning Through Language Arts (RLA): Reading diverse texts, using evidence, writing for various purposes, and understanding language conventions.

- Mathematical Reasoning: Solving quantitative problems, interpreting data, and using math in real-world contexts.

- Science: Applying scientific reasoning and understanding concepts in biology, chemistry, physics, and earth/space science.

- Social Studies: Analyzing historical events, understanding government, economics, and geography.

Curriculum for the GED subject areas: Reasoning Through Language Arts, Social Studies, Science and Math includes Steck Vaugh GED Textbooks, Aztec Instructional Software, GED Ready tests and instruction using additional materials as needed. |
| Department Notes (optional) | |

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	Once students complete their GED, they are eligible to enroll in college level classes. The skills required to pass the GED test indicate college readiness in multiple subjects.

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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

SECTION #3 DEPARTMENT REVIEW

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Columbia Gorge Community College

New Course – Non-Credit ESOL, Pre-College, NCTC
(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
☒ Pre-College	☐ ESOL	☐ NCTC	☐ Other	

Department:	Pre-College	Submitter name Phone Email	Anne Kelly 541-506-6040 akelly@cgcc.edu
Course Prefix and Number:	GED 13	Course Title: (75 characters max)	GED Lab

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	35
		ACTI Code	330
		CIP Code (entered by Curriculum Office)	32.0202

Reason for new course	To capture FTE for ABE students
Target Population (required for ACTI Code 220)	GED/Pre-College students

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con

Placement into:
Placement into:

COURSE DESCRIPTION: 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.

Covers the knowledge needed to help students prepare for GED testing. Follows curriculum approved by the State of Oregon for GED/Adult Education. Provides at least 35 hours of GED Instruction.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve GED Ready Test Scores
	2. Improve CASAs test scores
	3. Pass GED subject area tests
	4. Complete all four GED tests

Outcomes assessment strategies:	All students are CASAs tested before beginning GED study. During the program, the students take GED Ready tests in GED test subjects. Once students achieve a 150 or better on a GED Ready test in a subject, they are encouraged take the official GED test in that area.

COURSE CONTENT, ACTIVITIES AND DESIGN

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Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

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IMPACT ON OTHER PROGRAMS AND DEPARTMENTS

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Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):

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CC date   1.29.26
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course – Non-Credit ESOL, Pre-College, NCTC
(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

☒ Pre-College   ☐ ESOL   ☐ NCTC   ☐ Other

Department:	Pre-College	Submitter name Phone Email	Anne Kelly 541-506-6040 akelly@cgcc.edu
Course Prefix and Number:	GED 14	Course Title: (75 characters max)	GED Lab

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	45
		ACTI Code	330
		CIP Code (entered by Curriculum Office)	32.0202

Reason for new course	To capture FTE for ABE students
Target Population (required for ACTI Code 220)	GED/Pre-College students

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Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con

Placement into:

Placement into:

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Covers the knowledge needed to help students prepare for GED testing. Follows curriculum approved by the State of Oregon for GED/Adult Education. Provides at least 45 hours of GED Instruction.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve GED Ready Test Scores
	2. Improve CASAs test scores
	3. Pass GED subject area tests
	4. Complete all four GED tests

Outcomes assessment strategies:	All students are CASAs tested before beginning GED study. During the program, the students take GED Ready tests in GED test subjects. Once students achieve a 150 or better on a GED Ready test in a subject, they are encouraged take the official GED test in that area.

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.	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Course Content complies with Oregon Adult College and Career Readiness Standards (OACCRS) • Reasoning Through Language Arts (RLA): Reading diverse texts, using evidence, writing for various purposes, and understanding language conventions. • Mathematical Reasoning: Solving quantitative problems, interpreting data, and using math in real-world contexts. • Science: Applying scientific reasoning and understanding concepts in biology, chemistry, physics, and earth/space science. • Social Studies: Analyzing historical events, understanding government, economics, and geography. Curriculum for the GED subject areas: Reasoning Through Language Arts, Social Studies, Science and Math includes Steck Vaugh GED Textbooks, Aztec Instructional Software, GED Ready tests and Instruction using additional materials as needed.
Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	Once students complete their GED, they are eligible to enroll in college level classes. The skills required to pass the GED test indicate college readiness in multiple subjects.

