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)   Karie Mize, Zip Krummel

February 12, 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>Approval of Minutes from January 29, 2026</u> [1]

<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 (Moved to discussion Items – 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> [2]

1. Karie Mize (3:40 – 3:45 pm)
   - ABE 50 Integrated Educational Training (IET) General (New Non-Credit Course)

2. Zip Krummel (3:45 – 4:00 pm)
   - PSY 215 Human Development (Course Revision: title)
   - Associate of Science Transfer in Psychology (New Degree)

3. Todd Meislahn (4:00 - 4:20 pm)
   - Administrative Professional AAS (Suspension + Teachout + Checklist)
   - Administrative Professional certificate (Suspension + Teachout + Checklist)
   - Digital Marketing Assistant certificate (Suspension + Teachout + Checklist)

<u>New Business</u>
1. None

<u>Discussion Items</u>

1. Inclusion of successful completion of the Aviation Licensure Exams as part of degree requirements (Tyson Aldrich)

Next Meeting: February 26, 2026
Attachments: [1] January 29, 2026 Minutes; [2] Submissions: 1 New Non-Credit Course; 1 Course Revision; 1 New Degree; 1 Degree Suspension; 2 Certificate Suspensions

Curriculum Committee Minutes
Thursday, January 29, 2026
Location: TDC Boardroom 1.162 & Zoom

PRESENT:
Voting Committee Members

Chair- Kristen Booth (Pre-College)   tina ontiveros (Art,Cult,Comm-Pro-Tem)   Andrea Chrisman (Science)
Todd Meislahn (Business)   Anne Kelly (Inst Dean)   John Evans (Math)
Mimi Pentz (Nursing/Health)   Tyson Aldrich (Tech/Trade)

Non-Voting Members

Jarett Gilbert (VP Instructional Services)   Cat Graham (Student Services)
Susan Lewis (Curriculum)

Support Staff   **Guests**

Sara Wade (Instructional Services)   Ryan Brusco, Karie Mize, Ezra Holston, Rob Kovacich

Absent
Voting Members: **Non-Voting Member**

Stephen Shwiff (Social Science)

Item	Discussion	Action
Call to Order: 3:33pm	**Chair Kristen Booth called the meeting to order at 3:33pm**	
Submissions:		
GED 10 GED Lab (New Non-Credit Course)	Anne shared the reasoning behind these new GED lab classes. • The GED Lab serves students who cannot or do not need to attend regular GED classes and provides flexible instructional support, primarily through one-on-one tutoring and online learning tools aligned with GED curriculum. • Students who spend at least 12 instructional hours in the GED Lab can be counted toward the Title II grant, while all participating students can be counted for FTE, ensuring the college receives credit for instructional time that was previously untracked. • Enrollment and registration will occur after students complete their lab hours, potentially across multiple terms.	Motion: Mimi 2nds: Todd 8 in favor – 0 opposed – 0 abstains

	Coordination with Student Services is needed to finalize processes for tracking hours and registering students • Some students are enrolled in both GED classes and the GED Lab concurrently to increase instructional time and improve the likelihood of GED test success. • The approach supports institutional goals related to student skill gains, completion, and support services, and creates additional avenues to measure program impact. **Motion: approve as written.**	
GED 11 GED Lab **(New Non-Credit Course)**	**Motion: approve as written.**	Motion: Todd 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
GED 12 GED Lab **(New Non-Credit Course)**	**Motion: approve as written.**	Motion: Todd 2nds: John 8 in favor – 0 opposed – 0 abstains
GED 13 GED Lab (New Non-Credit Course)	**Motion: approve as written.**	Motion: Todd 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
GED 14 GED Lab (New Non-Credit Course)	**Motion: approve as written.**	Motion: Mimi 2nds: Todd 8 in favor – 0 opposed – 0 abstains
New Business:		
AR and OP Review	The committee reviewed ARs and OPs related to Credit for Prior Learning (CPL), specifically the use of challenge exams and portfolios. A general CPL policy was included for reference and has already been approved previously.	
CPL Challenge Exam AR	• Challenge exams allow faculty to award course credit to students who successfully demonstrate competency. Faculty retain full discretion over whether credit is granted. • Challenge exams must be created and filed in advance; they cannot be developed or altered at the time a student requests	Motion: Mimi 2nds: Anne 8 in favor – 0 opposed – 0 abstains

	credit. Exams are stored centrally, with student records tracked separately.	
	• Currently has approximately 42–50 challenge exams on file across programs	
	• Students may attempt a challenge exam only once**.** If unsuccessful, they must take the course to earn credit, reinforcing the need for exams to be rigorous and comprehensive**.**	
	• There is currently no finalized operating procedure (OP) for challenge exams due to complexity; development of the OP is underway	
	• A concern was raised about keeping challenge exams current as courses, curriculum, or industry practices change.	
	• Consensus was reached to add a policy requirement that challenge exams be reviewed and potentially revised: o whenever there is a course revision, and o at least every three years, even if no formal course changes occur.	
	• Responsibility for updating challenge exams (e.g., individual faculty vs. departments) will be clarified in the operating procedure.	
	• The committee agreed that review reminders could be integrated into the course revision process to ensure ongoing alignment.	
	Motion: approve with amendment **Add final bullet to Administrative Rule Statement:** **"Challenge Exams will be reviewed and potentially revised at a minimum every three years, or at any time there is a revision to the associated course."**	
CPL Portfolio AR + Portfolio Assessment Rubric + Portfolio Credit Request Form	• The general portfolio rubric is designed to apply across disciplines by assessing whether course learning outcomes are fully, partially, or minimally met, rather than requiring course-specific rubrics. • A discussion noted that the college previously considered course-specific rubrics**,** but ultimately moved toward a single general rubric applicable to all portfolios.	Motion: Anne 2nds: Tyson 8 in favor – 0 opposed – 0 abstains

	• Concerns were raised about long-term relevance and maintenance of portfolio guidance (e.g., learning outcomes, suggested artifacts), especially if materials remain unchanged for many years.
	• As described in the Portfolio AR and OP, portfolios are evaluated by a portfolio assessment committee assembled for each submission, consisting of:
	    o two faculty members from the relevant discipline, and
	    o a third member who may be from a related discipline or be a community or industry expert.
	• It was noted that not all courses or disciplines are suitable for portfolio assessment, particularly where subject-matter expertise or evaluators may be limited.
	• CGCC has a portfolio preparation course, but to date no portfolios have been completed; low participation was attributed to the complexity and workload of the portfolio process compared to simply taking the course.
	
	Motion: approve as written.	

CPL Portfolio OP	 **Motion: approve as written.**	Motion: Anne 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
Spanish Initial Spanish ECE Certificate Discussion	Susan and Karie Mize shared the plans to offer a Spanish-language version of the existing Initial ECE certificate as a direct translation of the current English certificate version. • Because the Spanish version is identical in outcomes, curriculum, and requirements, and differs only by language of instruction, the state and NWCCU confirmed that no separate certificate approval is required. • The Initial ECE certificate consists of six courses, each of which will be offered in both English and Spanish, using the same course numbers, outcomes, and requirements. • Courses will not be duplicated in WebForms and will not receive separate course numbers; instruction may be delivered in English or Spanish depending on the section. • CC members agreed that they did not need to review the curriculum, and some expressed that they didn't feel that they	

	were qualified for reviewing the Spanish version of the classes. And if it exactly the same class with the same course outcomes and descriptions, there is no worry about reviewing the Spanish version of the classes.
	• Questions were raised about student progression, particularly whether students completing courses in Spanish could encounter barriers when transitioning to English-language coursework. It was clarified that:
	   o The Spanish-language courses count toward the Initial ECE certificate and also apply to the ECE AAS degree.
	   o The Spanish certificate provides students an entry point to build confidence and foundational knowledge.
	   o Students may choose to continue into English-language coursework at CGCC, seek employment with the initial certificate, or transfer to institutions offering full Spanish or bilingual degree pathways (e.g., Clackamas Community College and Western Oregon University).
	• The program will integrate IET (Integrated Education and Training) and vocational ESOL supports to help students build academic and professional English skills alongside content knowledge.
	• Discussion addressed course labeling and scheduling, with consensus to avoid Spanish language designators in course numbers, as this could imply a different course.
	   o Instead, sections will be differentiated by language, and course titles/descriptions will be listed in English or Spanish as appropriate.
	   o Student Services and advisors will assist students in enrolling in the correct section.
	No formal vote is required at this time, the committee supported and agreed with moving forward with the Spanish-language certificate and courses.	

