

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Todd Meislahn (Business)

Tyson Aldrich (Tech/Trade)

Andrea Chrisman (Science)

jessamyn duckwall (Art/Com)

John Evans (Math)

Anne Kelly (Inst Dean/Dir)

Mimi Pentz (Nurs/Hlth Occ)

Stephen Shwiff (Soc Sci/Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Cat Graham (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Ed Andree, Shayna Dahl, Leigh Hancock, Ezra

Holston, Zip Krummel, Andrea LoMonaco

April 2, 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)

Approval of Minutes from March 12, 2026¹

Old Business:

1. Revised curriculum submission format – continued from 10.09.25 (**postponed to Retreat**)
2. Inclusion of successful completion of the Aviation Licensure Exams as part of degree requirements (**postponed** – Tyson will contact FAA rep to gather more information and data.)

Submissions²

1. Ed Andree (3:35 – 3:50 pm)
 - BI 231 Human Anatomy and Physiology I (CCN Revision: #, des, req, out, cont, txt/mat)
 - i. BI 231Z Gen Ed Request
 - BI 232 Human Anatomy and Physiology II (CCN Revision: #, des, req, out, cont, txt/mat)
 - i. BI 232Z Gen Ed Request
 - BI 233 Human Anatomy and Physiology III (CCN Revision: #, des, req, out, cont, txt/mat)
 - i. BI 233Z Gen Ed Request
2. Ezra Holston (3:50 – 3:55)
 - Nursing AAS (Modified Degree/Certificate Revision)
3. Leigh Hancock (3:55 – 4:05)
 - SPA 101Z First-year Spanish I (Course Revision: des)
 - SPA 102Z First-year Spanish II (Course Revision: des)
 - Associate of Arts Transfer in Communication (New Degree – MTM)
4. Zip Krummel (4:05 – 4:20pm)
 - Associate of Arts Transfer in Sociology (New Degree – MTM)
 - Associate of Science Transfer in Sociology (New Degree – MTM)
 - Associate of Arts Transfer in Human Development and Family Services (New Degree – MTM)
 - Associate of Science Transfer in Human Development and Family Services (New Degree – MTM)

5. Shayna Dahl (4:20 – 4:30 pm)
 - CG 150 Wellness and Resilience for Success (New LDC Course)
6. Todd Meislahn and Andrea LoMonaco (4:30 - 4:55 pm)
 - BA 227 Social Media Marketing (New LDC Course)
 - BA 131 Introduction to Business Technology (Course Revision: des, req, cont, txt/mat)
 - BA 205 Business Communication (Course Revision: des, req, cont, txt/mat)
 - BA 280A Cooperative Education: Business Experience (Course Revision: title, req, des, cont)
 - BA 280B Cooperative Education: Business Experience Seminar (Course Revision: title, des, out, cont, txt/mat)
 - Accounting AAS (Degree Revision)
 - Accounting / Bookkeeping (Certificate Revision)
 - Entry-Level Accounting Clerk (Certificate Revision)
 - Entrepreneurship / Business Management (Degree Revision)
 - Entrepreneurship (Certificate Revision)

New Business

1. None

Discussion Items

1. None

Next Meeting: April 9, 2026

Attachments: ¹ March 12, 2026 Minutes; ² Submissions: 2 New LDC Course; 9 Course Revisions; 3 Gen Ed Requests; 1 Modified Deg/Cert Revision; 5 New Degrees; 2 Degree Revisions; 3 Certificate Revisions

Curriculum Committee Minutes
Thursday, March 12, 2026
Location: TDC Boardroom 1.162 & Zoom

PRESENT:

Voting Committee Members

Chair- Kristen Booth (Pre-College)
 Todd Meislahn (Business)
 Anne Kelly (Inst Dean)

Tyson Aldrich (Tech/Trade)
 Andrea Chrisman (Science)
 John Evans (Math)

Leigh Hancock (sub-Art, Cult, Comm)
 Stephen Shwiff (Social Science)

Non-Voting Members

Susan Lewis (Curriculum)

Cat Graham (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Karie Mize

Absent

Voting Members:

Mimi Pentz (Nursing/Health)

Non-Voting Member

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3:32pm	Chair Kristen Booth called the meeting to order at 3:32pm	
Approval of February 23, 2026 Meeting Minutes	Motion: approve as written.	Motion: Anne 2nds: Stephen 8 in favor – 0 opposed – 0 abstains
Submissions:		
ECE 167 Bilingual Children’s Literature (New CTE Course)	This is a new ECE elective that would be taught in a bilingual format, accessible to both English and Spanish speakers. It would be another option for ECE students to take for both certificates and degree. This class focuses on students being able to build curriculum from or around a book. Motion: approve as written.	Motion: John 2nds: Anne 8 in favor – 0 opposed – 0 abstains

Early Childhood Education AAS/Early Childhood Education Curriculum certificate (Modified Degree/Certificate Revision –add elective)	Motion: approve as written	Motion: Kristen 2nds: Anne 8 in favor – 0 opposed – 0 abstains
Initial Early Childhood Education (Certificate Suspension)	Karie shared the proposed changes to the Initial ECE Certificate that has resulted in the over 30% change, requiring that the college suspend the original and submit a new. <ul style="list-style-type: none"> • Revised sequence will start with ECE 101 (Introduction to Education) and better build student skills over time • Removing a summer course due to scheduling challenges for students working seasonal jobs • Adding the new ECE 167 • Including CPR/First Aid (HE 113) in the spring to support employment readiness. No classes will be inactivated or effected because of these proposed changes. <p style="text-align: center;">Motion: approve as written</p>	Motion: Anne 2nds: Leigh 8 in favor – 0 opposed – 0 abstains
Initial Early Childhood Education (New Certificate)	Motion: approve as written	Motion: Anne 2nds: Andrea 8 in favor – 0 opposed – 0 abstains
New Business		
1. Addition of April 9th Curriculum Committee Submission Meeting	All committee members responded to Susan’s email request for an additional Curriculum Committee Submission meeting, the additional April 9 th meeting has been confirmed.	
2. Curriculum Committee Retreat Date	Committee discussed and confirmed that the 2025-26 Curriculum Committee retreat will be held at Hood River Center (HRC) on Friday, May 28 from 9am to noon. All member should be in person for this meeting. Sara will send out a calendar invite to all committee members.	
Meeting Adjourned: 4:20pm	All in favor, Chair Kristen closed the meeting at 4:20pm	Next Meeting: April 2, 2026

2025 Common Course Numbering Articulation Policy (CCNAP)

BI/BIO/BIOL 231Z Human Anatomy and Physiology I

CCN Biology Subcommittee

Written by Jane Denison-Furness (HECC)

Cochairs Lindsay Biga (OSU) and Jonathan Christie (Chemeketa)

November 20, 2025

1

**[715-025-0070](https://www.oregon.gov/HECC/) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

Approved Course Information

Course Subject Code and Number: BI/BIO/BIOL 231Z

Course Title: Human Anatomy and Physiology I

Course Credits: 4

Course Description: Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems.
2. Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue.
3. Explain key processes of the integumentary, skeletal, and muscular systems and neural signaling.
4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue.
5. Describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems.
6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning academic year 2027-2028, only BI/BIO/BIOL 231Z, 232Z, and 233Z should be offered.

Required to begin appearing in this catalog year: 2026-27

Maintenance Considerations

OAR 715-025-0110: "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The Biology Subcommittee recommends this course to be examined for ongoing alignment between institutions using the Maintenance and Review Schedule:

The subcommittee proposes a triennial review. We recommend using the following review cycle for BI/BIO/BIOL 231Z, 232Z, and 233Z:

Annual reviews are to begin in the winter term **2028** and will collect data on the courses, for the purpose of a more substantive review. Every third year—**beginning 2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

3

Items for consideration when a course is reviewed as part of the maintenance and review schedule:

Subcommittees should look closely at whether the credits approved are sufficient for the course material.

Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits (e.g., +1 credit or - 1 credit)
<i>LBCC, OSU</i>	<i>BI/BIO/BIOL 231Z Human Anatomy & Physiology I</i>	5	4	-1

From the Biology Subcommittee Members:

Brian Myers	EOU
Edward Andree	CGCC
Greg Pak	OIT
Hui-Yun Li	OIT
Joe Meyer	TBCC
Jon Runyeon	U of O
Jonathan Christie	Chemeketa
Kim Brown	PSU
Laird Sheldahl	MHCC
Lindsay Biga	OSU
Matthew Higgins	COCC
Natalie Mix	PCC
Olivia Boyd	SOU
Rachel Jacobs	LBCC
Stephen Scheck	WOU
Steven Crum	Rogue

Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **BI/BIO/BIOL 231Z Human Anatomy and Physiology I** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of the **2025 CCN Biology Subcommittee's** alignment work and discussions for **BI/BIO/BIOL 231Z Human Anatomy and Physiology I** as well as the information approved by the Transfer Council on November 20, 2025.

Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning— not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs (715-025-0075), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> • Course requisites/pre-requisites • Information linking a course to a previous iteration of the course <p>Example: Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, in italics).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> • One additional local course learning outcome. • Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above. <p>Example: Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, in italics).</p> <ol style="list-style-type: none"> 1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i> 2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN) 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN) 5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p>Note: The course title will not be the required primary designator for the common course numbering system courses.</p> <p>Example: MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

Approved Information for CCNAP Lecture/Lab Courses

For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
 - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
 - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
 - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
 - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

Note: If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to:

CCN Biology Subcommittee Cochairs

Lindsay Biga

Jonathan Christie

Transfer Council Cochairs

Christopher Long

David Plotkin

HECC CCN Lead

Jane Denison-Furness, Postsecondary Transfer Specialist

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Text / Materials
<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Science	Submitter name Phone Email	Edward Andree 541 288 8255 eandree@cgcc.edu
Reason for Revision	Statewide Common Course renumbering		
Current prefix and number	BI 231	Proposed prefix and number	BI 231Z
Current Course Title	Human Anatomy and Physiology I	Proposed Course Title (75 characters max)	No change
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)	26.0403

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
First course of a three-course sequence. Introduces body systems, homeostasis, tissues, integument, skeletal, muscular and systems. Includes related laboratories which integrate appropriate lab equipment and procedures: microscopes, dissection, and others as determined by the department and instructor. Prerequisites: BI 112 or BI 211. Audit available.	Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component. Prerequisites: BI 211 or BI 221Z. 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)			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 112 or BI 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 211 or BI 221Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: <ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the integument, muscular and skeletal systems toward clinical problem solving. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Use correct terminology to communicate anatomical features and physiological processes. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems. 2. Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue. 3. Explain key processes of the integumentary, skeletal, and muscular systems and neural signaling. 4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue. 5. Describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems. 6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials. 		

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

(required if revising outcomes)

Outcome 1: Explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems.

A. Integumentary System Homeostasis

- Structure of the skin (epidermis, dermis, hypodermis)
- Thermoregulation mechanisms
 - Sweat production
 - Vasodilation and vasoconstriction
 - Negative feedback control
- Fluid balance and barrier protection
- Vitamin D synthesis and its role in calcium balance
- Immune function of the skin

B. Skeletal System Homeostasis

- Bone remodeling processes
 - Osteoblast and osteoclast activity
- Calcium homeostasis
 - Parathyroid hormone (PTH)
 - Calcitonin
 - Role of Vitamin D
- Mineral storage and release
- Hematopoiesis and systemic regulation

Outcome 2: Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue.

A. Integumentary System

- Layers of the skin and their structural features
- Accessory structures (hair follicles, sebaceous glands, sweat glands)
- Structure-function relationships in protection, sensation, and thermoregulation

B. Skeletal System

- Axial and appendicular skeleton
- Bone anatomy (long bones, flat bones, irregular bones)
- Compact and spongy bone structure
- Joint classifications (fibrous, cartilaginous, synovial)
- Cartilage types and functions

C. Muscular System

- Types of muscle tissue (skeletal, cardiac, smooth)
- Gross anatomy of skeletal muscles
- Microscopic anatomy (sarcomere, myofibrils, muscle fibers)
- Neuromuscular junction structure

D. Neural Tissue

- Structure of neurons (dendrites, soma, axon)
- Types of neurons (sensory, motor, interneurons)
- Glial cells and their functions

- Myelination
- Synapse structure

Outcome 3: Explain key processes of the integumentary, skeletal, and muscular systems and neural signaling.

- Keratinization
- Wound healing stages
- Ossification processes (intramembranous and endochondral)
- Bone growth and repair
- Sliding filament theory of muscle contraction
- Excitation–contraction coupling
- Resting membrane potential
- Action potential generation and propagation
- Synaptic transmission

Outcome 4: Relate the relevant levels of biological organization to system functions.

- Chemical level (ions, calcium, ATP, neurotransmitters)
- Cellular level (keratinocytes, osteocytes, myocytes, neurons)
- Tissue level (epithelial, connective, muscle, nervous tissue)
- Organ level (skin, bones, skeletal muscles, brain, spinal cord)
- Organ system integration
- Interdependence of structural hierarchy and function

Outcome 5: Describe how these systems interact with other body systems.

- Integumentary and immune system interactions
- Skeletal and endocrine system regulation of calcium
- Muscular and cardiovascular system cooperation in movement
- Nervous and endocrine system coordination
- Musculoskeletal integration
- Neural control of voluntary and reflex movements

Outcome 6: Apply physiological and anatomical concepts to clinical, public health, and societal issues.

- Burns and wound management
- Skin cancers and prevention
- Osteoporosis and fracture healing
- Arthritis (osteoarthritis and rheumatoid arthritis)
- Muscular dystrophy and muscle injuries
- Neurological disorders (e.g., multiple sclerosis, Parkinson’s disease)
- Public health issues
 - Vitamin D deficiency
 - Occupational musculoskeletal injuries
 - Sports injuries
- Case study analysis and problem-based learning

	<p>Outcome 7: Identify major structures in tissues, integumentary, skeletal, and muscular systems using lab materials.</p> <p>Laboratory Content</p> <ul style="list-style-type: none"> • Histological identification of skin, bone, muscle, and nervous tissue • Identification of skeletal structures on models and specimens • Joint structure identification • Muscle origin, insertion, and action identification • Microscopic identification of neurons and supporting cells • Practical laboratory examinations
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) https://openstax.org/details/books/anatomy-and-physiology-2e
Department Required Course Activities (optional)	(update as needed) n/a
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Nursing Program prerequisites. A Modified Degree/Certificate Revision form was prepared.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Edward Andree	eandree@cgcc.edu	3/5/26
Department Chair (enter name of department chair): Rob Kovacich		
Department Dean/Director (enter name of department dean/director):		

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Science	Submitter Name: Phone: Email:	Edward Andree 541 288 8255 eandree@gmail.com
Course Prefix and Number:	BI231Z	Course Title:	Anatomy and Physiology I
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	<p>Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component. Prerequisites: BI 211 or BI 221Z. Audit available.</p>		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems. 2. Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue. 3. Explain key processes of the integumentary, skeletal, and muscular systems and neural signaling. 4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue. 5. Describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems. 6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials. 		

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

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/ Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.

4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **OGOC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **OGOC Institutional Learning Outcomes (ILO):**

Through their respective disciplines, OGOC students who earn a degree can:

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS OGOC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. <i>(Communication)</i> <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: 2. Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue. Course Content: Lab assignments and student presentations allow students to demonstrate their knowledge of these relationships as above through written and verbal forms. They complete written lab assignments that highlight the above structures through observation, research and dissection. They are also asked to research a pathology of these structures and present their findings

	<p>aloud to their peers. Demonstrating a mastery of communication is paramount to functioning well with future colleagues, within medical teams and with patients.</p> <p>Outcome Assessment Strategies: Lab assignment grades. They describe these structures and relationships on both lecture and lab exams as well.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes: 6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Students explore solving problems at the tissue and organ level through research, reflection and information synthesis. The application of the health and disease states of these structures is evaluated through their relationship with societal health</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue.</p> <p>Course Content: Students will interpret, evaluate and communicate quantitative information to solve problems related to their future career in healthcare and within their own lives. This is achieved through analysing research sources and communicating findings through written and presentation formats. Biological and systems organization analysis allows the student to see and solve problems within the individual and population as a whole.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one: <input type="checkbox"/> major <input checked="" type="checkbox"/> minor not addressed significantly</p>	<p>Course Outcomes: 6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Discussion and research surrounding public health concerns such as osteoporosis, skin cancers, burns and fracture care allows the students to see these individual pathologies through a societal prevention and management lens.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
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SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:	
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
Science or Computer Science	
Outcomes:	
<p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> ● Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; ● Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and ● Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	
Criteria:	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. <p>In addition:</p> <ol style="list-style-type: none"> 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue. 5. Describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems.

	6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.	
How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?	Anatomy and Physiology facilitates students to gather information and explore those ideas through tissue, system and society based lenses. Further exploration and question generation occurs during interactive lab assignments and tasks performed in groups. These skills are gained through research, presentations and discussion.
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?	Case study analysis encourages students to apply scientific and technical modes of inquiry. Initial description of these structures is expanded upon to consider alternative explanations for homeostasis and pathology on the systems and population levels.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?	Student research in response to questions and case study assignments encourages them to assess the strengths and weaknesses of scientific studies and their effect on society. These concepts are discussed in relation to search engines from both the patient and healthcare provider perspective. Students are given the opportunity to reflect on how search engine findings are generated and how to maximize access to best practice and best science available.