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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):

Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Anne Kelly	akelly@cgcc.edu	12/23/25

Department Director (enter name of department director): Anne Kelly

Department Dean (enter name of department dean): Susan Lewis

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). 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. Pre-College/ESOL/NCTC course submissions will be placed on the next CC 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.

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

Overview

Credit for Prior Learning (CPL) – Challenge Exam is a process by which students can earn credit for active Columbia Gorge Community College (CGCC) course offerings, as described in the current CGCC catalog. Credit is awarded based on demonstration of mastery of course subject matter via an instructor prepared exam.

Applicability

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

Administrative Rule Statement

Columbia Gorge Community College may award and transcript college credit for CGCC courses based on a student's successful demonstration of mastery of course subject matter via a Challenge Exam.

- Only active courses listed in CGCC's college catalog of record for that term may be challenged. Not all courses in the CGCC college catalog are eligible to be challenged by exam.

- Academic departments will prepare an inventory of exams that may be taken by students wanting to challenge specified courses for credit. Instructional Services will maintain the inventory and post it to the college website.

- Challenge Exams are prepared and evaluated by faculty who teach within the applicable discipline.

- Students must be currently registered in credit courses or have previously completed credit courses at CGCC in order to challenge a course.

- Students must have an established CGCC transcript before the challenge credits will be recorded.

- All challenge courses will appear on a transcript notated as earned through CPL.

- Students may take the challenge exam for a specific course only once.

Definitions

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

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

1. AR 040.???.??? Credit for Prior Learning – General

Further Information

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

Strategic Direction

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

Appendix

1. OP 040.???.001 Credit for Prior Learning – Challenge Exam

2. BP 4235 Credit for Prior Learning

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

Overview

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

Applicability

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

Administrative Rule Statement

Columbia Gorge Community College awards and transcripts college credit for courses within the college's catalog of course offerings based on an approved, student created Portfolio.

Guidelines:

- The course for which Portfolio credit is being sought is a current/active course in the CGCC catalog. Not all courses may be eligible for Portfolio credit.

- The Portfolio submission is to follow the guidelines established by CGCC and laid out in the Portfolio Template.

- Review of Portfolio submissions is conducted by Portfolio Assessment Committees, a three-member review committee consisting of a minimum of two faculty members who are content experts within the Portfolio discipline. If two faculty within the discipline area are not available, a faculty member from a related discipline in the same department may be substituted. The third member may be a faculty member from another discipline or a subject expert from the community.

- Portfolio submissions will be assessed using the Portfolio Rubric. Successful Portfolio submissions will be graded as "P" (Pass) only.

- In cases of unsuccessful Portfolio submissions, students have the opportunity to revise and re-submit the Portfolio one additional time. A fee will not be charged for the second submission. Unsuccessful Portfolios will not be entered on the student's transcript.

- Students may appeal the Portfolio Assessment Committee's decision to the subject area department dean/director. If further appeal is desired, the final appeal is made to the vice-president of Instructional Services.

- The awarding of partial course credit for a Portfolio is not an option.

- A per course fee is applied for transcription of course credits awarded via CPL Portfolio.

Submission and approval will follow the prescribed procedures as described in Operating Procedure 040.???.001 Credit for Prior Learning – Portfolio.

Definitions

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

B. *Portfolio Rubric*: Assessment tool used by Portfolio Assessment Committees to evaluate/grade Portfolio submissions.

C. *Portfolio Template*: Outline and description of components required to be included in a CPL – Portfolio submission.

Interpretation of Administrative Rule
Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules
1. AR 040.???.??? Credit for Prior Learning - General

Further Information

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

Strategic Direction

Strategic Priorities: Access & Student Success

Appendix
1. BP 4235 Credit for Prior Learning
2. OP 040.???.001 Credit for Prior Learning – Portfolio
3. CPL Portfolio Assessment Rubric
4. CPL Portfolio Template

Prior Learning Assessment Rubric (Portfolio)

Dimension	Unacceptable (0%)	Does Not Meet Expectations (65%)	Partially Meets Expectations (75%)	Meets Expectations (85%)	Exceeds Expectations (100%)
Learning Outcomes/ Objectives Identified and Addressed (40%)	The portfolio (both the narrative and any attached documents) contains insufficient evidence of the theory and practice of the course's Learning Outcomes/ Objectives.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 25% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative rarely distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 50% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative sometimes distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 75% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of 100% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative distinguishes between experiences and the learning that comes from these experiences.