Meeting Adjourned: 4:42pm	**All in favor, Chair Kristen closed the meeting at 4:42pm**	**Next Meeting: February 12, 2026**

CC date   2.12.26
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 – IET

Department:	Pre-College	Submitter name Phone Email	Karie Mize 503-504-4206 kmize@cgcc.edu
Course Prefix and Number:	ABE 50	Course Title: (75 characters max)	Integrated Educational Training (IET): General

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Total Contact hours	15
		ACTI Code	320
		CIP Code (entered by Curriculum Office)	32.0101

Reason for new course	Provides IET support for workforce certificate programs - New IET Program
Target Population (required for ACTI Code 220)	Heritage Spanish speaking students Pre-College (ABE, ESOL, GED) 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.

Accelerates entry into college level certificate programs through the integration of academic learning objectives, real-world occupational applications, and use of instructional technology that is responsive to student and industry needs. Introduces the technical skills needed to successfully navigate an online course platform like Moodle. Increases skills and confidence in reading comprehension and writing, and develops skills that will increase workforce options.

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. Address academic conventions and expectations of CTE (credit) course.
	2. Use different technologies with increased independence and confidence.
	3. Practice language domains and communication skills.
	4. Complete writing tasks with appropriate citations.
	5. Develop fluency with field-specific terminology and concepts.
	6. Identify employability skills and next steps in a career pathway.
Outcomes assessment strategies:	Formative assessment via observation and written assignments

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):	**Outcome #1. Address academic conventions and expectations of CTE (credit) course.** Demonstrate an increasing ability to successfully complete a college-level class: Elements of a syllabus, accessing text options (electronic, physical), weekly tasks (readings, forum posts, peer replies), major assignments (requirements, format options), tutoring options (CGCC resources, NetTutor). **Outcome #2. Use different technologies with increased independence and confidence.** Navigate the features of an online class: Moodle [function of course shell, access site, log-in, overview of tools and features, forum participation (initial post vs. reply), quizzes (access, completion), supplemental resources (downloads), uploading assignments]. Zoom [Accessing platform (Link vs. Meeting ID), Toolbars, Icons (e.g., microphone) and options (mute/unmute), Share screen, Chat, Breakout Rooms, etc. Google Suite [Google Docs (naming, sharing, download, upload), Google Drive (shared folders, moving and organizing documents), Google Slides (importing images, presentation features). Increase Digital Literacy [from Oregon Employability Skills]: Computer basics (brands, operating systems), device components (icons, applications), functions of browsers, document formats (Word vs. PDF), internet privacy and safety, Artificial Intelligence, Netiquette.

Outcome #3. Practice language domains and communication skills.
Develop literacy and oracy skills: receptive (reading and listening comprehension) and productive (oral language confidence, writing for specific audiences) abilities through the appropriate usage of industry lexicon.

Outcome #4. Complete writing tasks with appropriate citations.
Demonstrate an understanding of: Assignment details (spacing, font size) and purpose (analysis, reflection); grammar conventions; paraphrasing vs. direct quotations; list of sources and in-text citations (APA, MLA).

Outcome #5: Develop fluency with field-specific terminology and concepts.
Progress through stages of familiarity (recognize, define, discuss, utilize, explain) with vocabulary, acronyms, and frequently used phrases for occupation and/or field of study; Connect theoretical understanding (conceptual frameworks or standards) to practical applications; Pair conceptual knowledge with observable traits and abilities for industry professionals.

Outcome #6: Identify employability skills and next steps in a career pathway.
Explore the ten Oregon Employability Skills (OES) [Adaptability, Collaboration, Self-Awareness, Empathy, Social Diversity/Awareness, Digital Literacy, Entrepreneurial Mindset, Analysis/Solution Mindset, Communication, Resilience] and evaluate those most applicable to personal and professional goals.

With exposure to industry standards and requirements (federal or professional organizations, state-level, regional consortia, organization-specific, etc.), develop a one- to five-year personalized plan.

Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	This is a support course for students enrolled in credit courses
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,	n/a

enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes 12.10.25 ☐ No
Implementation term:	☐ Next available term after approval ☒ Specify term (if after next available term): Fall, 2025

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
Karie Mize	kmize@cgcc.edu	1.26.26

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.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
☐ Course number / Prefix	☐ Description	☐ Text / Materials
☒ Title	☐ Requisites	☐ Related Instruction
☐ Credits	☐ Outcomes	☐ Course Activities
☐ Repeatability	☐ Content	☐ Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Social Science	Submitter name Phone Email	Dr. Zip Krummel zkrummel@cgcc.edu
Reason for Revision	HECC/MTM rename for standardization with all CCs and OPUs		
Current prefix and number	PSY 215	Proposed prefix and number	No change
Current Course Title	Human Development	Proposed Course Title (75 characters max)	Lifespan Development
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	42.2703

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

Current Description (required whether being revised or not)	Proposed Description
Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

☐ Placement into:				
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent				
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☐ Placement into:				
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan. 2. Identify and explain key issues and concepts relevant to the understanding of how human behavior develops over the life span and be able to explain them to a layperson. 3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change. 4. Contrast and explain the key points of typical and atypical development across stages of the lifespan. 5. Demonstrate knowledge of the research and literature on central questions in the birth-to-death developmental process, including continuity, sources of development, and individual differences	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change to outcomes
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Lifespan Development (OER). Lumen Learning.
Department Required Course Activities (optional)	(update as needed)

Department Notes (optional)	(update as needed)

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No

Please provide details, who was contacted and the resolution.

01/27/2026 Director of Nursing was notified of the change, and informed of the needed completion of a Modified Degree Certificate Revision for both the Nursing AAS and the Paramedic AAS.

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	01/06/2026

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

Department Dean/Director (enter name of department dean/director): Dr. 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 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

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

Submitted by: Dr. Z. Krummel	Email: zkrummel@cgcc.edu	Phone:	Department: SocSci

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Science Transfer in Psychology	Proposed Credits:	90
Reason for new degree:	Adding statewide Psychology MTM to offerings - required by HECC. CIP Code: 42.0101 ^	Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the degree been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Is this a Statewide Degree?	☒ Yes ☐ No	If so, has the degree been approved by the consortium?	☒ Yes ☐ No
Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☒ No	If so, list all:	

SECTION #2 REQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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
MTH 65 or MTH 98	MTH 65 or MTH 98 or equivalent placement	placement into MTH 65 or 98	4
WR 115	WR115 or equivalent placement		4

Is this a limited entry program? Students must apply, via the department for program entry.	☐ Yes ☒ No

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. Describe psychology's major subfields.

2. Express ideas that accurately reflect basic psychological concepts and principles.

3. Demonstrate operational competence in critical thinking and problem solving.

4. Exemplify communication and interpersonal skills (empathy, compassion, understanding relationships, and conflict resolution).

5. Describe the roles of nature vs nurture in human behavioral context.

6.