Section #4 Department Review		
<i>“I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”</i>		
Submitter	Email	Date
Edward Andree	eandree@cgcc.edu	3/19/26
Department Chair (enter name of department chair): Rob Kovacich		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

2025 Common Course Numbering Articulation Policy (CCNAP)

BI/BIO/BIOL 232Z Human Anatomy and Physiology II

CCN Biology Subcommittee

Written by Jane Denison-Furness (HECC)

Cochairs Lindsay Biga (OSU) and Jonathan Christie (Chemeketa)

November 20, 2025

1

**[715-025-0070](https://www.oregon.gov/HECC/) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

Approved Course Information

Course Subject Code and Number: BI/BIO/BIOL 232Z

Course Title: Human Anatomy and Physiology II

Course Credits: 4

Course Description: Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems.
2. Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems.
3. Explain key processes of the nervous, endocrine, and cardiovascular systems.
4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems.
5. Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems.
6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning academic year 2027-2028, only BI/BIO/BIOL 231Z, 232Z, and 233Z should be offered.

Required to begin appearing in this catalog year: 2026-27

Maintenance Considerations

OAR 715-025-0110: "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The Biology Subcommittee recommends this course to be examined for ongoing alignment between institutions using the Maintenance and Review Schedule:

The subcommittee proposes a triennial review. We recommend using the following review cycle for BI/BIO/BIOL 231Z, 232Z, and 233Z:

Annual reviews are to begin in the winter term **2028** and will collect data on the courses, for the purpose of a more substantive review. Every third year—**beginning 2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

3

Items for consideration when a course is reviewed as part of the maintenance and review schedule:

Subcommittees should look closely at whether the credits approved are sufficient for the course material.

Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits (e.g., +1 credit or - 1 credit)
<i>LBCC, OSU</i>	<i>BI/BIO/BIOL 232Z Human Anatomy & Physiology II</i>	5	4	-1

From the Biology Subcommittee Members:

Brian Myers	EOU
Edward Andree	CGCC
Greg Pak	OIT
Hui-Yun Li	OIT
Joe Meyer	TBCC
Jon Runyeon	U of O
Jonathan Christie	Chemeketa
Kim Brown	PSU
Laird Sheldahl	MHCC
Lindsay Biga	OSU
Matthew Higgins	COCC
Natalie Mix	PCC
Olivia Boyd	SOU
Rachel Jacobs	LBCC
Stephen Scheck	WOU
Steven Crum	Rogue

Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **BI/BIO/BIOL 232Z Human Anatomy and Physiology II** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of the **2025 CCN Biology Subcommittee's** alignment work and discussions for **BI/BIO/BIOL 232Z Human Anatomy and Physiology II** as well as the information approved by the Transfer Council on November 20, 2025.

Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning— not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs (715-025-0075), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> • Course requisites/pre-requisites • Information linking a course to a previous iteration of the course <p>Example: Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, in italics).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> • One additional local course learning outcome. • Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above. <p>Example: Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, in italics).</p> <ol style="list-style-type: none"> 1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i> 2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN) 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN) 5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p>Note: The course title will not be the required primary designator for the common course numbering system courses.</p> <p>Example: MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

Approved Information for CCNAP Lecture/Lab Courses

For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
 - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
 - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
 - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
 - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

Note: If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to:

CCN Biology Subcommittee Cochairs

Lindsay Biga

Jonathan Christie

Transfer Council Cochairs

Christopher Long

David Plotkin

HECC CCN Lead

Jane Denison-Furness, Postsecondary Transfer Specialist

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Text / Materials
<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Science	Submitter name Phone Email	Edward Andree 541 288 8255 eandree@cgcc.edu
Reason for Revision	Statewide Common Course renumbering		
Current prefix and number	BI 232	Proposed prefix and number	BI 232Z
Current Course Title	Human Anatomy and Physiology II	Proposed Course Title (75 characters max)	No change
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)	26.0403

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
Second course of a three-course sequence. Introduces nervous, cardiovascular, lymphatic and immune systems. Includes related laboratories which integrate appropriate lab equipment and procedures: microscopes, dissection, and others as determined by the department and instructor. Prerequisites: BI 231 with a "C" or better. Audit available.	Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component. Prerequisite: BI 231Z with a "C" or better. 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)			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 231 with a “C” or better	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 231Z with a “C” or better	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: <ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to nervous, cardiovascular, and lymphatic and immune systems toward clinical problem solving. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Use correct terminology to communicate anatomical features and physiological processes. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems. 2. Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems. 3. Explain key processes of the nervous, endocrine, and cardiovascular systems. 4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems. 5. Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems. 6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials. 		

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

(required if revising outcomes)

Outcome 1: Explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems

- Principles of homeostasis
- Negative vs positive feedback mechanisms
- Nervous system role in homeostasis
- Endocrine regulation of body functions
- Cardiovascular regulation of blood pressure and flow
- Hypothalamic control of homeostasis
- Baroreceptor reflex and blood pressure regulation
- Hormonal feedback loops (thyroid axis, insulin regulation)
- Autonomic nervous system regulation
- Thermoregulation mechanisms

Outcome 2: Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems.

Nervous System

- Organization of the nervous system
 - Central nervous system (CNS)
 - Peripheral nervous system (PNS)
- Major structures
 - Brain regions (cerebrum, cerebellum, brainstem)
 - Spinal cord
 - Cranial nerves
 - Peripheral nerves

Endocrine System

- Major endocrine glands
 - Hypothalamus
 - Pituitary gland
 - Thyroid gland
 - Parathyroid glands
 - Adrenal glands
 - Pancreas
 - Pineal gland
 - Gonads

Cardiovascular System

- Heart anatomy
- Blood vessels
 - Arteries
 - Veins
 - Capillaries
- Blood components

Functional relationships

- Structure of neurons and signal transmission
- Heart chambers and blood flow direction
- Capillary structure and exchange

Outcome 3: Explain key processes of the nervous, endocrine, and cardiovascular systems

Nervous System Processes

- Neuron physiology
- Action potentials
- Synaptic transmission
- Sensory processing
- Motor control
- Reflex pathways

Endocrine Processes

- Hormone synthesis and secretion
- Hormone transport in blood
- Receptor binding
- Signal transduction
- Hormonal regulation of metabolism

Cardiovascular Processes

- Cardiac cycle
- Electrical conduction system of the heart
- Blood pressure regulation
- Blood circulation pathways
- Gas and nutrient transport

Outcome 4: Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems

- Chemical level
 - Neurotransmitters
 - Hormones
 - Electrolytes
- Cellular level
 - Neurons
 - Endocrine cells
 - Cardiomyocytes
 - Blood cells
- Tissue level
 - Nervous tissue
 - Cardiac muscle
 - Vascular tissue
- Organ level
 - Brain
 - Heart
 - Endocrine glands
- Organ system level
 - Nervous system
 - Endocrine system
 - Cardiovascular system

Integration

- Communication between systems
- Coordination of physiological responses

Outcome 5: Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems.

Interactions with other systems

Musculoskeletal system

- Motor control
- Oxygen delivery to muscles
- Hormonal regulation of bone metabolism

Respiratory system

- Gas exchange
- Cardiovascular transport of oxygen and CO₂
- Neural control of breathing

Digestive system

- Hormonal control of digestion
- Blood supply to digestive organs

Urinary system

- Blood pressure regulation
- Hormonal control of fluid balance

Immune system

- Stress hormones
- Inflammatory responses

Reproductive system

- Hormonal regulation
- Cardiovascular support during pregnancy

Outcome 6: Apply physiological and/or anatomical concepts to practical scenarios such as clinical, public health, and societal issues.

Clinical applications

- Hypertension
- Stroke
- Diabetes mellitus
- Heart disease
- Hormonal disorders (thyroid disease, adrenal disorders)

Public health topics

- Cardiovascular disease prevention
- Effects of stress on health
- Lifestyle factors (diet, exercise, smoking)

Societal issues

- Aging and cardiovascular health
- Neurological disorders
- Health disparities

Case studies

- Cardiac arrest response
- Hormonal imbalance diagnosis
- Neurological injury recovery

	<p>Outcome 7: Identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials.</p> <p>Nervous System Lab</p> <ul style="list-style-type: none"> • Brain models • Spinal cord sections • Cranial nerve identification • Histology of neurons <p>Endocrine System Lab</p> <ul style="list-style-type: none"> • Identification of endocrine glands • Histology slides of endocrine tissues • Hormone pathway diagrams <p>Cardiovascular System Lab</p> <ul style="list-style-type: none"> • Heart dissection • Identification of heart chambers and valves • Blood vessel structure • Blood smear microscopy <p>Lab skills</p> <ul style="list-style-type: none"> • Use of anatomical models • Microscope use • Labeling diagrams • Interpretation of physiological data
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) https://openstax.org/details/books/anatomy-and-physiology-2e
Department Required Course Activities (optional)	(update as needed) n/a
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Nursing Program prerequisites. A Modified Degree/Certificate Revision form was prepared.	

Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
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
Edward Andree	eandree@cgcc.edu	3/5/26

Department Chair (enter name of department chair): Rob Kovacich

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

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

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Science	Submitter Name: Phone: Email:	Edward Andree 541 288 8255 eandree@gmail.com
Course Prefix and Number:	BI232Z	Course Title:	Anatomy and Physiology II
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	<p>Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component. Prerequisite: BI 231Z with a "C" or better. Audit available.</p>		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems. 2. Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems. 3. Explain key processes of the nervous, endocrine, and cardiovascular systems. 4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems. 5. Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems. 6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials. 		

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

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

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. CGOC's General Education Philosophy Statement: *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. CGOC Institutional Learning Outcomes (ILO):

Through their respective disciplines, CGOC students who earn a degree can:

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGOC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: 2. Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems. Course Content: Lab assignments and student presentations allow students to demonstrate their knowledge of these relationships as above through written and verbal forms. They complete written lab assignments that highlight the above structures through observation, research and dissection. They are also asked to research a pathology of these structures and present their findings aloud to their peers. Demonstrating a mastery of communication is paramount to functioning well with future colleagues, within medical teams and with patients.

	<p>Outcome Assessment Strategies: Lab assignment grades. They describe these structures and relationships on both lecture and lab exams as well.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course outcome</p> <p>6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Students explore solving problems at the tissue and organ level through research, reflection and information synthesis. The application of the health and disease states of these structures is evaluated through their relationship with societal health</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems.</p> <p>Course Content: Students will interpret, evaluate and communicate quantitative information to solve problems related to their future career in healthcare and within their own lives. This is achieved through analysing research sources and communicating findings through written and presentation formats. Biological and systems organization analysis allows the student to see and solve problems within the individual and population as a whole.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i></p> <p>Check one: <input type="checkbox"/> major <input checked="" type="checkbox"/> minor not addressed significantly</p>	<p>Course Outcomes: 6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Discussion and research surrounding public health concerns such as diabetes, myocardial infarction, congestive heart failure, and cerebrovascular accidents allows the students to see these individual pathologies through a societal prevention and management lens.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
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SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

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

Science or Computer Science

Outcomes:

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems.</p> <p>5. Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems.</p> <p>6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues.</p>
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<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?</p>	<p>Anatomy and Physiology facilitates students to gather information and explore those ideas through tissue, system and society based lenses. Further exploration and question generation occurs during interactive lab assignments and tasks performed in groups. These skills are gained through research, presentations and discussion.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?</p>	<p>Case study analysis encourages students to apply scientific and technical modes of inquiry. Initial description of these structures is expanded upon to consider alternative explanations for homeostasis and pathology on the systems and population levels.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?</p>	<p>Student research in response to questions and case study assignments encourages them to assess the strengths and weaknesses of scientific studies and their effect on society. These concepts are discussed in relation to search engines from both the patient and healthcare provider perspective. Students are given the opportunity to reflect on how search engine findings are generated and how to maximize access to best practice and best science available.</p>

Section #4 Department Review		
<p><i>“I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”</i></p>		
Submitter	Email	Date
Edward Andree	eandree@cgcc.edu	3/19/26
Department Chair (enter name of department chair): Rob Kovacich		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

2025 Common Course Numbering Articulation Policy (CCNAP)

BI/BIO/BIOL 233Z Human Anatomy and Physiology III

CCN Biology Subcommittee

Written by Jane Denison-Furness (HECC)

Cochairs Lindsay Biga (OSU) and Jonathan Christie (Chemeketa)

November 20, 2025

1

**[715-025-0070](https://www.oregon.gov/HECC/) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

Approved Course Information

Course Subject Code and Number: BI/BIO/BIOL 233Z

Course Title: Human Anatomy and Physiology III

Course Credits: 4

Course Description: Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.
2. Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.
3. Explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.
4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.
5. Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems.
6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning academic year 2027-2028, only BI/BIO/BIOL 231Z, 232Z, and 233Z should be offered.

Required to begin appearing in this catalog year: 2026-27

Maintenance Considerations

OAR 715-025-0110: "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The Biology Subcommittee recommends this course to be examined for ongoing alignment between institutions using the Maintenance and Review Schedule:

The subcommittee proposes a triennial review. We recommend using the following review cycle for BI/BIO/BIOL 231Z, 232Z, and 233Z:

Annual reviews are to begin in the **winter term 2028** and will collect data on the courses, for the purpose of a more substantive review. Every third year—beginning **2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

3

Items for consideration when a course is reviewed as part of the maintenance and review schedule:

Subcommittees should look closely at whether the credits approved are sufficient for the course material.

Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits
<i>LBCC, OSU</i>	<i>BI/BIO/BIOLOG 233Z Human Anatomy & Physiology III</i>	5	4	-1

From the Biology Subcommittee Members:

Brian Myers	EOU
Edward Andree	CGCC
Greg Pak	OIT
Hui-Yun Li	OIT
Joe Meyer	TBCC
Jon Runyeon	U of O
Jonathan Christie	Chemeketa
Kim Brown	PSU
Laird Sheldahl	MHCC
Lindsay Biga	OSU
Matthew Higgins	COCC
Natalie Mix	PCC
Olivia Boyd	SOU
Rachel Jacobs	LBCC
Stephen Scheck	WOU
Steven Crum	Rogue

Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **BI/BIO/BIOL 233Z Human Anatomy and Physiology III** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of the **2025 CCN Biology Subcommittee's** alignment work and discussions for **BI/BIO/BIOL 233Z Human Anatomy and Physiology III** as well as the information approved by the Transfer Council on November 20, 2025.

Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs (715-025-0075), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> • Course requisites/pre-requisites • Information linking a course to a previous iteration of the course <p>Example: Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, in italics).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> • One additional local course learning outcome. • Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above. <p>Example: Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, in italics).</p> <ol style="list-style-type: none"> 1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i> 2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN) 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN) 5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p>Note: The course title will not be the required primary designator for the common course numbering system courses.</p> <p>Example: MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

Approved Information for CCNAP Lecture/Lab Courses

For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
 - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
 - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
 - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
 - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

Note: If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to:

CCN Biology Subcommittee Cochairs

Lindsay Biga

Jonathan Christie

Transfer Council Cochairs

Christopher Long

David Plotkin

HECC CCN Lead

Jane Denison-Furness, Postsecondary Transfer Specialist

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Text / Materials
<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Science	Submitter name Phone Email	Edward Andree 541 288 8255 eandree@cgcc.edu
Reason for Revision	Statewide Common Course renumbering		
Current prefix and number	BI 233	Proposed prefix and number	BI 233Z
Current Course Title	Human Anatomy and Physiology III	Proposed Course Title (75 characters max)	No change
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)	26.0403

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
Third course of a three-course sequence. Introduces the respiratory, digestive, endocrine, urinary and reproductive systems. Includes related laboratories which integrate appropriate lab equipment and procedures: microscopes, dissection, and others as determined by the department and instructor. Prerequisites: BI 232 with a "C" or better. Audit available.	Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component. Prerequisites: BI 232Z with a "C" or better. 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)			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 232 with a “C” or better	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BI 232Z with a “C” or better	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: <ol style="list-style-type: none"> 1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences. 2. Apply concepts and knowledge of general terminology, cell structure and function, gross anatomy, physiology, histology and terminology related to the respiratory, digestive, endocrine, urinary and reproductive systems toward clinical problem solving. 3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues. 4. Use correct terminology to communicate anatomical features and physiological processes 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. 2. Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development. 3. Explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development. 4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. 5. Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems. 6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials. 		

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

(required if revising outcomes)

Outcome 1: Explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.

- Homeostasis
 - Maintenance of internal balance
 - Negative and positive feedback mechanisms
 - Integration of multiple organ systems in maintaining homeostasis
- System-Specific Homeostatic Mechanisms
 - Lymphatic/Immune System
 - Immune surveillance and pathogen elimination
 - Regulation of immune responses
 - Inflammatory response feedback mechanisms
 - Respiratory System
 - Regulation of blood oxygen and carbon dioxide levels
 - Neural and chemical control of breathing
 - Acid–base balance regulation
 - Digestive System
 - Hormonal regulation of digestion
 - Feedback control of enzyme secretion
 - Nutrient absorption regulation
 - Urinary System
 - Fluid and electrolyte balance
 - Blood pressure regulation
 - Hormonal control of kidney function (e.g., ADH, aldosterone)
 - Reproductive System
 - Hormonal regulation of reproductive cycles
 - Feedback loops in the hypothalamus–pituitary–gonadal axis
 - Pregnancy-related hormonal regulation

Outcome 2: Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.