Integrating Learning and Experiences/ Knowledge Transfer (20%)	The narrative's description of the integration of disciplinary knowledge and experience does not satisfy this dimension.	The narrative describes how discipline knowledge acquired through experience or self-study can be applied to the workplace. The narrative contains few examples of knowledge being applied to new experiences. The narrative lacks reflection on learning.	The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations. The narrative contains some examples of prior knowledge being applied to new experiences. The narrative contains reflections on learning.	The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations in order to solve difficult problems or explore complex issues. The narrative demonstrates the student as a learner and contains examples of prior knowledge being applied to new experiences. Reflections on learning and its application describe achievement and integration of course learning outcomes, using illustrative examples.	The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations in order to solve difficult problems or explore complex issues. The narrative demonstrates the student as a learner and contains specific examples of prior knowledge being applied to new experiences. Reflections on learning and its application describe achievement and integration of course learning outcomes, using illustrative examples.

Knowledge of Disciplinary Concepts and Theories (15%)	The narrative does not demonstrate enough awareness of disciplinary knowledge to satisfy this dimension.	The narrative employs few sources. The narrative uses the occasional disciplinary theory, concept, or practice. The narrative uses disciplinary terminology.	The narrative employs a number of sources. The narrative incorporates the occasional disciplinary theory, concept, or practice. The narrative employs disciplinary terminology so that the student's learning appears to be in an academic framework.	The narrative employs a number of quality sources. The narrative incorporates some disciplinary theories, concepts, or practices. The narrative employs disciplinary terminology so that the student's learning is grounded in an academic framework.	The narrative employs a variety of quality sources. The narrative incorporates an appropriate amount of disciplinary theories, concepts, or practices. The narrative employs accurate use of disciplinary terminology so that the student's learning is grounded in a coherent academic framework.
Supporting Documentation (15%)	The documentation submitted does not satisfy this dimension.	The narrative describes why a few individual artifacts have been included in the portfolio. A few artifacts present convincing, strong support for the course's learning outcomes. A few of the course's learning outcomes are supported by at least one artifact. Some artifacts are appropriate to a college-level course.	The narrative describes why some individual artifacts have been included in the portfolio. Some artifacts present convincing, strong support for the course's learning outcomes. Some of the course's learning outcomes are supported by at least one artifact. Most artifacts are appropriate to a college-level course.	The narrative describes why most individual artifacts have been included in the portfolio. Most artifacts present convincing, strong support for the course's learning outcomes. Most of the course's learning outcomes are supported by at least one artifact. All artifacts are appropriate to a college-level course.	The narrative describes why each individual artifact has been included in the portfolio. All artifacts present convincing, strong support for the course's learning outcomes. All of the course's learning outcomes are supported by at least one arrtifact. All artifacts are appropriate to a college-level course.

| **Mechanics (5%)** | The narrative has too many mechanical errors to satisfy this dimension. | The narrative's sentence level structure is at times incorrect. The narrative's language choices sometimes detract from its effectiveness. The narrative is inappropriate for a general professional or disciplinary audience. Errors of fact, numeracy, grammar, punctuation, spelling, and capitalization in the narrative slightly impact readability. The narrative attempts to employ some coherent system of citation and formatting. The narrative makes citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is mostly correct. The narrative's language choices do not detract from its effectiveness. The narrative is not inappropriate for a general professional or disciplinary audience. Any errors of fact, numeracy, grammar, punctuation, spelling, and capitalization in the narrative do not negatively impact readability. The narrative attempts to employ proper and complete APA formatting style, including a reference page. The narrative makes minor citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is correct. The narrative's language choices do not detract from its effectiveness. The narrative is audience appropriate. The narrate is almost free of errors of fact, numeracy, grammar, punctiaion, spelling, and capitalization. The narrative mostly employs proper and complete APA formatting style, including a reference page. The narrative occasionally makes minor citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is effective with a variety of styles and lengths, and precise word use/choice. The narrative is audience appropriate. The narrate is free of errors of fact, numeracy, grammar, punctiaion, spelling, and capitalization. The narrative employs proper and complete APA formatting style, including a reference page. The narrative appropriately and accurately cites all research or ideas not original to the author. |