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
Fall Year One (15 credits)			
FYE 100	College Planning and Survival Skills	placement into WR 115	4
WR 121Z	Composition I	IRW 115 or WR 115 or equiv placement	4
	General Education - Arts & Letters[1]	Varied	3-4
	Psychology MTM Electives[4]	Varied	3-4
Winter Year One (15 credits)			
WR 122Z	Composition II	WR 121Z	4
PSY 201Z	Introduction to Psychology I	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education - Social Sciences[2]	Varied	3-4
	Psychology MTM Electives[4]	Varied	3-4
Spring Year One (15 credits)			
PSY 202Z	Introduction to Psychology II	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
COMM 111Z	Public Speaking	place into MTH 65 or MTH 98; WR 121Z	4
	General Education - Arts & Letters[1]	Varied	3-4
	Psychology MTM Electives[4]	Varied	3-4
Fall Year Two (15 credits)			
PSY 215	Lifespan Development	Recommended: PSY 201Z or PSY 202Z; place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
MTH 105Z	Math in Society (or higher)	MTH 65 or MTH 98 or place; Place into WR 115	4
	Psychology MTM Electives[4]	Varied	7
Winter Year Two (15 credits)			
	General Education - Biological Sciences[3]	Varied	4-5
STAT 243Z	Elementary Statistics I	MTH 65 or MTH 98 or place; Pre/co: WR 121Z	4
	Psychology MTM Electives	Varied	6-7
Spring Year Two (15 credits)			
	General Education - Biological Sciences[3]	Varied	4-5

| Course Number	Course Title	Requisites	Credits
	General Education - Social Sciences[2]	Varied	3-4
	Psychology MTM Electives[4]	Varied	6-8
Use Psychology MTM Electives to balance variable credits in General Education electives. Students will need to average 15 credits per term to reach the 90 required credits.			
		Credit total	90
ELECTIVES (if applicable)			
Course Number	**Course Title**	**Requisites**	**Credits**
	[1]**General Education - Arts & Letters**		
	Choose any Arts & Letters course from the General Education designation list. May not repeat courses required elsewhere in degree. Work with an advisor to identify best choices for transfer to the university or field of your choice.	Varied	3-4
	[2]**General Education - Social Sciences**		
	Choose any Social Science course from the General Education designation list. May not repeat courses required elsewhere in degree. Work with an advisor to identify best choices for transfer to the university or field of your choice.	Varied	3-4
	[3]**General Education - Biological Sciences**		
BI 101	Biology	placement into MTH 65 or 98; Pre/co: WR 121Z	4
BI 121 & 122	Introduction to Human Anatomy & Physiology I & II	MTH 98 or place; Pre/co: WR 121Z	4
BI 141	Habitats: Life of the Forest	placement into MTH 65 or 98; Pre/co: WR 121Z	4
BI 142	Habitats: Marine Biology	placement into MTH 65 or 98; Pre/co: WR 121Z	4
BI 143	Habitats: Fresh Water Biology	placement into MTH 65 or 98; Pre/co: WR 121Z	4
BI 211	Principles of Biology	MTH 95 or place; Pre/co: WR 121Z; CH 100 or higher, or instructor permission	5
BI 212	Principles of Biology	BI 211	5
BI 213	Principles of Biology	BI 212	5
BI 231	Human Anatomy & Physiology I	BI 112 or BI 211	4

BI 232	Human Anatomy & Physiology II	BI 231 with "C" or better	4
BI 233	Human Anatomy & Physiology III	BI 232 with "C" or better	4
BI 234	Microbiology	BI 112 or BI 211	5
	[4]**Psychology MTM Electives**		
	Choose any course from the General Education designation list. May not repeat courses required elsewhere in degree. Work with an advisor to identify best choices for transfer to the university or field of your choice.	Varied	3-5

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
Dr. Zip Krummel	Zkrummel@cgcc.edu	1.6.26
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:
1. Save 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.

Oregon Transfer Compass

MAJOR TRANSFER MAP CURRICULUM ARTICULATION
POLICY IN PSYCHOLOGY
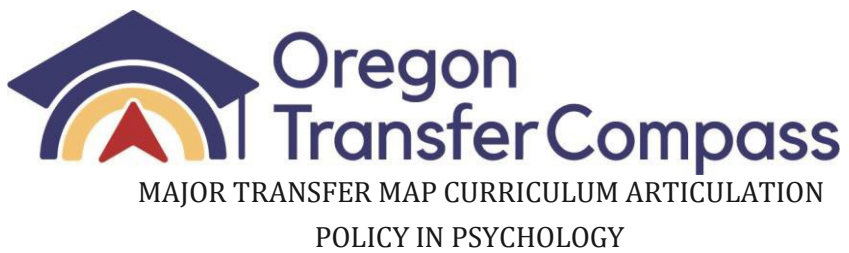
A statewide policy that identifies the community college courses needed to transfer to any participating Oregon public university with the same status as a first-time freshman seeking a Bachelor of Science in Psychology.

TABLE OF CONTENTS

Statewide Transfer Articulation Agreement:
Major Transfer Map Curriculum Articulation Policy in Psychology
90 Credits

Associate of Science Transfer in Psychology

From: Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas Community College
Clatsop Community College
Columbia Gorge Community College
Klamath Community College
Lane Community College
Linn-Benton Community College
Mt. Hood Community College
Portland Community College
Rogue Community College
Southwestern Oregon Community College
Treasure Valley Community College
Umpqua Community College

To: Eastern Oregon University
Oregon State University
Portland State University
Southern Oregon University
University of Oregon
Western Oregon University
Oregon Institute of Technology

180 total credits for:
Bachelor of Science in Psychology

Introduction: A Major Transfer Map Curriculum and Articulation Policy (MTM CAP) is for students transferring from a participating Oregon community college to any participating Oregon university who know which major/bachelor's degree program they want to pursue. The MTM CAPs identify the optimal and specific set of lower division courses students must take to transfer efficiently into the major at the university. The successful completion of the major transfer map allows students to receive the number of academic credits referenced in this MTM CAP, and comparable standing to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. MTM CAPs must include at least 30-credits of general education defined by the Core Transfer Map (CTM). MTM CAPs may choose to specify relevant or required General Education courses as part of the 30-credit CTM component of the MTM CAP. Receiving institutions will not require students to retake a course if the minimum grade requirements, specified in this agreement, have been met.

The statewide MTM CAPs will use one of the following formats. The selected format will be specified in each approved MTM program:

- an Associate of Science Transfer (AST) in Psychology

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

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404).

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

The guarantees and limitations in the next two sections describe the requirements all participating institutions.

Part 1: Guarantees
Students who complete all the requirements specified within an MTM CAP (i.e. an MTM CAP associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Time until completion of the major at the public university that is comparable to time until the completion of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Catalog rights follow the MTM CAP agreement. Eligibility to graduate following the bachelor's degree requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the Associate of Arts Transfer degree in [MAJOR] or Associate of Science Transfer degree in [MAJOR]. If the student does not complete the MTM

CAP bachelor's degree within 7 years of the first enrollment at the community college awarding the MTM CAP, they should meet with an advisor to determine which catalog to use.

3. If a student transfers before completing the MTM CAP, all courses will still transfer but may not apply in the same way as they would if the MTM CAP was completed. If the student has completed a CTM, the guarantees inherent in the CTM apply. All courses in the incomplete MTM CAP or incomplete CTM will transfer individually.

4. The ability to file a student complaint.
    a. Students encourage to first follow their home institution's internal complaint process (e.g., talk to their academic advisor, academic unit, Registrar or Provost)
    b. Students may send complaints in writing to the Transfer Council. transfercouncil@hecc.oregon.gov].
    c. No later than 2027, the Commission will approve Oregon Administrative Rules that outline a comprehensive student complaint process that will center the Transfer Council as the primary focal point for interinstitutional transfer student complaints.
    d. The HECC only has authority to handle student complaints if they are related to discrimination or retaliation.