- Lymphatic/Immune System
 - Lymphatic vessels and lymph
 - Lymph nodes
 - Spleen
 - Thymus
 - Tonsils
 - Immune cells (T cells, B cells, macrophages)
- Respiratory System
 - Nasal cavity and sinuses
 - Pharynx and larynx
 - Trachea
 - Bronchi and bronchioles
 - Lungs and alveoli
 - Respiratory muscles (diaphragm, intercostal muscles)
- Digestive System

- Oral cavity, teeth, and tongue
- Pharynx and esophagus
- Stomach
- Small intestine
- Large intestine
- Liver, gallbladder, and pancreas
- Urinary System
 - Kidneys
 - Ureters
 - Urinary bladder
 - Urethra
 - Nephron structure
- Reproductive System
 - Male
 - Testes
 - Epididymis
 - Vas deferens
 - Seminal vesicles
 - Prostate gland
 - Penis
 - Female
 - Ovaries
 - Fallopian tubes
 - Uterus
 - Cervix
 - Vagina
 - Mammary glands
- Human Development
 - Fertilization
 - Embryonic development
 - Fetal development
 - Placenta and fetal circulation

Outcome 3: Explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.

- Lymphatic/Immune Processes
 - Innate immunity
 - Adaptive immunity
 - Antigen recognition
 - Antibody production
 - Immune memory
- Respiratory Processes
 - Pulmonary ventilation
 - Gas exchange in alveoli
 - Oxygen and carbon dioxide transport
 - Regulation of breathing

- Digestive Processes
 - Mechanical digestion
 - Chemical digestion
 - Nutrient absorption
 - Metabolism of carbohydrates, lipids, and proteins
- Urinary Processes
 - Glomerular filtration
 - Tubular reabsorption
 - Tubular secretion
 - Urine formation and excretion
- Reproductive Processes
 - Gametogenesis (spermatogenesis and oogenesis)
 - Hormonal regulation of reproduction
 - Menstrual cycle
 - Fertilization
 - Pregnancy and childbirth
- Human Development Processes
 - Embryogenesis
 - Organ formation
 - Growth and maturation

Outcome 4: Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.

- Chemical Level
 - Hormones
 - Enzymes
 - Antibodies
 - Respiratory gases
 - Electrolytes
- Cellular Level
 - Immune cells
 - Respiratory epithelial cells
 - Digestive gland cells
 - Kidney cells (nephrons)
 - Reproductive cells (gametes)
- Tissue Level
 - Epithelial tissues
 - Connective tissues
 - Muscle tissues
 - Nervous tissues
- Organ Level
 - Lungs
 - Stomach
 - Kidneys
 - Lymph nodes

- Reproductive organs
- Organ System Level
 - Coordination between organ systems
 - Integration of physiological functions

Outcome 5: Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems.

- Nervous System
 - Neural regulation of breathing and digestion
 - Stress effects on immune and reproductive systems
- Cardiovascular System
 - Transport of immune cells and nutrients
 - Gas transport between lungs and tissues
 - Blood filtration by kidneys
- Musculoskeletal System
 - Respiratory muscle function
 - Nutrient supply to muscles
 - Bone marrow production of immune cells
- Endocrine System
 - Hormonal control of metabolism and reproduction
 - Kidney hormone production (erythropoietin)
- Integumentary System
 - Barrier defense against pathogens
 - Vitamin D synthesis affecting calcium balance

Outcome 6: Apply physiological and/or anatomical concepts to practical scenarios such as clinical, public health, and societal issues.

- Clinical Applications
 - Respiratory diseases (asthma, pneumonia)
 - Immune disorders (autoimmune diseases, allergies)
 - Digestive disorders (ulcers, inflammatory bowel disease)
 - Kidney diseases (renal failure, kidney stones)
 - Reproductive health conditions
- Public Health Topics
 - Vaccination and immunity
 - Respiratory infections and prevention
 - Nutrition and digestive health
 - Water balance and kidney health
 - Sexual and reproductive health education
- Societal Issues
 - Fertility and reproductive technologies
 - Maternal and fetal health
 - Organ transplantation and immune compatibility
 - Environmental effects on respiratory health

Outcome 7: Identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials.

- Lymphatic/Immune Lab

	<ul style="list-style-type: none"> ○ Identification of lymph nodes, spleen, and thymus ○ Histology of lymphatic tissues ○ Blood cell identification ● Respiratory Lab <ul style="list-style-type: none"> ○ Lung models ○ Trachea and bronchial structures ○ Alveolar histology ● Digestive Lab <ul style="list-style-type: none"> ○ Digestive organ models ○ Stomach and intestinal structures ○ Liver and pancreas identification ● Urinary Lab <ul style="list-style-type: none"> ○ Kidney dissection ○ Nephron histology ○ Urinary tract structures ● Reproductive Lab <ul style="list-style-type: none"> ○ Male and female reproductive organ models ○ Histology of reproductive tissues ○ Stages of embryonic development ● Lab Skills <ul style="list-style-type: none"> ○ Microscopy ○ Anatomical model identification ○ Diagram labeling ○ Data interpretation
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) https://openstax.org/details/books/anatomy-and-physiology-2e
Department Required Course Activities (optional)	(update as needed) n/a
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Nursing Program prerequisites. A Modified Degree/Certificate Revision form was prepared.	

Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
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
Edward Andree	eandree@cgcc.edu	3/5/26

Department Chair (enter name of department chair): Rob Kovacich

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

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

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Science	Submitter Name: Phone: Email:	Edward Andree 541 288 8255 eandree@gmail.com
Course Prefix and Number:	BI233Z	Course Title:	Anatomy and Physiology III
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	<p>Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component. Prerequisites: BI 232 with a "C" or better. Audit available.</p>		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. 2. Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development. 3. Explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development. 4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. 5. Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems. 6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues. 7. Identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials. 		

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

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)

3. Verify course transfer status using the Course Transfer/ Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGOC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGOC Institutional Learning Outcomes (ILO):**

Through their respective disciplines, CGOC students who earn a degree can:

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGOC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation	Course Outcomes: 2. Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.

<p>**REQUIRED**</p>	<p>Course Content: Lab assignments and student presentations allow students to demonstrate their knowledge of these relationships as above through written and verbal forms. They complete written lab assignments that highlight the above structures through observation, research and dissection. They are also asked to research a pathology of these structures and present their findings aloud to their peers. Demonstrating a mastery of communication is paramount to functioning well with future colleagues, within medical teams and with patients.</p> <p>Outcome Assessment Strategies: Lab assignment grades. They describe these structures and relationships on both lecture and lab exams as well.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course outcome</p> <p>6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Students explore solving problems at the tissue and organ level through research, reflection and information synthesis. The application of the health and disease states of these structures is evaluated through their relationship with societal health</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.</p> <p>Course Content: Students will interpret, evaluate and communicate quantitative information to solve problems related to their future career in healthcare and within their own lives. This is achieved through analysing research sources and communicating findings through written and presentation formats. Biological and systems organization analysis allows the student to see and solve problems within the individual and population as a whole.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one: <input type="checkbox"/> major <input checked="" type="checkbox"/> minor not addressed significantly</p>	<p>Course Outcomes: 6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues.</p> <p>Course Content: Discussion and research surrounding public health concerns such as autoimmune diseases, transplants, pulmonary disease, food allergies, peripartum physiology allows the students to see these individual states through a societal analysis, prevention and management lens.</p> <p>Outcome Assessment Strategies: Homework grades, written and presentation assignments in lab. Questions on both lab and lecture examination.</p>
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SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

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

Science or Computer Science

Outcomes:

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.</p> <p>5. Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems.</p> <p>6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues.</p>
---	--

<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?</p>	<p>Anatomy and Physiology facilitates students to gather information and explore those ideas through tissue, system and society based lenses. Further exploration and question generation occurs during interactive lab assignments and tasks performed in groups. These skills are gained through research, presentations and discussion.</p>
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?</p>	<p>Case study analysis encourages students to apply scientific and technical modes of inquiry. Initial description of these structures is expanded upon to consider alternative explanations for homeostasis and pathology on the systems and population levels.</p>
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?</p>	<p>Student research in response to questions and case study assignments encourages them to assess the strengths and weaknesses of scientific studies and their effect on society. These concepts are discussed in relation to search engines from both the patient and healthcare provider perspective. Students are given the opportunity to reflect on how search engine findings are generated and how to maximize access to best practice and best science available.</p>

Section #4 Department Review		
<p><i>“I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”</i></p>		
Submitter	Email	Date
Edward Andree	eandree@cgcc.edu	3/20/26
<p>Department Chair (enter name of department chair): Rob Kovacich</p>		
<p>Department Dean/Director (enter name of department dean/director): Jarett Gilbert</p>		

NEXT STEPS:

Modified Degree/Certificate Revision

The Modified Certificate/Degree Revision form may be used for the following:

- 1. Course title changes within degrees/certificates**
- 2. Course number changes within degrees/certificates**
- 3. Degree or certificate title changes**
- 4. Addition or deletion of degree/certificate electives**

Representation at the Curriculum Committee is not required.
All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

Submitted by:	Ezra Holston	Email: eholston@cgcc.edu	Phone:
Title of Degree/Certificate:	Nursing SAAS	Requested Implementation Term:	Summer, 2026
What type of change are you requesting?	<input type="checkbox"/> Course title change <input checked="" type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		

Fill in the sections below as applicable. If a section is not applicable, fill in N/A.

Current Course Title:	Human Anatomy and Physiology I Human Anatomy and Physiology II Human Anatomy and Physiology III	Revised Course Title:	No change
Current Course Number:	BI 231 BI 232 BI 233	Revised Course Number:	BI 231Z BI 232Z BI 233Z
Current degree or certificate title:	n/a		
Proposed degree or certificate title:	n/a		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
	n/a		<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Ezra Holston	eholston@cgcc.edu	3.5.26
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director): Ezra Holston		

Next steps:

1. Save the completed Modified Certificate/Degree Revision 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.

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
<input type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Text / Materials
<input type="checkbox"/> Title	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input type="checkbox"/> Content	<input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	ACC	Submitter name Phone Email	Leigh Hancock hancock!@cgcc.edu 541-645-0700
Reason for Revision	State mandated CCN. Directed to fix the description to match mandated description.		
Current prefix and number	SPA 101Z	Proposed prefix and number	No change
Current Course Title	First-year Spanish I	Proposed Course Title (75 characters max)	No change
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)	16.0905

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Introduces the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPA101Z, SPA102Z, SPA103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

<p>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..</p>			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.)</p> <p>***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.***</p>			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence) 2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing) 3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing) 4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening) 		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
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	3/21/2026
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
<input type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Text / Materials
<input type="checkbox"/> Title	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input type="checkbox"/> Content	<input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	ACC	Submitter name Phone Email	Leigh Hancock hancock!@cgcc.edu 541-645-0700
Reason for Revision	State mandated CCN. Directed to fix the description to match mandated description.		
Current prefix and number	SPA 102Z	Proposed prefix and number	No change
Current Course Title	First-year Spanish II	Proposed Course Title (75 characters max)	No change
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)	16.0905

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
Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA 101Z, 102Z, and 103Z).	Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA 101Z, 102Z, and 103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

<p>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..</p>			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.)</p> <p>***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.***</p>			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence) 2. Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing) 3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing) 4. Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening) 		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
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>“I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1/12/2026
Department Chair (enter name of department chair): leigh hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		



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 Arts or Science in Communication.

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

Associate of Arts Transfer in Communication

From: 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
Portland Community College
Rogue Community College

To: Eastern Oregon University – BA/BS
Oregon State University – BA/BS
Portland State University – BA/BS
Southern Oregon University – BA/BS
Western Oregon University – BA
Oregon Institute of Technology – BS

180 total credits for:
Bachelor of Arts or Science in Communication

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.

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 November 20, 2025 and by a unanimous vote the Transfer Council recommends this MTM CAP to the Commission for approval.

On December 11, 2025 and by a unanimous vote the Commission approves this MTM CAP. MTM CAP is effective beginning Fall 2026.

Part 5: Major Transfer Map Participants

Subcommittee members

Tanner Cook (PSU) – Co-Chair
Karina Bjork (PCC) – Co-Chair
Xiaowei Chen (EOU)
Eean Grimshaw (OIT)
Precious Yamaguchi (SOU)
Emily Plec (WOU)

Kendra Rivera (COCC)
Deac Guidi (Clatsop)
Alex Markov (RCC)
Josie Wood (Chemeketa)
Hailey Adkisson (LBCC)
Colin Hesse (OSU)

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
Suzanne Koedoot, PSU
Tyler Harris, COCC
Anna Zachariah, Corvallis High Schol
Traci Hodgson, Chemeketa CC
Ryan Bonn, Student, OSU

Jarrett Gilbert, CGCC
Christopher Walsh, EOU
Tad Shannon, WOU
Diana Boro-Boswell, LBCC
Meredith Stone, WESD
Alexis Westfall, Student, Dufur High School
Greg Hamann, Vice Chair HECC Commission
(ex-officio)

Communication MTM Prescribed Curriculum

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 Arts or Science in Communication. 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 Arts or Science in Communication, 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. Take 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		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121Z	4
<i>Arts & Letters</i>		
1 st course	Select from AAOT course list	3-4
2 nd course	Select from AAOT course list	3-4
<i>Social Sciences</i>		

1 st course	Select from AAOT course list	4
2 nd course	Select from AAOT course list	4
<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list	4-5
<i>Mathematics</i>		
1 course	MTH 105Z or higher or STAT 243Z	4-5
<i>At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Requirement Total		30-35
ADDITIONAL GENERAL EDUCATION COURSES		
<i>Writing</i>	WR 227Z	4
COMMUNICATION COURSES		
<i>1st Course</i>	COMM 111Z	4
<i>2nd Course</i>	COMM 218Z	4
<i>3rd Course</i>	Intercultural Communication (COMM 216Z)	4
<i>4th Course: Choose 1</i>	Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm.	3-4
Major Coursework Total		14-16
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>		
<ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		
MTM Total		90

Advanced Placement or International Baccalaureate Exams

*The following exams can be used in place of **major** coursework in the MTM*

There are no AP or IB exams that can be used in place of major coursework at this time.

Program Learning Outcomes

Upon completion of the Associate of Arts Transfer (AAT) in Communication, students will be able to:

1. Create messages appropriate to the audience, purpose and context.
2. Apply communication theories, perspectives, principles, and/or concepts.



Eastern Oregon University Post-Transfer Crosswalk for BA/BS Communication MTM-CAP

Core Transfer Map	Credits	
Writing – WR 121Z	4	WR 121Z
Arts & Letters – 2 courses	6-8	2 Aesthetics and Humanities courses; 2 Artistic Process courses
Social Science – 2 courses	6-8	2 Social Science courses
Natural Science – 2 courses w/labs	3-4	2 Natural & Info Science courses
Math – 1 course	4-5	1 college level mathematical course
One course must also satisfy: AAOT Cultural Literacy Requirement	4	COM 325 Intercultural Communication
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.
Total Credits Completed (range)		27-32 credits
Additional General Education Courses	Credits	
WR 227Z	4	WR 222 Intro to Rhetoric meets one or two required lower division cluster courses
Major Courses	Credits	
COMM 111Z	4	COM 111 Z is one of two required lower division cluster courses
COMM 218Z	4	COM 218 Z Interpersonal Communication
Intercultural (COMM 216Z)	4	COM 325 Intercultural Communication; also fills DPD (Difference, Power, and Diversity)
Choose one: Argumentation, Small Group (COMM 219Z), or Mass Communication	4	COM 260 Foundation of Mass Media is required common core for all concentrations.
Electives to Reach 90 Credits	Credits	
		Additional credits to reach 90
Completed Major Transfer Map Credit Total	90	
Remaining Degree Requirements	Credits	
Remaining General Education or BA/BS Requirements		
General Education	30	Additional GEC to meet 60 credit required total (30 credits come from the CTM)
Total Remaining General Education Credits	30 credits	
Remaining Major Requirements		
	4	COM 202 - Introduction to Public Relations Credits: 4
	4	COM 225 - Foundations of Digital Media*APC Credits: 4
	4	COM 295 - Communication Theory*SSC Credits: 4
	4	Capstone: Choose one capstone course from the following list COM 460 - Communication Research Design Credits: 4 COM 464 - Topics in Film and Video Credits: 4 COM 465 - Participatory Culture/Iden*AEH Credits: 4 COM 495 - Communication Ethics Credits: 4
	4	COM 497 - Capstone in Public Relations Credits: 4
	8	UPPER DIVISION - Take 2 courses from the following list ANTH 395 - Quantitative Methods in the Social Sciences Credits: 5 COM 315 - Media, Power & Difference*AEH Credits: 4 COM 325 - Intercultural Communication*AEH Credits: 4 WR 330 - Digital Rhetoric Credits: 3
Remaining Major Electives		

		CHOOSE FIVE - COM 211 - Small Group Communication Credits: 4 COM 215 - Conflict Management*AEH Credits: 4 COM 320 - Business and Professional Communication*AEH Credits: 4 COM 355 - Organizational Communication*SSC Credits: 4 COM 357 - Communicating Health-Science*SSC Credits: 4 COM 345 - Advertising Principles & Practice Credits: 4 COM 346 - Rhetoric of Horror: Society and Identity*AEH Credits: 4 COM 350 - Public Relations Principles & Practice Credits: 4 COM 356 - Reel Patriotism: Military and War in Popular Culture*AEH Credits: 4 COM 360 - Media Theory Credits: 4 COM 485 - Media Law Credits: 4 COM 252 - New Media*APC Credits: 4 COM 264 - Intro to Film Production*APC Credits: 4 COM 352 - Web Design*APC Credits: 4 COM 364 - Film Production*APC Credits: 4 COM 452 - Digital Publishing Platforms Credits: 4 FILM 366 - Cinematography*APC Credits: 4 20 WR 230 - News Writing Credits: 4
Total Remaining Major Credits (Requirements + Electives)	44	
Additional Electives to Reach 180 Credits	16 credits	
Degree Total	180	