| Presentation (5%) | The presentation of the narrative does not satisfy this dimension. | The narrative has serious sequential and organizational issues but has the potential to be revised into a more ordered and appropriate structure. | The narrative attempts to foreground its organization, with an attempt to logically structure the content, create clear paragraphing, and highlight main points and details. The narrative contains some extraneous information or digressions. The narrative does not present a college-level analysis. The narrative has issues with subheadings and other technical aspects of organization. | The narrative has a sense of organization, with an order to the content, clear paragraphing, and main points and details that contribute to the whole. The narrative does not contain more than one or two items of extraneous information or digressions. The narrative attempts college-level analysis. The narrative uses subheadings aligned with stated course outcomes, and progresses in a discernable order. | The narrative is well organized, with a logical and effective ordeer to the content, coherent and unified paragraphs, and main points and details that are connected. The narrative does not contain any extraneous information or digressions. The narrative reflects college-level analysis. The narrative uses adequate subheadings aligned with stated course outcomes, and progresses in logical, convincing order. |

Credit for Prior Learning Portfolio Credit Request Form

Student Information

Portfolio Received: (date)

Portfolio Assessment:

List courses and credits   approved   not approved

Assessment Committee members:

Dean/Director's approval   name and date

Sent to Registrar: (date)

Procedure Number/Name:	040.???.001 Credit for Prior Learning – Portfolio
Associated Rule Number/ Name:	040.???.000 Credit for Prior Learning – Portfolio
Responsible Department:	Instructional Services

Overview

Through the Credit for Prior Learning (CPL) – Portfolio process, students have the opportunity to earn credit for active courses in the Columbia Gorge Community College (CGCC) catalog based on their demonstration of previous experience, knowledge and skill. CPL Portfolios submitted by students are reviewed by a three-person Portfolio Assessment Committee (PAC) made up of faculty and subject area experts from the community. CPL Portfolios are assessed using the Portfolio Rubric, and a grade of "Pass" or "No Pass" is assigned by the PAC.

Areas of Responsibility

Department faculty, deans/directors, Curriculum Office, vice-president of Instructional Services, registrar.

Operating Procedure Details

A. Development of CPL Portfolio:
   a. Students are required to enroll in CG 160 Credit for Prior Learning Portfolio Development, a one credit course which focuses on the principles and methodology of assessing college-learning gained through professional experience, training or independent study. The Portfolio Development course addresses how to identify, articulate, and document personal learning outcomes and relate them to specific college course topics and learning outcomes. It also develops skills in organizing information, writing, analyzing and critical thinking. The creation of a credit for prior learning portfolio is required as the final course product.
   b. The college may waive the CG 160 enrollment requirement at the discretion and approval by the vice president of Instructional Services.
   c. Students who have completed CG 160 and received a "P" within the past three years, may submit additional Portfolios without retaking CG 160 at the time of submission.
   d. Students are to follow the CPL Portfolio Template in the development and organization of their submission.

B. Submission of CPL Portfolio
   a. Student submits CPL Portfolio with cover page to Curriculum Office (CO) at curriculum@cgcc.edu

  b. Students are allowed to have no more than three (3) CPL Portfolios in process at the same time.

  c. CO sends the student verification of date of receipt of submission and anticipated timeline for review.

  d. CO sends CPL Portfolio and related Course Content and Outcome Guides (CCOGs) to the appropriate department dean/director with a notification to assemble a Portfolio Assessment Committee. Notification includes the date for when the review is required to be completed.