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

Part 2: Limitations

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

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

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

4. The credit and course transfer guarantees described in the specific MTM CAP apply only to the specific degree programs covered by this policy. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors, the previous MTM CAP major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

   • General Education Courses in the MTM CAP:

   AP and IB articulated credits used to meet the general education components of the Major Transfer Map Curriculum Articulation Policy will transfer and are guaranteed to fulfill

general education requirements at the receiving institution if the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

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

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

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

    If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM faculty subcommittee will determine whether the differences constitute acceptable and warranted variance within the MTM CAP. If so, the subcommittee will communicate about the variance to the Transfer Council upon submission of the MTM CAP. All participating institutions must adhere to the MTM CAP when accepting credits.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.
7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Required Participation

Institutions listed on page two are required to participate in the MTM CAP as governed by the Oregon Administrative Rules (OAR) noted below:
- 715-025-0015: Institutional Participation in Major Transfer Map Curriculum Articulation Policy
- 715-025-0035: Commission Consideration and Approval of Major Transfer Map Curriculum Articulation Policies
- 715-025-0040: Effect of Major Transfer Map Curriculum Articulation Policy Adoption on Institutions

Part 4: Institutional Obligations

First, Oregon public universities and community colleges will follow OAR 715-025-0055 to modify a MTM CAP.

Second, participating institutions will continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalencies for all MTM courses, even when a transferring student has not completed the MTM.

Major Transfer Map: Statewide Articulation Agreement Participants to the Agreement

On June 13, 2025 and by a unanimous vote the Transfer Council recommends this MTM CAP to the Commission for approval.

On August 21, 2025 and by a unanimous vote the Commission approves this MTM CAP. MTM CAP is effective beginning Fall 2025.

Part 5: Major Transfer Map Participants

Subcommittee members

Kathryn Becker-Blease (OSU) – Co-Chair
Eric Kim (LCC) – Co-Chair
DeAnna Timmerman (WOU)
Maria Lynn Kessler (OIT)
Greg Townley (PSU)
Rachel Jochem (SOU)
Christina Karns (UO)

Ethan McMahan (WOU)
Jessica Kissler (Clackamas)
Monica McKirdy (LBCC)
Denise Russell (KCC)
Kelsey Kelly (PCC)
Niki Theis-Coulter (RCC)
Georgann Willis (UCC)

Institutional Participants:

Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas Community College
Clatsop Community College
Columbia Gorge Community College
Eastern Oregon University
Klamath Community College
Lane Community College
Linn-Benton Community College
Mt. Hood Community College

Oregon Institute of Technology
Oregon State University
Portland Community College
Portland State University
Rogue Community College
Southern Oregon University
Southwestern Oregon Community College
Treasure Valley Community College
Umpqua Community College
University of Oregon
Western Oregon University

Higher Education Coordinating Commission Staff:

Leigh Graziano — Office of Academic Policy & Authorization
Brittany Miles — Office of Community College & Workforce Development

Part 6: Oregon Transfer Council 2024-2025

David Plotkin, Clackamas CC, Co-Chair
Christopher Long, UO, Co-Chair
Alix Gitelman, OSU
Randi Harris, PSU
Tyler Harris, COCC
Benji Henslee, Mazama High School
Traci Hodgson, Chemeketa CC
Nate Kersey, PSU

Jarrett Gilbert, CGCC
Christopher Walsh, EOU
Tad Shannon, WOU
Ryan Bonn, PCC
Kate Sullivan, LCC
Meredith Stone, WESD
Greg Hamann, Vice Chair HECC Commission
(ex-officio)

This Major Transfer Map Curriculum Articulation Policy (MTM CAP) outlines specific course requirements for students at any participating Oregon community college who plan to transfer to a participating four-year public university and earn a Bachelor of Science in Psychology. A completed Core Transfer Map will transfer to any of the 7 Oregon Public Universities (OPU). A complete MTM CAP will give students all guarantees listed in this MTM CAP at the participating OPUs listed in this agreement. The MTM CAP is intended for students who know they want to transfer and earn a Bachelor of Science in Psychology, but who are unsure of their intended transfer destination. Students should work with an advisor to ensure they fulfill the requirements of this major transfer map. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement or degree map that will prescribe their course requirements.

Note that in order for a student to successfully transfer to an Oregon public university, students must at a minimum:

1. Earn a grade of a "C-" or better in courses in the major
2. Tke courses in the major for a grade— Oregon public universities do not accept "pass/no pass"
3. Earn a cumulative grade point average of 2.0

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

Students are strongly encouraged to seek advising before their first term of college and after they have completed the 27-35 credits of the Core Transfer Map (CTM) Requirements. Students should also be aware that if they want to complete an MTM CAP in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an associate degree, students will need to successfully complete at least 90 credits.

CORE TRANSFER REQUIREMENTS		
See an advisor for recommended courses before your first term		
Writing		
1 course	WR121Z	4
Arts & Letters		
1st course:	Select from AAOT course list	3-4
2nd course:	Select from AAOT course list	3-4
Social Sciences		
1st course	Select from AAOT course list	3-4

2nd course	Select from AAOT course list	3-4
Natural Sciences		
1st course	Any biology w/lab course	4-5
2nd course	Any biology w/lab course	4-5
Mathematics		
1 course	STAT 243Z	4
At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT		
Core Transfer Requirement Total		**30-35**
ADDITIONAL GENERAL EDUCATION COURSES *See an advisor for recommended courses*		
Writing	WR 122Z	4
Communications	COMM 111Z	4
Additional GE Requirement Total		**8**
PSYCHOLOGY COURSES *See an advisor for recommended courses*		
1st course	PSY 201Z	4
2nd course	PSY 202Z	4
3rd course	Lifespan Development (must have a PSY prefix)	3-4
Psychology Total		**11-12**
MTM Total		**50-55**
ADDITIONAL COURSES TO REACH 90 CREDITS *See an advisor for recommended courses*		

Minimum letter grade and/or GPA requirements for MAJOR Coursework *If the cell is blank, you must achieve a minimum letter grade of C- in major coursework*	
University of Oregon	C
Portland State University	
Oregon State University	
Oregon Institute of Technology	C
Southern Oregon University	C

Eastern Oregon University	2.0 GPA requirement for major coursework
Western Oregon University	

Advanced Placement or International Baccalaureate Exams
The following exams can be used in place of __major__ coursework in the MTM only if they are aligned across all participating institutions (see Curriculum Articulation Policy)
There are no AP or IB exams that can be used in place of major coursework at this time.

Program Learning Outcomes: Associate of Science Transfer Degree in Psychology

Upon completion of the AST in Psychology, students will be able to:

1. Describe psychology's major subfields

2. Express ideas that accurately reflect basic psychological concepts and principles

Psychology Major Transfer Map Post-Transfer Crosswalk

Core Transfer Map	Credits	EOU	OIT	OSU	PSU	SOU	UO	WOU
Writing – WR 121Z	4	WR 121Z	WR 121Z	Writing Foundations (1 of 1 course)	1 of 2 University Writing Courses	1 of 3 Purposeful Learning courses (3-4 credits)	WR121Z (4 credits)	1 of 2 Foundations: Writing courses (4 credits)
Arts & Letters – 2 courses	6-8	2 Aesthetics and Humanities courses	2 Humanities courses	Arts & Humanities (2 of 2 courses)	min. 10 credits of Arts & Letters/Social Science courses ***Additional credits apply to FRINQ	1 Creativity and Expression course (3-4 credits) 1 Creativity & Innovation course (3-4 credits) 1 Inquiry and Analysis course (3-4 credits) 1 Numerical Literacy course (3-4 credits) 1 Equity, Diversity & Inclusion (3-4 credits)	2 Arts and Letters courses (6-8 credits)	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses (6-8 credits)
Social Science – 2 courses	6-8	2 Social Science courses	2 Social Science courses	Social Science (1 of 1 course) Communication, Media, & Society (1 of 1 course)			2 Social Science courses (6-8 credits)	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (6-8 credits)
Natural Science – 2 biology with labs	8-10	2 Natural & Info Science courses	2 Science/Mathematics courses; lab science requirement met	Scientific Inquiry and Analysis (Natural Science w/lab; 2 of 2 courses)	8-10 (of 10 credit min.) science requirement (6 credits must be w/lab)		2 Science courses (8-10 credits; standalone lab course will not count in this requirement)	2 of 2 Exploring Knowledge: Scientific Perspectives courses (8-10 credits)
Math – STAT 243Z	4	1 college level mathematical course	1 Science/Mathematics course; mathematics requirement met	Quantiative Literacy and Analysis (1 of 1 course)	1 Math or Statistics course		STATS 243Z - 4-credits (Counts toward 1 term of requirement for 1 year college level Math)	1 of 1 Foundations: Math course (4 credits)
One course must also satisfy: AAOT Cultural Literacy Requirement			Meets Intercultural Studies recommendation			Met with Equity, Diversity & Inclusion capacity	4-credit course will count as 4 of 8 credits of Cultural Literacy requirement. PSY majors should consider taking GP courses for cultural literacy requirement (since multiple UO PSY courses meet US-DIA requirement)	
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		Additional credits taken to reach 30 in the Foundational Curriculum will be applied to the general education category associated with them.	Additional courses taken to reach 30 credit minimum will be applied to the appropriate General Education category.	Additional credits taken to reach 30 may be applied to the general education category based on the Core Ed Transfer course articulation policy	Additional credits(as many as 9) taken to reach 30 credit total will be applied to the 30 credit minimum needed to waive the 15 credit - first year University Studies requirement - First Year Inquiry (FRINQ). See remaining BA/BS and University General Education Requirement section for recommendations.	Core Transfer Maps will be taken as a block only. The courses and categories in the Core Transfer Map will not be singularly articulated to SOU's Lower Division GE Capacitiy Model.	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. Psych students should consider taking courses that best align with their goals and may facilitate second major/minor that enhances their career interests	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. 2 of 2 First Year Seminars (8 credits) covered by CTM but not via direct articulation.
Total Credits Completed (range)	30-35	30-35	30-35	30-35	30-35	18 - 24	30-35	30-35
Additional General Education Courses	**Credits**	**EOU**	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
WR 122Z	4	WR 122Z accepted as gen-ed ('gateway' category)	WRI 122Z	WR 122Z (4 credits), meets major (not gen ed) requirement	WR 122Z meets 2nd University writing requirement (4 credits)	WR 122Z (4 credits)	WR 122Z (4 credits) - meets second writing requirement	WR 122Z (4 credits) fulfills Foundations: Writing 2 of 2
COMM 111Z	4	COMM 111Z accepted as gen-ed (gateway' category)	COMM 111Z	COMM 111Z	COMM 111Z Counts towards Arts/Letter (4 credits)	COMM 111Z (4 credits)	COMM 111Z (4 credits) - Counts as Arts and Letters (A&L)	COMM 111Z (4 credits) fulfills Foundations: Communication and Language
Major Courses	**Credits**	**EOU**	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
PSY 201Z	4	PSY 201Z (accepted as Gen Ed category SSC)	PSY 201Z	PSY 201Z	PSY 201Z	PSY201Z (4 credits)	PSY 201Z (4 credits) - counts as intro/prereq course for major (requires C or higher). Also counts for Science (SC) requirement for core ed.	PSY 201Z
PSY 202Z	4	PSY 202Z (accepted as Gen Ed category SSC)	PSY 202Z	PSY 202Z	PSY 202Z	PSY202Z (4 credits)	PSY 202Z (4 credits) - counts as intro/prereq course for major (requires C or higher). Also counts for Social Science (SSC) requirement for core ed.	PSY 202Z
Lifespan Development	3-4	PSY 223	PSY 311	LD PSY course meets major requirement (3-4)	4 credits PSY at the 200 level or above	PSY 370 (4 credits)	Lifespan counts as 4 credit elective in the Psych major.	Major Requirement (3-4)
Electives to Reach 90 Credits	**Credits**	**EOU**	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
		Additional electives to reach 90 credits	Additional electives to reach 90 credits	Additional electives to reach 90 credits	Additional electives to reach 90 credits. BS: Any remaining science credit to complete BS science/lab science requirement.	Additional electives to reach 90 credits	Additional electives to reach 90 credits. Students should consider taking courses that best align with their goals and may facilitate second major/minor that enhances their career interests	Additional electives to reach 90 credits
Completed Major Transfer Map Credit Total	**90**	**90 credits**	**90 credits**	**90 credits**	**90 credits**	**90 credits**	**90 credits**	**90 credits**
Remaining Degree Requirements	**Credits**	**EOU**	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
Remaining General Education								
		4-9 credits in General Education	SPE 321 (3 credits)	DPOA (PSY 426, PSY 427, PSY 462, OR PSY 488; 4 credits)	12 credits University Studies Cluster	12 UD Gen Ed credits	4-8 credits more in Math/Computer-Science from approved list to meet 1-year math requirement for BS (with STATS 243Z completed in MTM)	1 of 1 Critical Thinking (3-4)
				WIC (PSY 301, 4 credits)	6 credits University Studies Capstone		Arts and Letters (A&L) 3-4 credits more to meet 4 course requirement (with 6-8 credits A&L and COMM 111Z completed in MTM)	1 of 1 Health Promotion (3-4)
				Seeking Solutions (from list at https://beav.es/N6k)			Science (SC) 3-4 credits more to meet 4 course requirement (with PSY 201Z, STAT 243Z, and PSY 301 completed)	1 of 1 Citizenship, Social Responsibility, and Global Awareness (3-4)
				Beyond OSU I & II (PSY 411, 4 credits)			Social Science (SSC) 9-12 credits more to meet 4 course requirement (with PSY 202Z completed) - one course must satisfy Cultural Literacy requirement	1 of 1 Science, Technology, and Society (3-4)
Total Remaining General Education Credits		**4 - 9 credits**	**3 credits**	**15-16 credits**	**18 credits**	**12 credits**	**19-28 credits**	**12-16 credits**
Remaining University Requirements								
		DPD (4 credits; met by PSY 436)		CLA Liberal Art Core: From list at https://ecampus.oregonstate.edu/soc/ecatalog/cla.htm?term=&category=all 1 course each from Arts, Humanities, Non-Western, and Social areas + 1 additional; may double count with gen ed or major requirements ; 15 - 20 credits	4 credits Race and Ethnic Studies		May need to take at least 18 credits of 300 or 400 level classes to reach 62 upper division credit minimum.	
		UWR [1 LD UWR course by major (PSY 222) & 2 UD UWR by major (PSY 335 or PSY 370; the PSY capstone)]			May need to take at least 4 credits of 300 or 400 level classes to reach 62 upper division credit minimum.		*Other requirements: UO GPA >= 2.0; Residency requirement: 45 at UO after 120, minimum 45 ABCD credits graded at UO; ABCDP*: 168 credits total. Completion of academic major required. For area satisfaction, each course must be 3-4 credits and no more than three courses with same subject code across all three area (A&L, SC, SSC).	
Total Remaining University Requirements		**0 credits (met by major below)**		**15 - 20 credits**	**4-8 credits**		**18 credits**	
Remaining Major Requirements								
		PSY 222 (3 credits)	PSY 215 (3 credits)	(PSY 297 and PSY 298) OR (ST 351 & ST 352) 8 credits	STAT 244 or PSY 320(4 credits)	Bio 101, 231, 221Z (4 or 5 credits)	4 credits - PSY 301 (Scientific Thinking) also meets SC requirement	PSY 311 (4)
		PSY 303 (1 credit)	PSY 216 (3 credits)	Upper-Division Psychological Science Core :	PSY 321(4 credits)	PSY 211 (2 credits)	4 credits - PSY 302 (Stats Methods Psych)	PSY 334 (4)