Core Transfer Map	Credits	
Writing – WR 121Z	4	WR 121Z English Composition
Arts & Letters – 2 courses	6	2 Humanities courses;
Social Science – 2 courses	6	2 Social Science courses
Natural Science – 2 courses w/labs	8-20	2 Lab Science/ Math/Science courses; one must be a lab science, lab science requirement met
Math – 1 course	4	1 Mathematics course for which MATH 100 is pre-req; mathematics requirement met
One course must also satisfy: AAOT Cultural Literacy Requirement		Meets Intercultural Studies recommendation
Total Credits Completed (range)		34 - 60 credits
Additional General Education Courses	Credits	
WR 227Z	4	WR 227Z
Major Courses	Credits	
COMM 111Z	4	COMM 111z Public Speaking (also a required gen ed)
COMM 218Z	4	COMM 218Z Interpersonal Communication
Intercultural (COMM 216Z)	4	COM216Z Intercultural Communication
Argumentation, Small Group (COMM 219Z), or Mass Communication	3-4	SPE 314 Argumentation, SPE 321 Small Group and Team Communication or COM 115 Intro to Mass Communication (all eventually required for the major)
Electives to Reach 90 Credits	Credits	
		Additional electives to reach 90 credits
		Recommended: Courses that complete the Gen Ed requirements
		2 Social Science electives (1 PSY elective required for major) 1 Lab Science/Math elective (STAT 243Z recommended) 1 BUS elective (required for major) 10 open electives (ART 215 required for major if offered).
	43-45	
Completed Major Transfer Map Credit Total		90 credits
Remaining Degree Requirements	Credits	
Remaining General Education or BA/BS Requirements		Note: a total of 60 credits of UD coursework are required for the major (3 credits must be an UD WRI course) Additionally for the BS it is required that at least 45 credits come from math/science/social science courses
	6-8	2 Social Science electives (1 PSY course required for major)
	4	1 Lab Science/Math elective (STAT 243Z recommended)
Upper division requirement	18	UD credits
BS requirement	13-17	additional math/science/social science courses
Total Remaining General Education Credits	30-47	
Remaining Major Requirements		
COMM 104	3	COMM 104 Intro to Com
COMM 105	3	COMM 105 Intro to Com Theory
COMM 106	3	COMM 106 Intro to Com Research
COMM 109	3	COMM 109 Intro to Com Tech
COMM 216	3	COMM 216 Essentials of Grammar
COMM 237	3	COMM 237 Intro to Visual Com
COMM 248	3	COMM 248 Digital Media Production
COMM 276	3	COMM 276 Democracy and Media
COMM 301	3	COMM 301 Rhetorical Theory
COMM 326	3	COMM 326 Com Research
COMM 345	3	COMM 345 Org Com 1
COMM 347	3	COMM 347 Negotiation and Conflict resolution
COMM 358	3	COMM 358 Com and the Law
COMM 325	3	COMM 325 Gender and Com
COMM 309	3	COMM 309 Com Tech in Use
COMM 424	3	COMM 424 Capstone
COMM 420	12	COMM 420 Externship/Senior project
COMM 135	3	COMM 135 Communication Software

JOUR 211	3	JOUR 211 Publications/Student Newspaper
	6-8	SPE 314 Argumentation, SPE 321 Small Group and Team Communication or COM 115 Intro to Mass Communication (whichever 2 have not been taken already are still required for the major)
	3	ART 215
Remaining Major Electives		
	3	BUS elective
Total Remaining Major Credits (Requirements + Electives)	78-80	
Additional Electives to Reach 180 Credits	0	<i>* See memo at the end of the CAP</i>
Degree Total	180	

Core Transfer Map	Credits	
Writing – WR 121Z	4	Core Education: WR 121 Z
Arts & Letters – 2 courses	6-8	Core Education: Arts & Humanities (2 of 2 courses)
Social Science – 2 courses	6-8	Core Education: Social Science (2 of 2 course),
Natural Science – 2 courses w/labs	6-8	Core Education: Natural Sciences (2 of 2 courses)
Math – 1 course	4-5	Core Education: Quantitative Literacy and Analysis (1 of 1 course).
One course must also satisfy: AAOT Cultural Literacy Requirement		
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		
Total Credits Completed (range)		26-33 credits
Additional General Education Courses	Credits	
WR 227Z	4	Core Education: Writing Elevation (1 of 1 course)
Major Courses	Credits	
COMM 111Z	4	Fulfills part of the Introductory Theory Research and Practice major requirement
COMM 218Z	4	Fulfills part of the Introductory Theory Research and Practice major requirement
Intercultural (COMM 216Z)	4	Double dips with DPO-Foundaitons
Argumentation, Small Group (COMM 219Z), or Mass Communication	3-4	Argumentation (COMM 114) satisfies major requirement; Small Group (COMM 219Z) or Mass Communication (COMM LDT) will satisfy one course from the Intermediate Practice major requirements
Electives to Reach 90 Credits	Credits	
		Additional electives to reach 90 credits.
		Recommended: Courses that complete the CLA Liberal Arts Core requirements - Arts - Non-Western - Social - one additional course from any CLA Core category
	35-43	BA students: Complete second language requirement (through 203 or end of the 2nd year) BS students: Complete science and quantitative study requirements
Completed Major Transfer Map Credit Total		90 credits
Remaining Degree Requirements	Credits	
Remaining General Education or BA/BS Requirements		
Transitions	2	LA 100 or LA 300
DPOA	3	Choose one: COMM 428 or COMM 432
WIC	3	COMM 300
Seeking Solutions	3-4	(from list at https://beav.es/N6k)
Beyond OSU 1	3	COMM 321
Beyond OSU II	3	Choose one: COMM 342, COMM 421, or COMM 424
Total Remaining General Education Credits	18-19	
Remaining University Requirements		
		CLA Liberal Art Core: One course from each category; see available course list: https://catalog.oregonstate.edu/college-departments/liberal-arts/#liberalartscoretext - Arts - Non-Western - Social - one additional course from any CLA Core category
CLA Liberal Arts Core	12-16	Courses may double count with gen ed or major requirements, but not all three.
		BA: (up to 24 credits) Complete the language requirement (reaching the 203 or higher)
BA Second Language Requirement (through 203 or end of 2nd year or higher)	24	See https://catalog.oregonstate.edu/college-departments/liberal-arts/#collegerequirementstext for more information

BS Math and Science		BS: (12 credits) Complete science and quantitative studies requirements: - 1 course in Computer Science - 1 course from OSU's College of Science, except Math or Statistics - 1 course in math or statistics
Remaining Major Requirements	12	See https://catalog.oregonstate.edu/college-departments/liberal-arts/#collegerequirementstext for more information
Introductory Theory, Methods, and Practice	3	COMM 114 (if not taken as part of the MTM)
Intermediate Theory	3	COMM 320 (double counts with CLA Core: Humanities)
Intermediate Practice	3	Any 300-level COMM course not included in other requirements
Advanced Theory	3	One of the following courses (COMM 418, COMM 422; COMM 426; COMM 432 (if not used to fulfill DPOA requirement); COMM 440; COMM 454; COMM 456; COMM 458; COMM 459; COMM 466)
Advanced Methods	3	One of the following courses (COMM 414; COMM 416; COMM 464)
Advanced Practice	6	Any 400-level COMM course not included in Advanced Theory or Advanced Methods
Remaining Major Electives	9	Select 9 credits of COMM or NMC courses with at least 3 non-variable credits at 400-level
BA Degree		
Total Remaining General Education Credits	18 -19	
Total Remaining University Requirements (BA)	36 - 40	
Total Remaining Major Credits (Requirements + Electives)	30	
Total post-transfer credit requirements	84 - 89	
Additional Electives to Reach 180 Credits	1 - 6	
Degree Total	180	
BS Degree		
Total Remaining General Education Credits	18 -19	
Total Remaining University Requirements (BS)	27 - 32	
Total Remaining Major Credits (Requirements + Electives)	30	
Total post-transfer credit requirements	72 - 77	
Additional Electives to Reach 180 Credits	13 - 18	
Degree Total	180	

Portland State University Post-Transfer Crosswalk for BA/BS Communication MTM-CAP

Core Transfer Map		Credits	
Writing – WR 121Z	4	1 of 2 University Writing Courses	
Arts & Letters – 2 courses	6-8	BA min. 7 credits (min. 3 in a Fine & Performing Arts Area) ***Additional credits apply to FRINQ	BS min. 7 credits of Arts & Letters/Social Science courses ***Additional credits apply to FRINQ
Social Science – 2 courses	6-8	BA Satisfies the 7 credit Social Science/Science requirement *** Additional credits apply to FRINQ	
Natural Science – 2 courses w/labs	8-10		BS 8-10 (of 10 credit min.) science requirement (6 credits must be w/lab)
Math – 1 course	4-5	BA 1 Science or Math course	BS 1 Math or Statistics course
One course must also satisfy: AAOT Cultural Literacy Requirement			
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		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.	
Total Credits Completed (range)		28-35 credits	28-35 credits
Additional General Education Courses	Credits		
WR 227Z	4	2 of 2 University Writing Courses	
Major Courses	Credits		
COMM 111Z	4	Counts towards 44 required electives in the major.	
COMM 218Z	4	Counts towards 44 required electives in the major.	
Intercultural (COMM 216Z)	4	Counts towards 44 required electives in the major.	
Argumentation, Small Group (COMM 219Z), or Mass Communication	4	Counts towards 44 required electives in the major.	
Electives to Reach 90 Credits	Credits		
		Recommended: Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency (Language courses excluding 203 will count towards BA Arts & Letters requirement) BA requirement-min. 3 credits in a Fine & Performing Arts Area. Race & Ethnic Studies Requirement course: 1 course from list if available (min. 3 credits, 2 courses required if fewer than 90 credits transferred).	Recommended: Any additional Science or Lab Science courses to reach at least 6 Science credits with lab, and 10 credits overall. Race & Ethnic Studies Requirement course: 1 course from list if available (min. 3 credits, 2 courses required if fewer than 90 credits transferred).
Completed Major Transfer Map Credit Total		90 credits	90 credits
Remaining Degree Requirements	Credits		
Remaining General Education or BA/BS Requirements			
	3	Race & Ethnic Studies Requirement: 1 (min. 3 credits) course from list required unless equivalent course taken at the community college(2 required if fewer than 90 credits transferred). May need to be at upper division depending on level of language classes needed for BA requirement.	
	12	Junior Cluster (Univ.Studies) (12 Upper Division credits)	
	6	Senior Capstone (Univ. Studies) (6 Upper Division credits)	
	3	BA requirement-min. 3 in a Fine & Performing Arts Area (May need to be at upper division depending on level of language classes needed)	(0-2 credits)Any additional Science or Lab Science courses to reach at least 6 Science credits with lab, and 10 credits overall.
	0-24	Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency (Language courses excluding 203 will count towards BA Arts & Letters requirement)	
Total Remaining General Education Credits		24-48 - BA	21-24 - BS
Remaining Major Requirements			
Principles of Communication	4	COMM 300	
Research Methods	4	COMM 311	
Communication Theory	4	COMM 316 or COMM 326	
Remaining Major Electives			
	12	COMM courses numbered 410 and above	
	4	COMM 400 and above	
	12	COMM courses numbered 300 and above	
Total Remaining Major Credits (Requirements + Electives)	40		
Additional Electives to Reach 180 Credits		0-26 (62 upper division credit minimum, will need to take at least 4 credits Upper Division electives or as Fine & Performing Arts and RESR courses within Gen Ed)	26-29 (62 upper division credit minimum, will need to take at least 4 credits Upper Division electives)
Degree Total		180 credits	

Core Transfer Map		Credits
Writing – WR 121Z	4	Composition I
Arts & Letters – 2 courses	6-8	1 Creativity and Expression course (3-4 credits)
Social Science – 2 courses	6-8	1 Creativity & Innovation course (3-4 credits)
Natural Science – 2 courses w/labs	8-10	1 Inquiry and Analysis course (3-4 credits) 1 Numerical Literacy course (3-4 credits)
Math – 1 course	4-5	1 Equity, Diversity & Inclusion (3-4 credits)
One course must also satisfy: AAOT Cultural Literacy Requirement		Met with Equity, Diversity & Inclusion capacity
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		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 Capacity Model.
Total Credits Completed (range)		28-35 credits
Additional General Education Courses		Credits
WR 227Z	4	Composition III
Major Courses		Credits
COMM 111Z	4	Public Speaking
COMM 218Z	4	Interpersonal Communication
Intercultural (COMM 216Z)	4	Intercultural Communication (formerly COMM 200 Communication Across Cultures)
Argumentation, Small Group (COMM 219Z), or Mass Communication	4	Fulfills major requirement (4 credits at one of the * requirements below)
Electives to Reach 90 Credits		Credits
		Additional electives to reach 90 credits
Completed Major Transfer Map Credit Total		90 credits
Remaining Degree Requirements		Credits
Remaining General Education or BA/BS Requirements		Number of credits will vary depending on whether students select BA or BS.
WR 122Z	4	Composition II
Foreign Language Requirement (BA)	0-24	One year of second-level of foreign language or demonstrated competency
BS Requirement	8	Comm at SOU can be offered as a BS or BA. For the BS, students need to take two courses from a list of options: MTH 105Z or 105H or 111Z or 112Z or 158 or 211 or 212 or 213 or 235 or STAT 243Z or MTH 243H or 244 or 251Z or 251H or 252Z or 252H or 253Z or 253H or 261 or 271 or 281 or 311 or 321 or 331 or 341 or 361 or 411@ or 421@ or 431@ or 441@ or 461@ or 481@ or HON 250 or 251 or 350 or 351 or BA 282 or CCJ 302 or CS 200@ or 210 or 250 or 257 or 333 or EC 232 or 332 or ES 255 or 255L or 486 or 486 or INL 428 or OAL 425 or PE 425 or PHL 203@ or PS 311 or PSY 225 with term >= Fall 2015 or 225L or SOAN 302 or 302 or 327
Upper Division Equity, Diversity and Inclusion Course	4	
2 Additional Upper Division Gen Ed Courses	8	Students can choose two from the following options: communication and expression, creativity and innovation, inquiry and analysis, numerical literacy
Total Remaining General Education Credits		BA - 16-40 credits; BS - 24 credits
Remaining Major Requirements		Credits
COMM 196	4	Digital Life and Online Skills
COMM 203: Media Literacy*	4	Required if not transferred in as part of "choose one" options above.
COMM 219Z: Small Group*	4	Required if not transferred in as part of "choose one" options above.
COMM 302	4	Communication & Media Theory
COMM 300 or 303	4	Becoming a COMM Scholar or Communication Research Methods
COMM 410 Capstone	2	Capstone for Communication Studies
Remaining Major Electives		Credits
Intermediate Electives*	12	Choose 3 from: COMM 300 or 303, 310, 324, 330, 342, 330, 342, 343, 346, 349, 351, 352, 353, 355, 399
Advanced credits	12	Choose 3 from: COMM 407, 409, 412, 441, 442, 446, 448, 455, 456, 460A, 460D, 460E, 460F, 475, 485

Comm Tech Electives		Choose 2 from: DCIN (Digital Cinema) 101, 102, 103, 104, 200, 201, 202, 204, 216, 301; COMM 206, 208, 213, 214, 217, 221, 222, 322, 323, 325, 326, 327, 328, 424; EMDA (Emerging Media and Digital Arts) 201 and 201R, 202 and 202R, 203 and 203R
Total Remaining Major Credits (Requirements + Electives)	50	
Additional Electives to Reach 180 Credits	BA: 0-24; BS: 16	
Degree Total	180	



Western Oregon University Post-Transfer Crosswalk for BA Communication MTM-CAP

Core Transfer Map	Credits	
Writing – WR 121Z	4	1 of 2 Foundations: Writing courses (4 credits)
Arts & Letters – 2 courses	6-8	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses (6-8 credits)
Social Science – 2 courses	6-8	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (6-8 credits)
Natural Science – 2 courses w/labs	8-10	2 of 2 Exploring Knowledge: Scientific Perspectives courses (8-10 credits)
Math – 1 course	4-5	1 of 1 Foundations: Math course (4 credits)
One course must also satisfy: AAOT Cultural Literacy Requirement		
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		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)		28-35 credits
Additional General Education Courses	Credits	
WR 227Z	4	WR 227Z; completes 2 of 2 recommended writing courses
Major Courses	Credits	
Principles of Public Speaking COM 111Z	4	COM 111z
Interpersonal Communication COM 218Z	4	COM 218z
Intercultural (COM 216Z)	4	COM 216z
Argumentation, Small Group (COMM 219Z), or Mass Communication	4-12	All courses from this list will transfer to WOU and count toward the Communication major. Mass Communication (COM 211 at WOU) counts toward the Foundations requirements for the major. COM 219z (Small Group) counts toward the Message Construction requirements for the major. Argumentation, if taken as a lower division course, counts toward electives.
Electives to Reach 90 Credits	Credits	
		Additional electives to reach 90 credits
Completed Major Transfer Map Credit Total		90 credits
Remaining Degree Requirements	Credits	
Remaining General Education or BA/BS Requirements		
Total Remaining General Education Credits	0	
Remaining Major Requirements		
COM 109 (Career Exploration)	2	COM 109
COM 309 (Career Readiness)	2	COM 309
Foundational Theories courses	12-16	Three to Four Foundational Theories courses from the following options: COM 100z, 211, 212, 218z, 232, 260, 310, 310, 321, 325, 326, 327, 343, 380, 405, 420, 426, 440, 461
Message Construction courses	12-16	Three to Four Message Construction courses from the following options: COM 111z, 113, 312, 313, 323, 324, 340, 370, 372, 400, 410, 415, 422, 436, 439, 442, 450, 451, 455
Message Analysis Courses	16	Four Message Analysis courses from the following options: COM 236, 328, 331, 335, 342, 351, 360, 402, 412, 416, 430, 431, 435, 444, 446, 462
Remaining Major Electives		
	8-12	12 credits total from COM elective courses, internship (up to 8 credits), or a combination of the two
Total Remaining Major Credits (Requirements + Electives)	52-64	
Additional Electives to Reach 180 Credits	26-38	