C. Portfolio Assessment Committee (PAC) Review

  a. Dean/director of appropriate department assembles PAC assessors and prepares contracts, as needed, for their participation.

  b. The PAC is to consist of three assessors:
    i. at least two faculty content experts preferably in the discipline of the Portfolio to be reviewed. If two discipline faculty are not available, a second faculty may be chosen from a related discipline within the same department.
    ii. the third member may be from outside the discipline or be a content expert from the community.

  c. Dean/director provides PAC with:
    i. CPL Portfolio to be reviewed
    ii. Associated CCOG(s)
    iii. Assessment directions and CPL Portfolio Assessment Rubric
    iv. Required completion date for review (60-days from CO receipt of CPL Portfolio submission from student)
    v. CPL Portfolio Cover Sheet

  d. Dean/director notifies CO that PAC has been formed, and provides:
    i. a list of assessor names and titles/qualifications
    ii. a PAC point of contact (POC)

  e. PAC meets to review CPL Portfolio submission

  f. Result of PAC assessment is sent to dean/director and CO
    i. Assessment result is limited to Pass/No Pass (P/NP) only
    ii. Awarding of partial course credit in not an option

  g. Dean/director notifies student of PAC decision

  h. If the PAC deems the CPL Portfolio submission to be unsuccessful, the student has the opportunity to revise and resubmit the CPL Portfolio one time. There will be no additional fee for this resubmission. The student should avail themselves of the PAC's comments and rubric notes.

D. Student Appeal of PAC decision

  a. Students may appeal the PAC decision to the program area dean/director.

  b. If initial appeal is unsuccessful, one additional appeal may be made to the vice president of Instructional Services. This is the final appeal.

E. Recording/transcription of results
- a. Dean/director sends completed CPL Portfolio Cover Sheet (with results) to registrar
- b. A "Pass" result will be entered on the student transcript by the registrar
    - i. CPL credits will be entered on student transcript within 30 days of the registrar's receipt of the CPL Portfolio Cover Sheet
    - ii. Transcript will note that the credits were earned through CPL
- c. No Pass (NP) results will not be entered onto the student transcript; however, they will be entered in the student's record for tracking purposes.
- d. A per course fee is applied for transcription of course credits awarded via CPL Portfolio.

Definitions

A. *Course Content and Outcome Guide*: Curriculum Committee approved course information, including: course number, credits, contact hours, special designations, grading options, available repeats, description, outcomes, assessment and teaching strategies, suggested texts/materials, and content.

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

C. *CPL Portfolio Assessment Rubric*: Assessment tool used by Portfolio Assessment Committees to evaluate/grade Portfolio submissions.

D. *CPL Portfolio Cover Sheet*: Administrative tracking document including: student name and number, date of submission, course(s) name(s) and credits, PAC assessment results (P/NP), PAC members, dean/director approval, date of submission to registrar.

E. *CPL Portfolio Template*: Outline and description of components required to be included in a CPL – Portfolio submission.

Further Information

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

References

1.

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

Overview

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

Applicability

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

Administrative Rule Statement

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

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

Guidelines:

- Maximum number of Credit for Prior Learning (CPL) allowable for any degree or certificate:
  - AAS and AGS degrees and certificates: A maximum of 66 percent of degree or certificate requirements may be completed using CPL.
  - AAOT, AS, AAT, AST: A maximum of 25 percent of degree requirements may be completed using CPL.
- CPL may not be used to fulfill CGCC residency requirements.

- The awarding of partial course credit for any form of CPL is not allowed.

- CPL may only be granted for active courses that exist within the college's catalog at time of application for CPL credit. Not all courses may be eligible for CPL credit.

- Students may not request CPL for a course they have already taken or received transfer credit for at CGCC.

- Students must have an established transcript at CGCC before CPL credit can be awarded.

- CPL credit is awarded as Pass/No Pass only.

- CPL credit recorded on the official institutional transcript should be notated as CPL.

- Documentation used to support CPL credits awarded will be maintained as part of the student's official institutional academic record in accordance with institutional records retention standards.

- Fees are applied for transcription of course credits awarded via CPL.

- CPL credit is not covered by financial aid funds or tuition waivers.

Definitions

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

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

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

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

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

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

G. *CGCC Residency Requirement*: Minimum number of credits required to be taken at CGCC in order to earn a degree or certificate. 34% of required credits toward the completion of a degree and/or certificate must be earned at CGCC.

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

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

Further Information

Dean of Teaching & Learning Foundations
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541-506-6047

Strategic Direction

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

Appendix

1. BP 4235 Credit for Prior Learning