		STAT 327 (5 credits) -- accepted as GE category SMI	PSY 301 (4 credits)	PSY 330 or PSY 340	4 credits of Psychology Human Diversity Requirement	PSY 225 (4) 4 credits	4 credits - PSY 303 (Research Methods Psych)	PSY 360 (4)
		Psychology capstone (5 - 6 credits)	PSY 312 (3 credits)	PSY 350 OR PSY 360		PSY 225L (1 credit)	12 credits - at least 1 of 3 core 300-level courses must be PSY 304 (Biopsych) or PSY 305 (Cognition). Other 2 can be PSY 304-309.	PSY 367 (4)
			PSY 313 (4 credits)	PSY 370 or PSY 381		PSY 325 (2 credits)	12 credits - 400-level specialty (Options: PSY 420-480)	PSY 467 (4)
			PSY 317 (3 credits)	1 additional from rows 37-39		PSY 351 (4 credits)		PSY 468 (4)
			PSY 330 (3 credits)			PSY 425 (4 credits)		1 of 1 I/O Psych Core (4)
			PSY 331 (3 credits)			6 Core courses from the list: PSY 334, 341, 344, 452, 457, 460, 466, 479, 496. (24 credits)		
			PSY 334 (4 credits)					
			PSY 335 (4 credits)					
			PSY 339 (3 credits)					
			PSY 455 (3 credits)					
			PSY 475 (3 credits)					
			Applied Experience (12 credits)					
Remaining Major Electives								
		25 credits 300-level PSY electives			12 credits from Upper-Division Specialized Electives	16 credits from PSY 410-498	8 Upper Division Elective Credits	8 credits - Additional 300 or 400 level PSY credits at UO in excess of core requirements (with Lifespan completed in MTM)	Psychology Electives (16 UD)
		15 credits 400-level PSY electives				16 credits 300-400 level PSY	4 Upper or Lower division elective credits		
Total Remaining Major Credits (Requirements + Electives)		**55 - 56 credits**	**55 credits**	**36 credits**	**44 credits**	**57-58 credits**	**44 Credits**	**56 credits**
Additional Electives to Reach 180 Credits		**25 - 31 credits**	**32 credits (at least 8 must be upper division)**	**18-24**	**20-24 credits**	**32-33 credits**	**0 - 9 credits**	**18-22 credits**
Degree Total	**180**	**180**	**180**	**180**	**180**	**180 (60 credits must be in the Upper Division)**	**180**	**180**

Pre-Transfer Crosswalk for Columbia Gorge Community College Associate of Science Transfer (AST) in Psychology

DRAFT

Per OAR 715-025-0040, this program must be available at CGCC by Fall 2027. Note the ability for CGCC to offer an AST in Psychology requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z Composition I	4
Arts & Letters (2 courses)	Select from Gen Ed discipline list	6-8
Social Sciences (2 courses)	Select from Gen Ed discipline list	6-8
Natural Sciences (2 courses): ***Any biology with lab ***	• BI 101 Biology • BI 121/122 Introduction to Human Anatomy & Physiology I & II • BI 141 Habitats: Life of the Forrest • BI 142 Habitats: Marine Biology • BI 143 Habitats: Fresh Water Biology • BI 211-3 Principles of Biology • BI 231-3 Human Anatomy & Physiology I, II, III • BI 234 Microbiology	8-10
Mathematics (1 course)	STAT 243Z Elementary Statistics I	4
At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT		
CTM Total		28-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 122Z Composition II	4
Communications	COMM 111Z Public Speaking	4
Additional GE Course Total		8
MAJOR COURSEWORK		
Course 1	PSY 201Z Introduction to Psychology I	4
Course 2	PSY 202Z Introduction to Psychology II	4
Course 3: Lifespan Development ***Must have PSY prefix***	PSY 215 Human Development	4

Major Coursework Total		12
Electives Needed to Reach 90 *(Students will work with an advisor to select appropriate coursework)*		36-42
First Year Experience	FYE 100 College Planning and Survival Skills (CGCC requirement. Students transferring in with 24 credits or more may waive requirement.)	4
MTM Total		90

NOTES

1. CIP Code: 42.0101
2. AST: CIP 7 = ^

		CC date	2.12.26
		CC decision	_____
Columbia Gorge Community College		CC vote	_____

DEGREE SUSPENSION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			

Degree Title:	Administrative Professional AAS	Credits:	90

Overview and rationale for suspension:	Only five* students have been awarded the Administrative Professional AAS (*previously awarded as Administrative Assistant AAS*) in the past six years: three* in 2020-21, one in 2021-22, and one in 2022-23. The advisory board confirmed that this is no longer a pathway with significant career opportunities. [1]*2020-21 indicates three students for the Admin. Prof. AAS plus three for the Admin. Asst. AAS for a total of six –this is likely a clerical error*

Are there Related Certificates or Career Pathways associated with this degree?	☒ Yes ☐ No	If yes, title of career pathway(s) or related certificate(s)	Administrative Professional Certificate Digital Marketing Assistant Career Pathway Certificate

NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.

Is this a statewide degree?	☐ Yes ☒ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☒ No

Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☒ No		Date of Advisory Committee meeting:	05/14/2025
Requested term for start of suspension	Summer, 2026			

SECTION #2 DEGREE COURSEWORK					
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**		
BA 104	Applied Business Math	4	☐ Yes	☒ No	☐ Other*
BA 131	Introduction to Business Technology	4	☐ Yes	☒ No	☐ Other*
BA 169Z	Data Analysis Using Microsoft Excel	4	☐ Yes	☒ No	☐ Other*
BA 205	Business Comunication	4	☐ Yes	☒ No	☐ Other*
BA 211Z	Principles of Financial Accounting	4	☐ Yes	☒ No	☐ Other*
BA 285	Human Relations in Organizations	3	☐ Yes	☒ No	☐ Other*
CAS 123	Keyboarding for Business	4	☐ Yes	☒ No	☐ Other*
CAS 140	Beginning Databases	4	☐ Yes	☒ No	☐ Other*
CAS 216	Beginning Word	3	☐ Yes	☒ No	☐ Other*
CAS 217	Intermediate Word	3	☐ Yes	☒ No	☐ Other*
MTH 98	Quantitative Math	4	☐ Yes	☒ No	☐ Other*
OS 240	Records and Information Management	4	☐ Yes	☒ No	☐ Other*
OS 220	Business Editing	4	☐ Yes	☒ No	☐ Other*
WR 121Z	Composition I	4	☐ Yes	☒ No	☐ Other*
Electives					
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**		
CG 209	Job Finding Skills	1	☐ Yes	☒ No	☐ Other*
	Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Professional degree or certificate	Varied	☐ Yes	☒ No	☐ Other*
	Any BA course in addition to the required BA courses from the Administrative Professional certificate. May not include BA 131 if CAS 133 was taken.	Varied	☐ Yes	☒ No	☐ Other*

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 Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-31-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:
1. Save the completed Degree Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. 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.
4. 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.
5. 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.

Teach Out Planning Document

Certificate/Degree Title: Administrative Professional AAS	Date: 01/31/2026

Section 1: Instructional Department

The Business Pathway Department recommends that the Administrative Professional AAS be officially suspended.

Rationale: The Administrative Professional AAS has consistently low enrollment and completion. Today's administrative roles increasingly require advanced digital, data, and cross-functional skills that are not fully addressed in our program. Four students are identified as in this AAS program, although one is to be awarded the related certificate in June 2026 and does not intend to complete the AAS (per the Registrar). The related certificate is being recommended for suspension as well.