Degree Total		180
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Pre-Transfer Crosswalk for COCC
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at Central Oregon Community College by Fall 2028. Note the ability for Central Oregon Community College to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	COMM 216Z (required for major) and any 1 General Education Arts and Letters course	7-8
Social Sciences (2 courses)	Any 2 General Education Social Sciences courses	6-8
Natural Sciences (2 courses)	Any 2 General Education Science (Lab) courses	8-10
Mathematics (1 course)	MTH 105Z or higher or STAT 243Z	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		29-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z	4
Course 2	COMM 218Z	4
Course 3: Intercultural	COMM 216Z (credits reflected in CTM)	4

Communication		
Course 4: Choose (1) – Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm	COMM 114 or COMM 219Z or COMM 241	3-4
Major Coursework Total		15- 16
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i>		26- 42
<ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		
MTM Total		90

Pre-Transfer Crosswalk for Columbia Gorge Community College
Associate of Arts Transfer (AAT) in Communication

*****DRAFT*****

****Per OAR 715-025-0040, this program must be available at Columbia Gorge Community College (CGCC) by Fall 2028. Note the ability for CGCC to offer the AAT in Communication 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 the Arts & Letters Gen Ed discipline list*	6-8
Social Sciences (2 courses)	Select from the Social Sciences Gen Ed discipline list*	6-8
Natural Sciences (2 courses)	Select from the following prefixes on the Science, Math & Computer Science Gen Ed discipline list: BI, ESR, G, GS	8-10
Mathematics (1 course)	MTH 105Z Math in Society (or higher)	4
<i>*One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		28-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z Technical Writing	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z Public Speaking	4
Course 2	COMM 218Z Interpersonal Communication	4
Course 3	COMM 140 Introduction to Intercultural Communication	4
Course 4: (1 course)	<ul style="list-style-type: none"> • COMM 215 Small Group Communication: Process and Theory <i>or</i> • COMM 228 Mass Communication and Society 	4
Major Coursework Total		16
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)		36-42

<ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		
First Year Experience	FYE 100 College Planning and Survival Skills (CGCC requirement. Students transferring in with 24 credits or more may waive requirement. Counts toward a Social Sciences General Education requirement.)	4
<i>MTM Total</i>		90

Pre-Transfer Crosswalk for Chemeketa Community College Associate of Arts Transfer (AAT) in Communication

*****DRAFT*****

Per OAR 715-025-0040, this program must be available at Chemeketa Community College by Fall 2028. Note the ability for Chemeketa Community College to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z - Composition 1	4
Arts & Letters (2 courses)	Choose from AAOT Arts & Letters course list	8
Social Sciences (2 courses)	Choose from AAOT Social Sciences course list	8
Natural Sciences (2 courses)	Choose from AAOT Sciences course list: Any BI, CH, GEO, GS, or PH course with lab	8-10
Mathematics (1 course)	MTH 105Z - Math in Society or higher, OR STAT 243Z - Elementary Statistics 1	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		32-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z - Technical Writing	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z - Public Speaking	4
Course 2	COMM 218Z - Interpersonal Communication	4
Course 3	COMM 216Z - Intercultural Communication	4
Course 4: Choose 1	COMM 112 - Persuasive Speaking, COMM 212 - Media, Communication, and Society or COMM 219Z - Small Group Communication	4
Major Coursework Total		16
Electives Needed to Reach 90		

<p><i>(Students will work with an advisor to select appropriate coursework)</i></p> <ul style="list-style-type: none">• Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring.• Students pursuing a BS should complete additional math or science degree requirements before transferring.	
<i>MTM Total</i>	90

DRAFT

Clackamas CC Placeholder

Pre-Transfer Crosswalk for Clatsop Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at Clatsop CC by Fall 2028. Note the ability for Clatsop CC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any two Arts and Letters Courses approved for the AAOT discipline-specific list https://www.clatsopcc.edu/pdfviewer/ctlg/	6-8
Social Sciences (2 courses)	Any two Social Sciences Courses approved for the AAOT discipline-specific list https://www.clatsopcc.edu/pdfviewer/ctlg/	6-8
Natural Sciences (2 courses)	Any two science with lab course approved for the AAOT discipline-specific list https://www.clatsopcc.edu/pdfviewer/ctlg/	8-10
Mathematics (1 course)	Any MTH Course MTH course 105Z or higher	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		28-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z	4

Course 2	COMM 218Z	4
Course 3: Intercultural Communication	COMM 216Z	4
Course 4: Choose (1) – Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm	COMM 219Z	4
Major Coursework Total		16
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)		38-42
<ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		
MTM Total		90

Pre-Transfer Crosswalk for Klamath Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at KCC by Fall 2028. Note the ability for KCC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WRI 121Z	4
Arts & Letters (2 courses)	Select from the AAOT course list	6-8
Social Sciences (2 courses)	Select from the AAOT course list	6-8
Natural Sciences (2 courses)	Lab Science from AAOT course list	8-10
Mathematics (1 course)	MTH 105Z, MTH 111Z, MTH 112Z, STA 243Z, MTH 244, MTH 251Z, MTH 252Z, MTH 254 Mathematics	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		28-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WRI 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COM 111Z	4
Course 2	COM 218Z	4
Course 3: Intercultural Communication	COM 216Z - KCC will adopt this course when the MTM is implemented.	4

Course 4: Choose (1) – Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm	COM 219Z is KCC’s current SPE 215 Small Group Communication.	4
Major Coursework Total		16
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i> <ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution’s second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		36-42
MTM Total		90

Pre-Transfer Crosswalk for Lane Community College Associate of Arts Transfer (AAT) in Communication

*****DRAFT*****

Per OAR 715-025-0040, this program must be available at Lane Community College (LCC) by Fall 2028. Note the ability for LCC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any two courses from the Arts & Letters List	6-8
Social Sciences (2 courses)	Any two courses from the Social Science List	6-8
Natural Sciences (2 courses)	Any two lab courses from the Science List	8-10
Mathematics (1 course)	MTH 105Z or higher or STAT 243Z	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		28-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z	4
Course 2	COMM 218Z	4
Course 3: Intercultural Communication	COMM 216Z	4
Course 4: Choose (1) –	COMM 112 Persuasive Speech or COMM 219Z	4

Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm		
Major Coursework Total		16
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i> <ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. <ul style="list-style-type: none"> ○ SPAN 201, 202, 203 or ○ CW 201, 202, 203 • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		36-42
MTM Total		90

DRAFT

Pre-Transfer Crosswalk for Linn-Benton Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at LBCC by Fall 2028. Note the ability for LBCC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any AAOT Arts and Letters Course	6-8
Social Sciences (2 courses)	Any AAOT Social Sciences Course	6-8
Natural Sciences (2 courses)	Any AAOT Lab Science	8-10
Mathematics (1 course)	Math 105Z or higher	4
Cultural Literacy (1 course)	Any AAOT Cultural Literacy Course	3-4
CTM Total		31-38
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1: Public Speaking	COMM 111Z	4
Course 2: Interpersonal Communication	COMM 218Z	4
Course 3: Intercultural Communication	COMM 216Z	4
Course 4: Argumentation and Critical Discourse	COMM114	3
Major Coursework Total		15

BACHELOR DEGREE REQUIREMENTS - BA ONLY

Second Language (through 203 or demonstrated proficiency)

[SPN 101 – 203](#)

*Students without any second language credit should begin with the 100-level sequence in their first year at college. Students should complete second language requirements before transferring. Students may also be able to demonstrate proficiency through an exam or other

0-18

Electives Needed to Reach 90

(Students will work with an advisor to select appropriate coursework)

- Elective coursework in Journalism and New Media Communication is highly recommended.
- Students pursuing a BS should complete additional math or science degree requirements before transferring.

15-40

MTM Total

90

DRAFT

Pre-Transfer Crosswalk for Oregon Coast Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at OCCC by Fall 2028. Note the ability for OCCC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Select two courses from the catalog	6-8
Social Sciences (2 courses)	Select two courses from the catalog	8
Natural Sciences (2 courses)	Select two courses from the catalog *Must be lab sciences	8-10
Mathematics (1 course)	Select one course from the catalog *Must be MTH 105Z or higher or STAT 243Z	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		30-34
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z	4
Course 2	COMM 218Z	4
Course 3: Intercultural Communication	COMM 216Z (COMM140 until CCN complete)	4
Course 4: Choose (1) –	COMM219Z (COMM215 until CCN complete)	4

Argumentation, Small Group Communication (COMM 219Z), or Intro to Mass Comm		
Major Coursework Total		16
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i> <ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. *** • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		36-40
MTM Total		90

Pre-Transfer Crosswalk for Portland Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at PCC by Fall 2028. Note the ability for PCC to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	COMM 111Z COMM 218Z	8
Social Sciences (2 courses)	Any 2 General Education Arts & Letters Courses	8
Natural Sciences (2 courses)	Any 2 General Education Lab Science Courses	8-10
Mathematics (1 course)	MTH105Z (or higher) or STAT243Z	4-5
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		32-35
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1	COMM 111Z	
Course 2	COMM 218Z	
Course 3	COMM 216Z	4
Course 4	Choose (1): Argumentation (COMM 112), Small Group Communication (COMM 219Z), or Mass Communication and Society (COMM 228)	4
Major Coursework Total		8

<p>Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i></p> <ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 	43-46
MTM Total	90

DRAFT

Pre-Transfer Crosswalk for Rogue Community College
Associate of Arts Transfer (AAT) in Communication

DRAFT

Per OAR 715-025-0040, this program must be available at Rogue Community College by Fall 2028. Note the ability for Rogue Community College to offer the AAT in Communication requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Humanities (2 courses)	Select courses from AAOT course list	6-8
Social Sciences (2 courses)	Select courses from AAOT course list	7-8
Science (2 courses)	Select courses from AAOT course list	8
Mathematics (1 course)	MTH 105Z or higher or STAT 243Z	4
<i>One of these must also satisfy the Cultural Literacy AAOT Outcome</i>		
CTM Total		29-32
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 227Z	4
Additional GE Course Total		4
MAJOR COURSEWORK		
Course 1: Public Speaking	COMM 111Z	4
Course 2: Interpersonal Communication	COMM 218Z	4
Course 3: Intercultural Communication	COMM 216Z	4
Course 4: Choose (1) –	COMM 270, COMM 219Z, COMM 201	4

Argumentation and Debate, Small Group Communication, or Media and Society		
Major Coursework Total		16
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i> <ul style="list-style-type: none"> • Students pursuing a BA should complete their transfer institution's second language requirement (see completion options) before transferring. • Students pursuing a BS should complete additional math or science degree requirements before transferring. 		38-41
MTM Total		90

DRAFT

NOTES

1. CIP Code: 09.0100
2. CIP 7 (OCCURS): &

TRANSFER COUNCIL & COMMISSION APPROVED MODIFICATIONS (OAR 715-025-0055)



OFFICE OF THE PROVOST

3201 Campus Drive, Klamath Falls, OR 97601
541.885.1663 (office) 541.885.1101 (fax) email: provostoffice@oit.edu

Dear Higher Education Coordinating Commission:

Oregon Institute of Technology is prepared to continue accepting MTM transfer students into our B.S. Communication Studies– Communication degree program according to the Major Transfer Map approved by the Communication MTM Faculty Subcommittee.

Over the course of the 2025-2026 academic year, we will be revising the communication studies major curriculum to align with the MTM agreement. For now, OIT is committed to ensuring that all MTM transfer students can complete their BS degree in 180 credits, and we will work individually with students to evaluate the appropriate substitutions/ articulations needed to make that happen.

Before Fall 2026, we will reach out to the Transfer Council to request a modification to the MTM-CAP so that we can update our crosswalk to reflect this new revised curriculum.

Respectfully,

A handwritten signature in black ink, appearing to read "Hesham El-Rewini", with a long horizontal flourish extending to the right.

Hesham El-Rewini, Ph.D., P.E.
Provost and Senior VP for Academic Affairs, Strategic Enrollment Management

/prt

Columbia Gorge Community College

CC date	4.2.26
CC decision	_____
CC vote	_____

NEW DEGREE REQUEST Check one: AAS AS AAOT+MTM AAT+MTM AST+MTM ASOT

Submitted by: Leigh Hancock	Email: lhancock@cgcc.edu	Phone:	Department: ACC
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Arts Transfer: Communication		Proposed Credits:	90
Reason for new degree:	Adding statewide Communication MTM to offerings – required by HECC		Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the degree been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	n/a
Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If so, has the degree been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:		

SECTION #2 REQUISITES AND OUTCOMES

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

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 or MTH 98	MTH 65 or MTH 98 or equivalent placement	placement into MTH 65 or 98	4
WR 115	WR 115 or equivalent placement	placement into WR 115	4
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. Create messages appropriate to the audience, purpose and context.
2. Apply communication theories, perspectives, principles, and/or concepts.
3. Recognize how cultural filters and culturally-based assumptions impact communication, perceptions and behaviors.
4. Apply ethical standards in all forms of communication.

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 (15-16 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
	Communication MTM Elective ⁴	varied	3-4
SPA 101Z	First-year Spanish I	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4

Winter Year One (15-16 credits)			
COMM 111Z	Public Speaking	place into MTH 65 or MTH 98; WR 121Z	4
WR 227Z	Technical Writing	WR 121Z	4
	General Education - Arts & Letters ¹	varied	3-4
SPA 102Z	First-year Spanish II	Completion one term of college Spanish or instructor permission; place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
Spring Year One (14-16 credits)			
COMM 218Z	Interpersonal Communication	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	Communication MTM Electives ⁴	varied	3-4
	General Education - Social Sciences ²	varied	3-4
SPA 103Z	First-year Spanish III	Completion of two terms of college Spanish or instructor permission; place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
Fall Year Two (15-16 credits)			
COMM 140	Introduction to Intercultural Communication	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
	General Education - Arts & Letters ¹	varied	3-4
SPA 201	Second-year Spanish – First Term	SPA 103 or instructor permission	4
Winter Year Two (12-16 credits)			
COMM 215 or COMM 228	COMM 215 Small Group Communication: Process and Theory <i>or</i> COMM 228 Mass Communication and Society	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	Communication MTM Electives ⁴	varied	0-3
	General Education - Natural Sciences ³	varied	4-5
SPA 202	Second-year Spanish – Second Term	SPA 201 or instructor permission	4
Spring Year Two (12-16 credits)			
	Communication MTM Electives ⁴	varied	0-3
	General Education - Social Sciences ²	varied	4
	General Education - Natural Sciences ³	varied	4-5
SPA 203	Second-year Spanish – Third Term	SPA 202 or instructor permission	4
Credit total			90

ELECTIVES (if applicable)

Course Number	Course Title	Requisites	Credits
	¹General 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
	²General 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
	³General Education - Natural Sciences		
	Choose any Sciences course with a lab from the General Education designation list that has one of the following prefixes: BI, ESR, G, or GS, Work with an advisor to identify best choices for transfer to the university or field of your choice.	Varied	4-5
	⁴Communication MTM Electives		
COMM 237	Gender and Communication	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	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

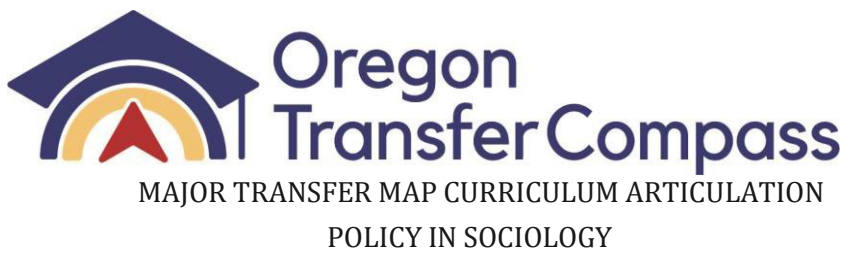
SECTION #4 DEPARTMENT REVIEW

"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
Leigh Hancock	lhancock@cgcc.edu	03/20/2026
Department Chair (enter name of department chair): Leigh Hancock		
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.



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 or Arts in Sociology or Sociology-Anthropology.

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

Associate of Arts Transfer in Sociology or Associate of Science Transfer in Sociology

From: Chemeketa Community College
Clackamas 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: **BA/BS Sociology-Anthropology**
Southern Oregon University: **BA/BS Sociology-Anthropology**
Oregon State University: **BA/BS Sociology**
Portland State University: **BA/BS Sociology**
University of Oregon: **BA/BS Sociology**
Western Oregon University: **BA Sociology**

180 total credits for:
**Bachelor of Arts or Science in Sociology or Sociology-
Anthropology**

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 degree in Sociology
- an Associate of Arts Transfer degree in Sociology

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 DEVELOPMENT

(1) Prior to the development of a CAP, the Commission shall, in consultation with institutions, determine which institutions offer programs that may be subject to the requirements of the CAP. The Commission shall provide a list of such institutions to the Transfer Council.

715-025-0035

COMMISSION CONSIDERATION AND APPROVAL OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICIES

(5) The Commission shall notify participating institutions in writing to provosts or chief academic officers within 60 days of approval of a CAP, and shall specify the academic year no later than which the CAP must first be available for students

715-025-0040

EFFECT OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY ADOPTION ON INSTITUTIONS

(1) All institutions offering a program leading to a two-year certificate, associate degree, or bachelor's degree, excluding an applied baccalaureate degree, that is the subject of a CAP shall be bound by the terms of the CAP, except as provided in OAR 715-025-0060.

(2) Community colleges shall, not later than the start of the third academic year following notification by the Commission, grant students who are enrolled in the program subject to the notification the credential or designation specified in the Curriculum Articulation Policy, provided such student has completed the requirements of the CAP.

(3) Any institution that enrolls a student with the specified CAP credential or designation must afford the student the privileges of CAPs as specified in ORS 350.404 and the CAP, and shall not require a student to retake a course covered by the credential or designation earned.

Part 4: Institutional Obligations

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

MODIFICATION OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY

(1) An institution considering a course or curriculum change, including the creation of a new academic program, that impacts or may be impacted by an adopted CAP, shall notify the Transfer Council and Commission of the proposed course or curriculum change prior to the implementation of such change.

(2) If the change proposed as provided in section (1) of this rule is the creation of a new program, the Commission shall determine whether the program is subject to the requirements of an existing CAP.

(3) Pursuant to the annual review as provided in OAR 715-025-0050, or upon notification from an institution as provided in section (1) of this rule, the Council shall determine if modification to the CAP is required.

(4) The Council shall appoint a subcommittee for the purpose of considering any modifications and making recommendations for modifying the CAP to the Commission.

(5) Any modifications to a CAP shall be made in accordance to the processes and requirements established in OAR 715-025-0020(2) to (4) and OAR 715-025-0030(2) and (3).

(6) An institution shall not implement any modification to a course or curriculum that would have the effect of causing the institution to be out of compliance with obligations under a CAP unless a modification is approved through the process established in this rule, or the institution receives an exemption as provided in OAR 715-025-0060.

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 March 20, 2025 and by a unanimous vote the Transfer Council recommends this MTM CAP to the Commission for approval.

On April 10, 2025 and by a unanimous vote the Commission approves this MTM CAP. MTM CAP is effective beginning Fall 2025.

On October 9, 2025 and by a unanimous the Commission approves this MTM CAP with modifications recommended by the Transfer Council. Modifications are noted on the last page of this agreement.

Part 5: Major Transfer Map Subcommittee Participants

Cochairs: None

Subcommittee members: Matthew Gougherty, EOU

Dwaine Plaza, OSU

Dara Shifrer, PSU

Jessica Piekielek, SOU

Raoul Lievanos, UO

Becky Phillips, WOU

Thomas Barry, COCC

Carlos Lopez, Chemeketa CC

Naomi Abrahams, MHCC

Ben Cushing, PCC

Erika Giesen, RCC

Alexandra Olsen UCC

Public University Participants:

Eastern Oregon University

Oregon State University

Portland State University

Southern Oregon University

University of Oregon

Western Oregon University

Community Colleges Participants:

Central Oregon Community College

Chemeketa Community College

Clackamas 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



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)

Sociology MTM Design Narrative

The Sociology Major Transfer map is designed for transfer students interested in sociology. A Bachelor of Arts (BA) or Bachelor of Science (BS) degree in Sociology or Sociology/Anthropology are social science degrees that explore the systematic study of social life, social change, and the social causes and consequences of human behavior. Sociology or Sociology/Anthropology students investigate social structure, group life, organizations, and societies and how people interact within these contexts. Students graduating with this degree gain new perspectives about social organization, social divisions, and social inequalities.

As of Winter 2025, four Oregon public universities offer a Sociology degree that is a BA and three offer a BS. Two public universities offer a Sociology/Anthropology degree either as BA or BS. This major transfer map prioritizes lower division courses in sociology. It also includes guidance on completing institutional degree requirements, such as lower division general education and BA or BS degree requirements.

The map specifies credits in 1.) core requirements (36-42 credits), 2.) major requirements (11-12 credits), and 3.) general education requirements (8 credits). The group confirmed and updated a narrow range of courses that meet general education and BA or BS degree requirements that transfer to all Oregon public universities but do not result in excess credits.

For the core requirements, the students have considerable flexibility in choosing courses. We only specify that students complete WR 121Z and Math 105Z (or higher), both of which are offered at community colleges across the state. Additionally, students can complete their social science courses with the major coursework, creating more opportunity for them to complete electives for their chosen transfer destination.

In addition to the core and major requirements, we require WR 122Z or WR227Z and COM 111Z (or equivalent). Both courses provide necessary writing and communication skills for students majoring in Sociology or Sociology/Anthropology. We also strongly recommend that students complete STAT 243Z prior to transferring, when required, because it is a prerequisite for other courses. While understanding statistics is important to the discipline, we discussed that statistics and math courses can be a significant barrier to some students, and it's not a uniform requirement across all institutions. As a result, we leave it to the students and their advisors to decide when in their college careers it would be best to complete the course.

As noted above, there is a slight variance in the MTM. This is related to there being Sociology (WOU, PSU, OSU, & UO) and Sociology/Anthropology (EOU & SOU) programs at the different universities. Rather than create a separate Sociology/Anthropology MTM, we subsumed the Sociology/Anthropology option into the Sociology MTM to be as inclusive as possible for students, community colleges, and universities. Within each separate pathway there is no variance, and the pathways are aligned as much as

possible to further support students not having to choose too early about their transfer destination. Specifically:

- Both pathways require 204Z. This course is foundational to the major, covering a breadth of topics and preparing students for additional coursework in sociology.
- Both pathways require a 200-level SOC elective. This allows students to choose interest based electives, while gaining insights into the discipline. It is also nimble for community colleges and the range of coursework they offer and the realities of sometimes shifting course offerings.

There is a one course difference between the two pathways. Students on the Sociology track get to choose an additional 200-level SOC elective. While those on the Sociology/Anthropology track are required to take Intro to Cultural Anthropology. We selected Introduction to Cultural Anthropology (rather than an archeology, biological anthropology, or a four-field introduction) because Introduction to Cultural Anthropology was most commonly offered at Oregon community colleges and most aligned with sociology.

Overall this streamlined MTM design with two simple pathways accommodating program differences across the universities will make it easier for students to transfer to the university of their choosing.

Sociology MTM Prescribed Curriculum

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 Arts or Science in Sociology or Sociology/Anthropology. 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 Arts or Science in Sociology or Sociology/Anthropology, 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. Take 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		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121Z	4
<i>Arts & Letters</i>		
1 st course: BA/BS	Select a course designated as meeting the statewide criteria for Arts and Letters	3-4
2 nd course: BA/BS	Select a course designated as meeting the statewide criteria for Arts and Letters	3-4
<i>Social Sciences</i>		
1 st course	Select a course designated as meeting the statewide criteria for Social Sciences*	3-4

	<i>*Can also be filled by major coursework below</i>		
2 nd course	Select a course designated as meeting the statewide criteria for Social Sciences*		3-4
	<i>*Can also be filled by major coursework below</i>		
<i>Natural Sciences</i>			
1 st course	Lab Science course designated as meeting the statewide criteria for Natural Sciences		4-5
2 nd course	Lab Science course designated as meeting the statewide criteria for Natural Sciences		4-5
<i>Mathematics</i>			
1 course	Math 105Z or higher (includes STAT 243Z)		4-5
<i>At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>			
Core Transfer Requirement Total			28-35
ADDITIONAL GENERAL EDUCATION COURSES <i>See an advisor for recommended courses</i>			
<i>Writing</i>	WR 122Z or WR 227Z		4
<i>Communications</i>	Comm 111Z or equivalent		4
Additional General Education Total			8
SOCIOLOGY MAJOR COURSES <i>See an advisor for recommended courses</i>			
	Sociology <i>WOU, PSU, OSU, & UO</i>	Sociology/Anthropology <i>EOU & SOU</i>	
<i>Course 1</i>	SOC 204Z (or equivalent)	SOC 204Z (or equivalent)	4
<i>Course 2</i>	Any 200-level SOC course	Intro to Cultural Anthropology	4
<i>Course 3</i>	Any 200-level SOC course	Any 200-level Sociology or Anthropology course	3-4
Major Coursework Total			11-12
BACHELOR'S DEGREE REQUIREMENTS <i>See an advisor for recommended courses</i>			
<i>2nd Language BA Only</i>	Second Language (Through 203 or end of 2nd year or higher, C- or better in last course) or demonstrate proficiency through an exam or other means **** ***Consult transfer institution for language requirements <u>Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring.</u>		0-24
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>			

At this point [above = 47-79 credits], it is recommended students pursue these options:

1. Take courses that will apply to their **major** that will transfer to the Oregon public university of their choice
2. Take courses that will apply to the **general education** or a **minor** at the Oregon public university of their choice
3. Take **electives** to reach 90 credits that will transfer to the Oregon public university of their choice :
 - a. **It is strongly recommended that students complete STAT 243Z prior to transferring; it is required in the major.**

MTM Total	90
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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	
Portland State University	C
Oregon State University	
Southern Oregon University	
Eastern Oregon University	
Western Oregon University	

Program Learning Outcomes: Associate of Arts/Science Transfer Degree in Sociology

Upon completion of the AAT/AST in Sociology, students will be able to:

1. Apply the sociological imagination or other sociological approaches to explain how human experiences relate to social structures and/or cultures across time and space.
2. Analyze how social inequality and systems of power operate across institutions and social categories such as class, race and ethnicity, sex and gender, sexuality, age, etc.



Advanced Placement and International Baccalaureate Alignment for the Sociology MTM

AP Exam Alignment

AP Exam Name	Score	Credit Range	Course Articulations	MTM Major Requirements	Acceptable Level of Alignment	Not an Acceptable Level of Alignment	Explanation for Unacceptable Alignment	Learning Outcomes for Unacceptable Alignment
AP Statistics	3	4-5	105, 243, LD elective	Math/Stats 243Z	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Needs to be aligned to Math/Stats 243Z	
AP Statistics	4	4-5	Math/Stats 243, ST 201		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
AP Statistics	5	4-5	Math/Stats 243, ST 201, ST 361		<input checked="" type="checkbox"/>	<input type="checkbox"/>		

IB Alignment

IB Course Name	Score	Credit Range	Course Articulations	MTM Major Requirements	Acceptable Level of Alignment	Not an Acceptable Level of Alignment	Explanation for Unacceptable Alignment	Learning Outcomes for Unacceptable Alignment
Math Studies	Standard L4			Math/Stats 243Z	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need more information; too many TBA to make an assessment	
Math Studies	Standard 5 and Up			Math/Stats 243Z	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need more information; too many TBA to make an assessment	
Mathematics: Applications and Interpretation	All levels			Math/Stats 243Z	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need more information; too many TBA to make an assessment	
Mathematics: Analysis and Approaches	All levels			Math/Stats 243Z	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need more information; too many TBA to make an assessment	
Social and Cultural Anthropology	All levels			SOC 204Z/Intro to Cultural Anthro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need more information; too many TBA to make an assessment	

Core Transfer Map	CC Credits	EOU	SOU	WOU	PSU	OSU	UO
Transfer Degree-major		BA or BS SOC/ANTHRO	BA or BS SOC/ANTHRO	BA SOC	BA or BS SOC	BA or BS SOC	BA or BS SOC
Writing-WR 121Z	4	WR 121Z meets UWR (4 courses total)	WR 121Z (4 credits)	Writing 121Z (4 credits), 1 of 2 writing courses for University Writing requirement	Writing 121Z , 1 of 2 University Writing courses (4 credits)	WR 121Z (4 credits) - 1 of 1 Writing Foundation.	WR 121Z (4 credits), 1 of 2 writing course for University Writing requirement
Arts & Letters: 2 courses	6-8	AAT/ AST: Minimum of 6 credits AEH (Aesthetics and Humanities) maximum of 20. *2 separate disciplines required in AEH gen-ed category	LD General Education Capacity Requirements 1 of 1 Communication and Expression course (3-4 credits) If no direct articulation, any 3-4 credit Lower-Division Communication, English, or Writing course not already taken to satisfy writing requirements will count. 1 of 1 Creativity & Innovation course (3-4 credits) If no direct articulation, any 3-4 credit Lower-Division Arts or Humanities course will count. Note: Each course prefix can only be used once to meet general education requirements	AAT/AST: Minimum of 2 Courses (6-8 credits) approved as Exploring Knowledge - Literary & Aesthetic Perspectives general education courses	AAT 6-8 count towards 10 credits required in Arts & Letters (3 must be in fine & performing arts) AST 6-8 count towards 10 credits of Arts & Letters and/or Social Science	AAT & AST: (6-8 credits) Arts and Humanities (2 of 2 courses)	AAT/AST: 2 of 4 courses required for Arts & Letters Area requirement.
Social Science (2 courses)	6-8		1 of 1 Inquiry & Analysis course (3-4 credits). Note: Each course prefix can only be used once to meet general education requirements Note: Each course prefix can only be used once to meet general education requirements	AAT/AST: Minimum of 2 courses (6-8 credits) that articulate as Exploring Knowledge - Social, Historic, and Civic Perspectives general education courses Two SOC 2XX courses would meet 2 of 2 requirements for this Gen Ed category	AAT 10 credits Social Science/Science req (A minimum of 3 of the 10 credits must be science or math – excluding MTH 100 or lower. Courses used towards the Major must be graded C or above.	AST 6-8 count towards 10 credits of Arts & Letters and/or Social Science Courses used towards the Major must be graded C or above.	SOC 204 (3 credits) and SOC 2XX will fulfill 1 of 1 Social Sciences 1 of 1 Comm, Media, and Society (Social Science) 2 of 4 courses required for Social Science Area requirement. Does not have to be SOC but SOC will fulfill major requirements so long as not exceeding 4 total lower-division classes, including arts.

Natural Science: 2 courses	8-10	<p>AAT: 1 lab science required in SMI gen-ed category; minimum of 6 credits in at least 2 disciplines.</p> <p>AST: 1 lab science required in SMI gen-ed category; minimum 6 credits in each of 4 categories, maximum of 20 credits (across four content categories and a fifth 'gateway' category).</p>	<p>If no direct articulation, any 3-4 credit Lower-Division Social Science or STEM may count towards 1 of 1 Inquiry & Analysis course (3-4 credits).</p> <p>Note: Each course prefix can only be used once to meet general education requirements</p>	AAT/AST: Minimum of 2 courses (8-10 credits) that articulate as Exploring Knowledge - Scientific Perspectives category	AAT: Counts toward 10 credits minimum Science or Social Science. A minimum of 3 of the 10 credits must be in science or math, excluding Math 100 or lower.	AST 10 credits Science (6 w/lab) requirement	Scientific Inquiry and Analysis (8 credits) (Natural Science w/lab; 2 of 2 courses)	AAT: 2 of 4 courses required for Science Area requirement. (called Science Area at UO rather than Natural Sciences)	AST: The first 3 math classes count toward BS degree. Exception: if any of them are 2 nd -level (i.e. MTH 112 or MTH 241) or a 3 rd -level (i.e. MTH 251, MTH 232, etc.), then fewer math classes apply to the BS before counting for Science. Further, MTH 111 & MTH 112 only count toward BS and could not "spill over" into Science.
Math: 1 course	4-5	1 college level mathematical course	1 Numerical Literacy course (3-4 credits)	1 of 1 Foundations: Math course (4 credits)	AAT Counts toward 10 credits minimum in science or social science. A minimum of 3 of the 10 credits must be in science or math, excluding Math 100 or lower. STAT 243Z will count towards this requirement and for the sociology major. Courses used towards the Major must be graded C or above.	AST 3 credits Math/Stats (MTH 111Z or above) Students can take STAT 243Z (4 credits) and will complete the math requirement for the BA/BS and STAT 243Z for Soc major.	AAT/AST (4 credits): Quantitative Literacy and Analysis (1 of 1 course)	AAT No Math requirement. But many math classes counts as science and/or elective credit (4-5 credits)	AST 1 of 3 math classes at 100-level (e.g., MTH 105Z) or higher for the BS Math requirement. STAT 243Z (or equivalent) is recommended prior to transfer to meet major requirements.
1 course must also satisfy AAOT Cultural Literacy Requirement	3-4	N/A	Meets LD Equity, Diversity, & Inclusion Capacity requirement. SOAN 213 (Introduction to Cultural Anthropology) may count. Note: Each course prefix can only be used once to meet general education	AAT/AST: 1 course (4 credits) can fulfill 1 of 3 Gen Ed course requirements for the 'Foundations' category (9-12 credits in any combination of the following subcategories: Communication & Language; Health Promotion; and/or	N/A	N/A	N/A	Counts as 1 of 2 required Cultural Literacy courses (6-8 credits)	

			requirements	Critical Thinking)			
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	Students transferring to WOU with 30 or more credits of coursework completed in a college or university course are assumed to have met the spirit and purpose of the First Year Seminars (FYS), so the FYS courses will be waived (Accelerated Placement credits do not count toward this 30 credits) A Core Transfer Map (CTM) agreement stipulates that upon successful completion, the student is guaranteed to have 30 credits of the CTM applied toward their general education requirements. The CTM fulfills Foundations: Mathematics, Exploring Knowledge: Literary & Aesthetic Perspectives, Exploring Knowledge: Scientific Perspectives, Exploring Knowledge: Social, Historic & Civic Perspectives, and partially fulfills Foundations: Writing (WR 121Z).	Additional credits 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 - Fi Inquiry (FRINQ).	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 taken to reach 30 will be applied to the appropriate General Education requirement.
Total CTM Credits	30	30	30	30	30	30	30
Major and Elective Courses	CC Credits	EOU	SOU	WOU	PSU	OSU	UO
SOC 204Z – required for both SOC and SOAN tracks	4	SOC 204Z meets Anthropology/Sociology Major requirement	SOC/SOAN 204Z meets meets Sociology and Anthropology Major requirement	SOC 204Z (4 credits) meets Sociology Major requirement	SOC 204Z meets Sociology Major requirement	SOC 204Z meets major requirement sciences	SOC 204Z meets lower division BA/BS major requirements (4 credits).
200-level SOC course	6-8	N/A	N/A	SOC 2XX (4 credits) can fulfill 1 of 2 Gen Ed course requirements for EITHER of the following categories (6-8 credits required for both): Exploring Knowledge - Social, Historic, and Civic Perspectives; OR, Integrating Knowledge (2 subcategories: Citizenship, Social Responsibility, and Global Awareness; Science, Technology, and Society. NOTE: all 6-8 credits for this	Counts as elective towards 16 any level elective credits in major. Elective courses towards the Major must be graded C or above, or Up to 10 credits of electives taken under the undifferentiated grading option (pass/no pass) in 200- or 300-level sociology courses can be applied.	SOC 2XX counts towards 3 of 12 credits of lower division SOC electives.	Counts as elective toward 12 any-level-credits in major. Courses used to satisfy major requirements must be taken for a letter grade and passed with grades of C- or better.