No course required for the completion of this degree or related certificate will be inactivated until all students currently in the program have received a passing grade for the course.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner.[1]	Instructional Dean and Dept. Chair	Complete
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. [1]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2.12.26
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	3.17.26
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A

Section 2: Curriculum Office

Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	3.20.26
Update webforms			3.20.26
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the "teach out" plan	email	4.1.26
Notify NWCCU	Electronic submission form		4.1.26
Update Catalog	Remove degree/cert map	website	6.1.26
Revise/update the webpage		email	6.1.26

Teach Out Plan/revised 11.28.23

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	4.1.26
Documentation of contact with students	Advisors will work with students and document in student record		4.1.26
	Registrar's office will scan letters to student record		4.1.26

[1]No course required for the completion of this certificate or related AAS will be inactivated until all students currently in the program have received a passing grade for the course.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Administrative Professional AAS

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	Three students are currently enrolled in the program: - Two students in term 2; - One student in term 5 *Per registrar, one student earning the related cert. in June 2026 does not intend to seek the AAS.*	
List the program courses that 2nd year students have not completed	Not needed: no courses required for the program are being inactivated.	See Teach Out Plan
Provide enrollment comparison of the past 3-5 years of the program	Five students in the past 5 *years (two in the past 4 years and zero in the past 2 years)*	See attached awards report
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	The market requirements for this career have changed significantly. A stand-alone "Admin. Prof." degree is disappearing	
The program is being considered for termination due to a change in workforce needs?		Yes ☒ No ☐
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

From: **Registrar CGCC** registrar@cgcc.edu
Subject: Re: Students in programs to be suspended
Date: January 28, 2026 at 5:31 PM
To: Todd Meislahn tmeislahn@cgcc.edu
Cc: Ryan Brusco rbrusco@cgcc.edu

Hi all,

I'm getting:

Accounting: 14
Entrepreneurship/Business Management: 7

Ryan - Anthology's horrible bandaid fix for a different problem was to force us to create programs like AASACCT26, for each year the credit totals change... making it a nightmare to look up simple numbers. If you'd like to know who Mike might be missing (or if my data's wrong) I've added them to the group: Currently Attending Accounting/Entrepreneurship Winter 2026

On Wed, Jan 28, 2026 at 10:00 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> Thanks - this documentation can be attached to my submissions.
>
> I'm actually suspending the DMA CPC, and the two Administrative Professional programs. No one has ever bearded the DMA CPC and Admin. Prof. programs are disappearing unless they're completely retooled for the 21st century (meaning, the use of tech tools) because clerical work is being completely automated.
>
> Cat - the followup from you should close the loop. Thank you both!
>
> **Todd Meislahn**
> **Professor & Chair - Business & Entrepreneurship Program**
> -----
> tmeislahn@cgcc.edu
> Columbia Gorge Community College
> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> -----
> linkedin.com/in/todd-m-65344813b/
>
>
> On Wed, Jan 28, 2026 at 9:50 AM Ryan Brusco <rbrusco@cgcc.edu> wrote:
>> Hi Todd,
>>
>> Thanks for your patience. This has been a very interesting week to say the least. I had to deescalate a situation in Student Services on Monday and it pulled me away from some other tasks.
>>
>> I went through the Academic Plans that Mike shared with me before he retired and I didn't find any students with plans for the Digital Marketing Assistant certificate.
>>
>> In looking at Mike's plans, I see four (4) active students in the Accounting program, and there are three (3) students in the Entrepreneurship/Business Management program.
>>
>> **Cat** - Can you pull a report to see if this matches what you're seeing on your end?
>>
>> Please let us know if you need any other information.
>>
>> Always happy to help.
>>
>> Best,
>>
>> **Ryan Brusco**
>> Director of Advising and Student Supports
>> CGCC | Student Services
>> Pronouns: He|She|Me
>> (541) 506-6133 Direct
>> https://www.cgcc.edu/advising
>>
>> **_Schedule an Appointment with Ryan_**
>>
>>
>> On Wed, Jan 28, 2026 at 9:16 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
>>> Hi, Cat -
>>>
>>> OK - great. Can you tell me, for comparison, how many are currently in the Accounting program and the Entrepreneurship/Business Management program? I need this for some forms I have to complete.
>>>
>>> Ryan - if you have any additional information, please let me know.
>>>
>>> Thanks!
>>>
>>> **Todd Meislahn**
>>> **Professor & Chair - Business & Entrepreneurship Program**

On Tue, Jan 27, 2026 at 6:19 PM Registrar CGCC <registrar@cgcc.edu> wrote:
No Digital Marketing that I can find! Nobody currently attending, at least.

Just AP AAS and an AP Cert.

On Tue, Jan 27, 2026 at 4:43 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
OK - and I'm assuming none of these are for the Digital Marketing Asst. CPC - correct? Just the AP AAS?

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
-----
tmeislahn@cgcc.edu
Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
-----
linkedin.com/in/todd-m-65344813b/

On Tue, Jan 27, 2026 at 1:55 PM Registrar CGCC <registrar@cgcc.edu> wrote:
Hi Todd,

My numbers may be off, since I'm just searching within our system. I was only able to find four students. There may be more going for the AP certificate, but our amazing system focuses on two-year degrees so it can be difficult to track exactly who those students are. Ryan may have a better list.

- Lacy Osborn - Just started the program. 2 terms in.
- Jessica Preheim - Just started the program. 2 terms in.
- Noah Sheaves - About 5 terms in. Will likely need to retake BA211Z. Guessing he'll be about 50%-75% through the program by the end of the year.
- Jessica DeMoss - On target to graduate with the Administrative Professional Cert in the Spring. Doesn't seem interested in the AAS.

Thank you,

On Mon, Jan 26, 2026 at 5:55 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hello, Cat (and Ryan) -

I am planning to suspend the following programs for lack of enrollment and relevancy:

- Digital Marketing Assistant CPC
- Administrative Professional Certificate
- Administrative Professional AAS

Can you tell me if any current students are planning to complete these programs? If so, please provide their names and any other relevant data (e.g., how far through the program are they). I can use this information just as soon as you can provide it.

Thanks!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
-----
tmeislahn@cgcc.edu
Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
-----
linkedin.com/in/todd-m-65344813b/

Degreedescrip	Programversiondesc	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1-Year Certificate	Accounting		1					
	Accounting / Bookkeeping			1	1			
	Administrative Assistant	1		1		1		
	Entrepreneurship Certificate				1			
	Management	1						
Certificate	Accounting / Bookkeeping							1
	Entry-level Accounting Clerk CPC						1	
Associate of Applied Science	Accounting		4	1				1
	Administrative Assistant			3	1	1		
	Administrative Office Professional	1		3				
	Entrepreneurship/Small Business Management				1			2
	Management	1		1				
Associate of General Studies	Accounting	1	3					
	Administrative Office Professional		1					
	Management	1						

Degreedescrip	Programversiondesc	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1-Year Certificate	Accounting		1					
	Accounting / Bookkeeping			1	1			
	Administrative Assistant	1		1		1		
	Entrepreneurship Certificate				1			
	Management	1						
Certificate	Accounting / Bookkeeping							1
	Entry-level Accounting Clerk CPC						1	
Associate of Applied Science	Accounting		4	1				1
	Administrative Assistant			3	1	1		
	Administrative Office Professional	1	?	3				
	Entrepreneurship/Small Business Management				1			2
	Management	1		1				
Associate of General Studies	Accounting	1	3					
	Administrative Office Professional		1					
	Management	1						

Title change effective date

Columbia Gorge Community College

CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Certificate Title:	Administrative Professional	Credits:	45
Overview and rationale for suspension:	Only three students have been awarded this certificate* in the past seven years: one in 2018-19, one in 2020-21, and one in 2022-23. This count does not include students who may have been awarded the associated AAS, but were not issued the Certificate. The advisory board confirmed that this is no longer a pathway with significant career opportunities. *previously awarded as Administrative Assistant Certificate		

Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Administrative Professional AAS		
Will the proposed suspension affect the base degree or certificate?		☐ Yes ☒ No	
If yes, how?			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☒ No

Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☒ No		Date of Advisory Committee meeting:	05/14/2025
Requested term for start of suspension	Summer, 2026			

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program		
BA 104	Applied Business Math	4	☐ Yes	☒ No	☐ Other*
BA 131	Introduction to Business Technology	4	☐ Yes	☒ No	☐ Other*
BA 169Z	Data Analysis Using Microsoft Excel	4	☐ Yes	☒ No	☐ Other*
BA 205	Business Comunication	4	☐ Yes	☒ No	☐ Other*
BA 285	Human Relations in Organizations	3	☐ Yes	☒ No	☐ Other*
CAS 123	Keyboarding for Business	4	☐ Yes	☒ No	☐ Other*
CAS 216	Beginning Word	3	☐ Yes	☒ No	☐ Other*
CAS 217	Intermediate Word	3	☐ Yes	☒ No	☐ Other*
OS 240	Records and Information Management	4	☐ Yes	☒ No	☐ Other*
OS 220	Business Editing	4	☐ Yes	☒ No	☐ Other*
WR 121Z	Composition I	4	☐ Yes	☒ No	☐ Other*
	Administrative Professional Certificate Elective	4	☐ Yes	☒ No	☐ Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program		
	May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Professional certificate.	Varied	☐ Yes	☒ No	☒ Other*

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-31-2026

Department Chair (enter name of department chair): Todd Meislahn

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

Next steps:

Teach Out Planning Document

Certificate/Degree Title: Administrative Professional certificate	Date: 01/31/2026

Section 1: Instructional Department

The Business Pathway Department recommends that the Administrative Professional Certificate be officially suspended.