				Gen Ed requirement category can fall under the same subcategory			
200-level SOC course	6-8	N/A	N/A	SOC 2XX (4 credits) can fulfill 1 of 2 Gen Ed course requirements for EITHER of the following categories (6-8 credits required for both): Exploring Knowledge - Social, Historic, and Civic Perspectives; OR, Integrating Knowledge (2 subcategories: Citizenship, Social Responsibility, and Global Awareness; Science, Technology, and Society. NOTE: all 6-8 credits for this Gen Ed requirement category can fall under the same subcategory)	Counts as elective towards 16 any level elective credits in major. Elective courses towards the Major must be graded C or above, or Up to 10 credits of electives taken under the undifferentiated grading option (pass/no pass) in 200- or 300-level sociology courses can be applied.	SOC 2XX counts towards 3 of 12 credits of lower division SOC electives.	Counts as elective toward 12 any-level-credits in major. Courses used to satisfy major requirements must be taken for a letter grade and passed with grades of C- or better.
Intro to Cultural Anthropology	3-4	ANTH 203 meet Anthropology/Sociology Major requirement	Intro to Cultural Anthropology (typically ANTH/SOAN 213) meets Sociology and Anthropology Major requirement	N/A	N/A	N/A	N/A
200-level SOC/ANTHRO course	3-4	One LD Anth class required (20 credit total in Anth or Anth/Soc major)	12 credits of lower division SOAN (SOC/ANTH) total count toward major requirements. Two 200-level courses from each discipline required for SOAN major. Can include SOC/SOAN 204Z and Intro to Cultural Anthropology. One additional 100 or 200-level course from Anth or Soc required. Four of these credits may also count towards a general education requirement.	N/A	N/A	N/A	N/A
Additional General Education in MTM	CC Credits	EOU	SOU	WOU	PSU	OSU	UO
WR 122Z or 227Z	4	WR 227Z accepted as gen-ed ('gateway' category), 3 of 4 UWR should be discipline-specific, two UD (exceptions to discipline specificity considered on case-by-case basis)	WR 122Z (4 credits)	WR 122Z or WR 227Z (4 credits) fulfills Foundations: Writing 2 of 2	WR 122Z or WR 227Z Meets 2 nd University writing requirement, required course. (both 4 credits)	WR227Z (4 credits) satisfies Writing Elevation for Core Education.	Writing 122Z or 123 For WR 227Z , must complete AST to receive 2 nd writing credit at UO in place of WR122Z.

Oral Communication (Comm 111Z or equivalent)	3-4	COMM 111Z accepted as gen-ed (gateway' category)	WR 123 or WR 227Z or COMM 218Z or COMM 111Z or COMM 225 (3-4 credits)	COMM 111Z (4 credits) fulfills Foundations: Communication and Language	COMM 111Z Counts towards 10 credits in Arts/Letters required for BA. (4 credits)	N/A. Would transfer as COMM 111Z but is not required for SOC major	N/A. Would transfer as SP 1xxT. Counts as an Arts and Letters class but is not required for anything.
Second Language Requirement (Through 203 or end of 2nd year or higher)	0-24	AAT/BA: Students must demonstrate proficiency in a foreign language through any one of the following means: <ul style="list-style-type: none"> • Twenty-four credit hours of a single foreign language. • Completion of a second-year foreign language course sequence. • Completion of any upper-division course which has a two-year language prerequisite. • Equivalency certification by the appropriate foreign language faculty. • Foreign students educated in a language other than English will be considered as meeting the B.A. foreign language requirement. 	AAT/BA: Foreign Language through the 203 level (full second year) is required, which is one year of study of a foreign language at the university or college second-year level or above, earning a C- or better in each course. (Students who do not complete at least two terms of ASL or Spanish before transferring to SOU may not be able to complete their SOAN BA in 90 credits.)	WOU does not require second language for the BA; 1 course (3-4 credits) can fulfill 1 of 3 Gen Ed course requirements for the 'Foundations' category (9-12 credits in any combination of the following subcategories: Communication & Language; Health Promotion; and/or Critical Thinking)	Completes Second language requirement for BA degree.	AAT/BA: (up to 24 credits) Complete the language requirement (reaching the 203 or higher)	AAT/BA: Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C- or better or P. Counts toward BA language requirement, which can also be satisfied by specific equivalency exams.
Additional Electives	40-50 credits	Additional electives to meet 90 credits Recommended: STAT 243Z	Additional electives to meet 90 credits. Recommended: STAT 243Z. STAT 243Z is required for the SOAN major.	Additional electives to meet 90 credits. AAT/AST: Transfer students entering WOU with an AAT/AST degree are expected to have completed 2 courses (6-8 credits) that articulate the Integrating Knowledge category of Gen Ed requirements: <ul style="list-style-type: none"> • 1-2 courses in Citizenship, Social Responsibility, and Global Awareness (3-4/6-8 credits) 	Additional electives to meet 90 credits. Additional credits taken to reach 90 credit total will be applied to the 90 credit minimum needed to waive the 8 credit - second year University Studies requirement – Sophomore Inquiry (SINQ). Recommend completing any remaining BA or BS requirements, taking additional Sociology electives to reach 16 elective credits, and taking one course to meet the Race & Ethnic Studies Requirement(if available). Courses used towards the Major must be graded C or above.	AST/BS: students take one additional MTH or ST at 2xx level or higher. Any 3 or 4 credit CIS course that transfer to OSU as CS Any 3 or 4 additional credits that transfers with the OSU prefixes BB, BHS, BI, CH, ENSC, GS, MB, PH, SCI, or Z Course that will articulate into the Difference, Power, and Oppression: Foundation Core Ed requirement	AST/BS: Finish any remaining math credits (three math courses required) AAT/BA: Finish any remaining language courses Take remaining "Areas of Inquiry" classes where possible

				AND/OR Science, Technology, and Society (1-2 courses: 3-4/6-8 credits)			
Completed Major Transfer Map	CC Credits	EOU	SOU	WOU	PSU	OSU	UO
Credit Total	90-97	90	90	90	90	90	90
Remaining Degree Requirements		EOU	SOU	WOU	PSU	OSU	UO
Undergraduate Degree - Major		BA – SOC/ANTHRO BS – SOC/ANTHRO	BA – SOC/ANTHRO BS – SOC/ANTHRO	BA – SOC	BA – SOC BS – SOC	BA – SOC BS – SOC	BA – SOC BS – SOC
General Education		30 credits remaining to complete the General Education Core, including the following remaining requirements: <ul style="list-style-type: none"> • 0-14 credits Aesthetics and Humanities† • 0-14 credits Social Sciences† • 0-12 credits Natural Mathematical & Information Sciences†‡ • 6-20 credits Artistic Process and Creation† • 0-12 credits in Gateway <p>† 6-20 credits in at least 2 disciplines in each of: Aesthetics and Humanities; Social Sciences; Natural, Mathematical & Information Sciences; and Artistic Process and Creation required for General Education Core</p> <p>‡ At least one Physical/Biological Science course required</p>	Upper Division General Education (12 credits) <ul style="list-style-type: none"> • Equity, Diversity & Inclusion (4 cr.) • (8 cr.) in at least two capacities: Communication & Expression, Creativity & Innovation, Inquiry & Analysis, Numerical Literacy, <p>Note: Each course prefix can only be used once to meet general education requirements</p>	Integrating Knowledge: 2 Courses (6-8 credits): <ul style="list-style-type: none"> • Citizenship, Social Responsibility, and Global Awareness (1-2 courses: 3-4/6-8 credits), AND/OR • Science, Technology, and Society (1-2 courses: 3-4/6-8 credits) <p>Note: This Gen Ed requirement only applies to those students transferring to WOU with a degree other than an AAT/AST</p>	University Studies requirements: <ul style="list-style-type: none"> • If transferring with 90+ credits – 3 jr. cluster courses (4 credits each) and one 6 credit Senior Capstone. • Transferring with fewer credits requires additional University Studies courses dependent on the number transferred. <p>One Race and Ethnic Studies Requirement (RESR) Course:</p> <ul style="list-style-type: none"> • One course required for students transferring 90 or more credits, min. 3 credits. RESR Course may be double counted with another requirement such as Social Science course, Junior Cluster, SOC major elective, etc. • A second course is required if transferring fewer than 90 credits. 	If not met with courses above, additional courses that meet OSU's Core Education Requirements: 14-16 Core Education Remaining Credits: <ul style="list-style-type: none"> • DPO: Foundations (3-4 cr) • Transitions (2 cr) • DPO: Advanced (4 cr) (PPOL 460) • Beyond OSU (2 cr) (PPOL 415) • Seeking Solution (3-4 cr) <p>OSU Liberal Arts majors also need Liberal Arts Core classes (15-20 credits):</p> <ul style="list-style-type: none"> • Fine Arts (3-4 cr) • Non-Western Culture (3-4 cr) • Social Science (3-4 cr) • Humanities (3-4 cr) • One Additional (3-4 cr) 	<u>Remaining Group Requirements</u> 2 additional Arts and Letters Area (8 credits): No more than 3 courses from a single subject will apply. 2 additional Social Science Area classes (8 credits) (May be completed as SOC major, but only one Sociology course will count). No more than 3 courses from a single subject will apply. 2 additional Science Area classes (8 credits). No more than 3 courses from a single subject area will apply. <u>Multicultural Requirement</u> (two courses - 8 credits) – Many Group courses will also count for Multicultural. <i>Note:</i> The first and second-year sequence of second language courses, if taken at UO, will most likely range from 27 to 30 lower-division credits. Those lower-division credits would not count toward the required 62 total upper-division credits taken in-residence at UO for BA/BS degrees. The exception would be for rare instances when language courses taken at UO are at the 300 level (upper division) (e.g., 300-level Latin courses).
Total Remaining General		30 credits	12 credits	0-8 credits	18-22 credits	29-36	24-32, depending on whether Multicultural Requirement is met with Group Courses.

Education Credits							
		EOU	SOU	WOU	PSU	OSU	UO
Remaining Major Requirements		Soc 315 (Intro to Social Welfare) (5 credits) Soc 327 (Social Research Methods) (5 credits) Soc 420 (Social Welfare Practices) (5 credits) or Soc 455 (Practice of Social Research) (3 credits) Soc 454 (Social Theory) (5 credits) Soc 403 (Senior Capstone) (5 credits) Soc 499 (Senior Seminar) (1 credit)	SOAN 301: Intro to Social Research I (4 credits) SOAN 302: Intro to Social Research II (4 credits) SOAN 327: Quantitative Data Analysis (4 credits) SOAN 409: Practicum (4 credits) SOAN 414A-C Capstone (6 credits)	Required (Core) Courses (24 Credits): SOC 310 Service Learning/Community Praxis (4 Credits) SOC 324 Introduction to Research Methods (4 Credits) SOC 325 Qualitative Research Methods (4 Credits) SOC 328 Introduction to Social Data Analysis (4 Credits) SOC 370 Sociological Theory (4 Credits) SOC 495 Capstone (4 Credits)	These courses must be graded C or above. SOC 301 – Classical Theory (4 credits) SOC 302 – Contemporary Theory (4 credits) SOC 397 plus lab – Social Research Methods (5 credits) SOC 398 – Social Research Project (4 credits)	SOC 315: (4 credits) Introduction to Research Methods SOC 316: (4 credits) Quantitative Data Analysis SOC 318: (4 credits) Qualitative Research Methods 413: (4 credits) Sociological Theory 16 credits in core	SOC 310, Social Theory (4 credits) SOC 311, Research Methods (4 credits) SOC 312, Statistical Analysis (4 credits) (SOC 312 can be substituted with STAT 243Z, MATH 425, 426, 461, or PSY 302 if passed with C- or better. Please be aware that STAT 243Z will not count for upper-division credit)
					Stats 243Z (4 credits) or SOC 396 Social Statistics (4 credits) if not satisfied by earlier course work (CTM)		
Remaining Major Electives		Minimum of 9 UD in Soc to complement 26 credits of required UD coursework.	16 credits upper-division electives	36 elective credits 3 pathways options: 1) Sociology General Electives; 2) Social Justice Concentration; 3) Social Work Concentration	0-10 credits of any level electives (total 16 any level SOC electives required) Up to 10 credits of electives taken under the undifferentiated grading option (pass/no pass) in 200- or 300-level sociology courses can be applied, or courses must be graded C or above.	At least 20 additional SOC credits (max 3 hours can be 2xx level)	2 300-level or above SOC courses (8 credits)
		15 credits of Anthropology	4 credit upper-division research methods elective	1) Sociology General Electives: 36 Sociology or Related Interdisciplinary Course Credits 2) Social Justice Concentration Requirements: 20 Core Concentration Credits + 16 Elective Credits (Sociology or Related Interdisciplinary Courses) 3) Social Work Concentration Requirements: 16 Core	12 credits of 400 level sociology electives. Total electives 28 (16+12) credits. Courses must be graded C or above.		3 400-level SOC courses numbered 407 or 410-491 (12 credits). Must be taken at UO.

				Concentration Credits + 12 Elective Credits (Sociology or Related Interdisciplinary Courses)			
			12 credits 400-level designated seminar/theory electives				4-12 credits of SOC any-level electives, depending on if 1 or 2 4-credit 200-level SOC classes (not SOC 204Z) were counted toward the 12 any-level elective credits in major.
Total Remaining Major Credits (Requirements + Electives)		50-54 (dependent on completion on STAT 243Z)	54-58 credits (dependent on completion of STAT 243Z)	60 total credits required for Sociology Major (24 required credits + 36 elective credits)	29-43 credits	48 credits total for sociology degree at OSU 19 hours are required classes and remaining hours are sociology electives (maximum 12 lower division hours accepted including SOC 204)	48 total credits required for Sociology Major (16 required credits + 32 elective credits)
Additional Remaining Electives		6-10 credits (dependent on completion of STAT 243Z)	20-24 credits (dependent on completion of STAT 243Z)	22-30 additional elective credits to reach 180 minimum (60 major credits + 0-8 Gen Ed requirements + 90 MTM)	26-43 (must include upper division credits to reach 62 credit minimum, min 15)	12-19 elective credits to reach 180 and a minimum of 60 credits from all OSU classes must be upper division.	24-32 elective credits to reach 180 total credits for degree and a minimum of 62 upper-division credits completed at UO. The variation in elective credits and on their fulfillment of upper-division requirements can depend on factors such as, (1) the level of foreign language classes completed at UO, and (2) if 1 or 2 4-credit 200-level SOC classes (not SOC 204Z) were counted toward the 12 any-level elective credits in major.
		EOU	SOU	WOU	PSU	OSU	UO
Total Credits		180	180	180	180	180	180

Pre-Transfer Crosswalk for Chemeketa Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Choose from AAOT Arts & Letters course list		8
Social Sciences (2 courses)	Choose from AAOT Social Sciences course list		8
Natural Sciences (2 courses)	Choose from AAOT Sciences course list: Any BI, CH, GEO, GS, or PH course with lab		8
Mathematics (1 course)	MTH 105Z or higher		4
Cultural Literacy (1 course)	Choose a course approved to meet the AAOT Cultural Literacy requirement. Cultural Literacy courses are indicated with a (CL).		4
CTM Total			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR 122Z		4
Communications	COMM 111Z		4
Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	

Course 1	SOC 204Z	SOC 204Z	4
Course 2	Choose any SOC course	ATH 103	4
Course 3	Choose any SOC course	Choose any SOC course	4
Major Coursework Total			
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	Choose from SPN, ASL, or JPN		4 - 24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			18 - 38
MTM Total			90