Rationale: The Administrative Professional Certificate (and related AAS) has consistently low enrollment and completion. Today's administrative roles increasingly require advanced digital, data, and cross-functional skills that are not fully addressed in our program. There is one student scheduled to be awarded the certificate in June 2026. Three other students are identified as in the Administrative Professional AAS program, to which this certificate is related. The AAS is being recommended for suspension as well.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner.[1]	Instructional Dean and Dept. Chair	Complete
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. [1]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2.12.26
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	3.17.26
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A

Section 2: Curriculum Office

Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	3.20.26
Update webforms			3.20.26
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the "teach out" plan	email	4.1.26
Notify NWCCU	Electronic submission form		4.1.26
Update Catalog	Remove degree/cert map	website	6.1.26
Revise/update the webpage		email	6.1.26

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	4.1.26
Documentation of contact with students	Advisors will work with students and document in student record		4.1.26
	Registrar's office will scan letters to student record		4.1.26

[1]No course required for the completion of this certificate or related AAS will be inactivated until all students currently in the program have received a passing grade for the course.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Administrative Professional Certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	Data n/a for this Certificate, but four students are enrolled in the related AAS: - Two students in term 2; - One student in term 5; - One student earning Cert. June 2026* *per Registrar they do not intend to seek the AAS*	
List the program courses that 2nd year students have not completed	none	
Provide enrollment comparison of the past 3-5 years of the program	Two students in the past 5 years *(although more may have been awarded the AAS only)*	See attached awards report
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	The market requirements for this career have changed significantly. A stand-alone "Admin. Prof." degree is disappearing	
The program is being considered for termination due to a change in workforce needs?		Yes ☒ No ☐
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

Degreedescrip	Programversiondesc	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1-Year Certificate	Accounting		1					
	Accounting / Bookkeeping			1	1			
	Administrative Assistant	1		1			1	
	Entrepreneurship Certificate				1			
	Management	1						
Certificate	Accounting / Bookkeeping							1
	Entry-level Accounting Clerk CPC						1	
Associate of Applied Science	Accounting		4	1				1
	Administrative Assistant			3	1	1		
	Administrative Office Professional	1		3				
	Entrepreneurship/Small Business Management				1			2
	Management	1		1				
Associate of General Studies	Accounting	1	3					
	Administrative Office Professional		1					
	Management	1						

From: **Registrar CGCC** registrar@cgcc.edu
Subject: Re: Students in programs to be suspended
Date: January 28, 2026 at 5:31 PM
To: Todd Meislahn tmeislahn@cgcc.edu
Cc: Ryan Brusco rbrusco@cgcc.edu

Hi all,

I'm getting:

Accounting: 14
Entrepreneurship/Business Management: 7

Ryan - Anthology's horrible bandaid fix for a different problem was to force us to create programs like AASACCT26, for each year the credit totals change... making it a nightmare to look up simple numbers. If you'd like to know who Mike might be missing (or if my data's wrong) I've added them to the group: Currently Attending Accounting/Entrepreneurship Winter 2026

On Wed, Jan 28, 2026 at 10:00 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> Thanks - this documentation can be attached to my submissions.
>
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Columbia Gorge Community College	CC date	2.12.26
	CC decision	
	CC vote	

CERTIFICATE SUSPENSION

| Submitted by: Todd Meislahn | Email: tmeislahn@cgcc.edu | Phone: 541-506-6124 | Department: Business |

SECTION #1 OVERVIEW

Certificate Title:	Digital Marketing Assistant	Credits:	19
Overview and rationale for suspension:	Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate.		

Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Administrative Professional AAS		

Will the proposed suspension affect the base degree or certificate?	☒ Yes ☐ No

If yes, how?	If courses are inactivated or no longer offered, they will no longer be available for fulfilling the 21 credits of Administrative Professional Degree Electives. However, there is a plan to suspend the Administrative Professional AAS and the Administrative Professional certificate, eliminating any potential impact.

Is this a statewide certificate?	☐ Yes ☒ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☒ No

Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☒ No		Date of Advisory Committee meeting:	05/14/2025

Requested term for start of suspension	Summer, 2026

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program		
CAS 108	Beginning Photoshop	3	☒ Yes	☐ No	☐ Other*
CAS 208	Intermediate Photoshop	4	☐ Yes	☒ No	☐ Other*
CAS 231	Desktop Publishing	3	☒ Yes	☐ No	☐ Other*
WT 102	Social Media Marketing	3	☒ Yes	☐ No	☐ Other*
WT 105	Writing for the Web	3	☒ Yes	☐ No	☐ Other*
WT 181	Digital Marketing Strategies	3	☒ Yes	☐ No	☐ Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program		
	none		☐ Yes	☐ No	☐ Other*

*Provide explanation of "Other"

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-30-2026

Department Chair (enter name of department chair): Todd Meislahn

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

Next steps:
1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. 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.
4. 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.
5. 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.

Teach Out Planning Document

Certificate/Degree Title: Digital Marketing Assistant	Date: 01/30/2026

Section 1: Instructional Department

The Business Pathway Department recommends that the Digital Marketing Assistant career pathway certificate be officially suspended.

Rationale: Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate. There are currently no students in the program (see email confirmation from Registrar).

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner.[1]	Instructional Dean and Dept. Chair	Complete
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. [1]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2.12.26
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	3.17.26
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A

Section 2: Curriculum Office

Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	3.20.26
Update webforms			3.20.26
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the "teach out" plan	email	4.1.26
Notify NWCCU	Electronic submission form		4.1.26
Update Catalog	Remove degree/cert map	website	6.1.26
Revise/update the webpage		email	6.1.26

Teach Out Plan/revised 11.28.23

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	N/A
Documentation of contact with students	Advisors will work with students and document in student record		N/A
	Registrar's office will scan letters to student record		N/A

[1]Although no students have declared for, nor been awarded, this CPC in the past six years, the Business Pathway maintains qualified instructors for who will be assigned to teach the required subject matter if the situation arises.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Digital Marketing Assistant

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	none	
List the program courses that 2nd year students have not completed	none	
Provide enrollment comparison of the past 3-5 years of the program	Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate.	
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	n/a	
The program is being considered for termination due to a change in workforce needs?		Yes ☐ No ☒
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

I don't see anyone having received it -- nor it having been anyones major. Sorry!

On Fri, Oct 3, 2025 at 3:55 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> Hi, Justin -
>
> I need to see how many (if any) students have been awarded our Digital Marketing Assistant CPC over the past five years.
>
> THank you!
>
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--
Justin L. Smith

Linn-Benton Community College
Institutional Effectiveness

From: **Registrar CGCC** registrar@cgcc.edu
Subject: Re: Students in programs to be suspended
Date: January 28, 2026 at 5:31 PM
To: Todd Meislahn tmeislahn@cgcc.edu
Cc: Ryan Brusco rbrusco@cgcc.edu

RC

Hi all,

I'm getting:

Accounting: 14
Entrepreneurship/Business Management: 7

Ryan - Anthology's horrible bandaid fix for a different problem was to force us to create programs like AASACCT26, for each year the credit totals change... making it a nightmare to look up simple numbers. If you'd like to know who Mike might be missing (or if my data's wrong) I've added them to the group: Currently Attending Accounting/Entrepreneurship Winter 2026

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