Pre-Transfer Crosswalk for Clackamas Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	https://catalog.clackamas.edu/associate-arts-oregon-transfer-degree-aaot/associate-arts-oregon-transfer-degree-aaot/	8
Social Sciences (2 courses)	https://catalog.clackamas.edu/associate-arts-oregon-transfer-degree-aaot/associate-arts-oregon-transfer-degree-aaot/	8
Natural Sciences (2 courses)	https://catalog.clackamas.edu/associate-arts-oregon-transfer-degree-aaot/associate-arts-oregon-transfer-degree-aaot/	8
Mathematics (1 course)	MTH 105Z https://catalog.clackamas.edu/course-descriptions/mth/	4
Cultural Literacy (1 course)	https://catalog.clackamas.edu/associate-arts-oregon-transfer-degree-aaot/associate-arts-oregon-transfer-degree-aaot/	4
CTM Total		36
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR121Z or 227Z	4
Communications	WR111Z	4

Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC204Z	SOC204Z	4
Course 2	https://catalog.clackamas.edu/course-descriptions/soc/	ANT-103 Cultural Anthropology	4
Course 3	https://catalog.clackamas.edu/course-descriptions/soc/	ANT-232 Native Americans of North America https://catalog.clackamas.edu/course-descriptions/soc/	4
Major Coursework Total			12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	https://catalog.clackamas.edu/course-descriptions/asl/ https://catalog.clackamas.edu/course-descriptions/fr/ https://catalog.clackamas.edu/course-descriptions/ger/ https://catalog.clackamas.edu/course-descriptions/spn/		0-24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			18-42
MTM Total			90

Pre-Transfer Crosswalk for Central Oregon Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Select a course from the Arts and Letters Discipline Studies courses as listed in the College Catalog		8
Social Sciences (2 courses)	Select a course from the Social Sciences Discipline Studies courses as listed in the College Catalog . Social Sciences requirement fulfillment can include one or more of the sociology courses listed below under Major Coursework.		8
Natural Sciences (2 courses)	Select a course from the Science/Math/Computer Science courses as listed in the College Catalog		8
Mathematics (1 course)	MTH 105Z or higher		4
Cultural Literacy (1 course)	Select a course from the Cultural Literacy courses as listed in the College Catalog		4
CTM Total			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR 122Z or WR227 Z		4
Communications	COMM 111Z or equivalent		4
Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	

Course 1	SOC 204Z	SOC 204Z	
Course 2	SOC 206Z, 208, SOC 211, SOC 212, SOC 219, SOC 222, SOC 228, SOC 250	SOC 206Z, 208, SOC 211, SOC 212, SOC 219, SOC 222, SOC 228, SOC 250	
Course 3	SOC 206Z, 208, SOC 211, SOC 212, SOC 219, SOC 222, SOC 228, SOC 250	SOC 206Z, 208, SOC 211, SOC 212, SOC 219, SOC 222, SOC 228, SOC 250	
Major Coursework Total			12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated .)	Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring. Students may also be able to demonstrate proficiency through taking a CLEP exam or other means.		0-24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			10-34
MTM Total			90

Pre-Transfer Crosswalk for Lane Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Choose two from the Arts & Letters list		8
Social Sciences (2 courses)	Choose two from the Social Science list		8
Natural Sciences (2 courses)	Choose two Natural Science courses with labs from the Science/Math Computer Science		8
Mathematics (1 course)	MTH 105Z or higher		4
Cultural Literacy (1 course)	One of the CTM courses must meet Cultural Literacy; view courses on the lists marked with "CL"		4
CTM Total			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR 122Z or WR 227Z		4
Communications	COMM 111Z		4
Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC 204Z	SOC 204Z	4

Course 2	Choose one: SOC 207; SOC 208; SOC 210; SOC 211; SOC 213; SOC 215; SOC 218	ANTH 103	4
Course 3	Choose one: SOC 207; SOC 208; SOC 210; SOC 211; SOC 213; SOC 215; SOC 218	Choose one: ANTH 235; SOC 207; SOC 208; SOC 210; SOC 211; SOC 213; SOC 215; SOC 218	3-4
Major Coursework Total			11- 12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	Chinuk Wawa or Spanish		24- 27
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			7-11
MTM Total			90

Pre-Transfer Crosswalk for Linn-Benton Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Any AAOT Arts and Letters Course		8
Social Sciences (2 courses)	Any AAOT Social Sciences Course		8
Natural Sciences (2 courses)	Any AAOT Science/Math/Computer Science Lab Course		8
Mathematics (1 course)	MTH 105Z or higher		4
Cultural Literacy (1 course)	Any AAOT Cultural Literacy Course		4
CTM Total			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR 122Z or WR 227Z		4
Communications	COMM 111Z		4
Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC 204Z	SOC 204Z	4
Course 2	Any 200-level SOC	ANTH 110 Introduction to	3-4

	course	Cultural Anthropology	
Course 3	Any 200-level SOC course	Any 200-level ANTH or SOC course	3-4
Major Coursework Total			10-12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	SPN 101 – 203		0-24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			10-36
MTM Total			90

DRAFT

Pre-Transfer Crosswalk for Mount Hood Community College AAT and AST in Sociology

*****DRAFT*****

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

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Arts and Letters , 2 courses	8
Social Sciences (2 courses)	Social Science , 2 courses Sociology major courses may be used to fulfill this requirement	8
Natural Sciences (2 courses)	Lab Sciences , 2 courses	8
Mathematics (1 course)	MTH 105Z or higher (MTH 243 recommended, but not required)	4
Cultural Literacy (1 course)	Cultural Literacy	4
<i>CTM Total</i>		36
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 122Z or WR 227Z	4
Communications	COMM111Z	4
<i>Additional GE Course Total</i>		8
MAJOR COURSEWORK		
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU

Course 1	SOC204Z	SOC204Z	4
Course 2	SOC213	ANTH203	3-4
Course 3	Any SOC course	Any 200-Level SOC or ANTH Course	3-4
Major Coursework Total			10-12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	Modern Languages		24-30
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			4-12
MTM Total			90

Pre-Transfer Crosswalk for Portland Community College AAT and AST in Sociology

DRAFT

Per [OAR 715-025-0040](#), this program must be available at Portland Community College by Fall 2027.

Note the ability for Portland Community College to offer the AAT and AST in Sociology requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any 2 General Education Arts and Letters courses	6-10
Social Sciences (2 courses)	<ol style="list-style-type: none"> 1. SOC 204Z 2. Any 200-level SOC course (WOU, PSU, OSU, UO) except SOC 280A, SOC 280B, or SOC 298; or ATH 103 (EOU, SOU) 	8
Natural Sciences (2 courses)	Any 2 General Education Lab Science courses	8-10
Mathematics (1 course)	Any 100-level or 200-level MTH or STAT course. STAT 243Z recommended (required for major).	4-5
<i>SOC 204Z satisfies the AAOT Cultural Literacy requirement</i>		
CTM Total		30-37
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 122Z or WR 227Z	4
Communications	COMM 111Z	4
Additional GE Course Total		8
MAJOR COURSEWORK		

	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC 204Z (credits reflected in CTM)	SOC 204Z (credits reflected in CTM)	
Course 2	Any 200-level SOC course (credits reflected in CTM)	ATH 103 (credits reflected in CTM)	
Course 3	Any 200-level SOC course in addition to CTM coursework	Any 200-level SOC in addition to CTM coursework, or any 200-level ATH course	4
Major Coursework Total			4
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language proficiency	Not required for WOU. Options for demonstrating proficiency vary by university and may include: successful completion of ASL, CHN, FR, GER, JPN, RUS, or SPA 203 or 251; university-approved proficiency-based assessment in any second language; university-approved documentation of native speaker status in any language other than English; completion of 4 years of high school study of a second language.		0-24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			21-48
MTM Total			90

Pre-Transfer Crosswalk for Rogue Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Select two courses designated as meeting the statewide criteria for Arts and Letters		8
Social Sciences (2 courses)	SOC204Z and Any 200-level SOC course		8
Natural Sciences (2 courses)	Select two Lab Science courses designated as meeting the statewide criteria for Natural Sciences		8
Mathematics (1 course)	MTH 243Z		4
Cultural Literacy (1 course)	Fulfilled by SOC204Z		4
CTM Total			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR122Z		4
Communications	Comm 111Z or equivalent		4
Additional GE Course Total			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC204	SOC204	4

Course 2	Any 200-level SOC course	ANTH110	4
Course 3	Any 200-level SOC course	Any 200-level Sociology or Anthropology course	4
Major Coursework Total			12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	Spanish. (Through 203 or end of 2nd year or higher, C- or better in last course) or demonstrate proficiency through an exam or other means **** <i>***Consult transfer institution for language requirements</i> <u>Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring.</u>		24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			56 for the BS 10 for the BA
MTM Total			90

Pre-Transfer Crosswalk for Southwestern Oregon Community College
AAT and AST in Sociology

DRAFT

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

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	HUM 204, HUM 205, <u>or</u> HUM 206 PHL 102 <u>or</u> PHL 103	8
Social Sciences (2 courses)	ANTH 221, ANTH 222, <u>or</u> ANTH 223 <u>or</u> ANTH 201, ANTH 202, ANTH 203 Any PSY	8
Natural Sciences (2 courses)	G 201, G 202, G 203 GS 106	8
Mathematics (1 course)	MTH 105Z <u>or</u> higher	4
Cultural Literacy (1 course)	HUM 204, HUM 205, HUM 206 ANTH 221, ANTH 222, ANTH 223	4
<i>CTM Total</i>		36
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 122Z or WR 227Z	4
Communications	COMM 111Z <u>or</u> COMM 218Z, COMM 219	4
<i>Additional GE Course Total</i>		8
MAJOR COURSEWORK		
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU

Course 1	SOC 204Z	Soc 204Z	4
Course 2	Any 200-level SOC course	ANTH 221	4
Course 3	Any 200-level SOC course	Any 200 SOC or ANTH	4
Major Coursework Total			12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	SPAN 101, SPAN 102, SPAN 103 SPAN 201, SPAN 202, SPAN 203		4-24
Electives Needed to Reach 90 (Students will work with an advisor to select appropriate coursework)			10
MTM Total			90

Suggested Electives:

- SOC 205Z
- SOC 206Z
- SOC 208
- SOC 218
- SOC 213
- SOC 228
- ANTH 230
- ANTH 231
- ANTH 232
- STAT 243Z

Pre-Transfer Crosswalk for Treasure Valley Community College
AAT and AST in Sociology

Draft

***Per OAR 715-025-0040, this program must be available at TVCC by Fall 2027.
Note the ability TVCC to offer this degree requires additional internal and external
approval prior to implementation, including NWCCU.***

CORE TRANSFER MAP			
Writing (1 course)	WR 121Z		4
Arts & Letters (2 courses)	Select from AAOT worksheet		8
Social Sciences (2 courses)	Select from AAOT worksheet		8
Natural Sciences (2 courses)	Select from AAOT worksheet		8
Mathematics (1 course)	MTH 105Z or higher		4
Cultural Literacy (1 course)	Select from AAOT worksheet		4
<i>CTM Total</i>			36
ADDITIONAL GENERAL EDUCATION COURSES			
Writing	WR 122Z or WR 227Z		4
Communications	COMM 101		4
<i>Additional GE Course Total</i>			8
MAJOR COURSEWORK			
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU	
Course 1	SOC 204z	SOC 204z	4

Course 2	SOC 205z	ANT 110	3-4
Course 3	SOC 206z	Any 200 Anthropology or Sociology course	3-4
Major Coursework Total			10-12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	SPA 101, 102, 103, 201, 202, 203 1st and 2nd year Spanish CLEP testing available		4-24
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i>			30-10
MTM Total			90

DRAFT

Pre-Transfer Crosswalk for Umpqua Community College
AAT and AST in Sociology

DRAFT

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

[UCC Approved Course List](#)

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any 2 courses from the Approved Course List	8
Social Sciences (2 courses)	Any 2 courses from the Approved Course List	8
Natural Sciences (2 courses)	Any 2 science course w/lab from the Approved Course List	8
Mathematics (1 course)	MTH 105Z or higher	4
Cultural Literacy (1 course)	Choose an A&L or SocSci Course from the Approved Course List with the #CL attribute.	4
<i>CTM Total</i>		36
ADDITIONAL GENERAL EDUCATION COURSES		
Writing	WR 122Z or WR 227Z	4
Communications	COM 111Z or COM 218Z	4
<i>Additional GE Course Total</i>		8
MAJOR COURSEWORK		
	<u>Sociology</u> WOU, PSU, OSU, UO	<u>Sociology/Anthropology</u> EOU, SOU

Course 1	SOC 204Z: Intro to Sociology	SOC 204Z: Intro to Sociology	4
Course 2	Any 200 level Social Science Course from the Approved Course List	ANTH 221: Intro to Cultural Anthropology	3-4
Course 3	Any 200 level Social Science Course from the Approved Course List	Any 200 level Sociology (SOC) course from the Approved Course List, that hasn't been taken to fulfill another category.	3-4
Major Coursework Total			10-12
BACHELOR DEGREE REQUIREMENTS - BA ONLY			
Second Language (through 203 or demonstrated proficiency)	SPAN 201, 202, 203 <u>Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring.</u>		12
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>			
STAT 243Z Elementary Statistics I			4
<u>It is strongly recommended that students complete STAT 243Z prior to transferring; it is required in the major.</u>			
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i>			18-20
MTM Total			90

Appendix A: Notes & Approved Modifications

NOTES

1. CIP Code: 45.1101
2. AAT: CIP 7: &
3. AST: CIP 7: ^

TRANSFER COUNCIL & COMMISSION APPROVED MODIFICATIONS (OAR 715-025-0055)

- 2025-02-20: Revisions to CAP Policy Template and Course Development Template.
- 2025-03-20: Revisions to Pre-Transfer Crosswalk to include NWCCU language. Approved language was added to all submitted crosswalks.
- 2025-08-21: Tillamook Bay Community College notification of dropped programs; removed as a participant in this agreement.
- 2025-10-09: Klamath Community College removed as a participant; added in error.

Columbia Gorge Community College

CC date	4.2.26
CC decision	_____
CC vote	_____

NEW DEGREE REQUEST Check one: AAS AS AAOT+MTM AAT+MTM AST+MTM ASOT

Submitted by: Z. Krummel	Email: zkrummel@cgcc.edu	Phone:	Department: Social Science
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Arts Transfer: Sociology		Proposed Credits:	90
Reason for new degree:	Adding statewide Sociology MTM to offerings – required by HECC		Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the degree been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	n/a
Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, has the degree been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:		

SECTION #2 REQUISITES AND OUTCOMES

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

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 or MTH 98	MTH 65 or MTH 98 or equivalent placement	placement into MTH 65 or 98	4
WR 115	WR 115 or equivalent placement	placement into WR 115	4
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.)			
<i>Students who successfully complete this degree will be able to:</i>			
1. Apply the sociological imagination or other sociological approaches to explain how human experiences relate to social structures and/or cultures across time and space.			
2. Analyze how social inequality and systems of power operate across institutions and social categories such as class, race and ethnicity, sex and gender, sexuality, age, etc.			
3. Identify root causes of special issues and analyze complex situations through the application of critical thinking and problem solving.			
4. Demonstrate the ability to navigate diverse environments as part of workplace collaboration and community engagement.			
5. Demonstrate a clear articulation of complex social concepts and reporting through the use of both written and verbal communication.			

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 (16 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
SOC 204Z	Introduction to Sociology	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SPA 101Z	First-year Spanish I	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4

Winter Year One (15-16 credits)			
WR 122Z or WR 227Z	Composition II or Technical Writing	WR 121Z	4
ATH 103	Introduction to Cultural Anthropology	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education - Social Sciences ³	Varied	3-4
SPA 102Z	First-year Spanish II	Completion one term of college Spanish or instructor permission; place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
Spring Year One (15-16 credits)			
	Sociology Major Elective ¹	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 ²	Varied	3-4
SPA 103Z	First-year Spanish III	Completion of two terms of college Spanish or instructor permission; place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
Fall Year Two (12-13 credits)			
MTH 105Z	Math in Society (or higher)	MTH 65 or MTH 98 or place; Place into WR 115	4
	General Education - Natural Sciences ⁴	Varied	4-5
SPA 201	Second-year Spanish – First Term	SPA 103 or instructor permission	4
	Sociology MTM Electives ⁵	Varied	0-3
Winter Year Two (16-17 credits)			
	Sociology Major Elective ¹	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
STAT 243Z	Elementary Statistics I	MTH 65 or MTH 98 or place; Pre/co: WR 121Z	4
	General Education - Natural Sciences ⁴	Varied	4-5
SPA 202	Second-year Spanish – Second Term	SPA 201 or instructor permission	4
Spring Year Two (10-18 credits)			
	General Education - Arts & Letters ²	Varied	3-4
	General Education - Social Sciences ³	Varied	3-4
SPA 203	Second-year Spanish – Third Term	SPA 202 or instructor permission	4
	Sociology MTM Electives ⁵	Varied	0-3
Credit total			90

ELECTIVES (if applicable)

Course Number	Course Title	Requisites	Credits
	¹Sociology Major Electives		
SOC 205Z	Social Change and Institutions	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 206Z	Social Problems	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 213	Diversity in the United States	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 218	Sociology of Gender	place into MTH 65 or MTH 98; Pre/co: WR 121Z; Recommended: SOC 204Z or SOC 205Z or instructor permission	4
SOC 219	Religion & Culture: Social Dimensions	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 231	Sociology of Health and Aging	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	²General 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
	³General 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
	⁴General Education - Natural Sciences		
	Choose any Sciences course with a lab from the General Education designation list that has one of the following prefixes: BI, G, GS, or ESR.	Varied	4-5
	⁵Sociology 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	03/06/2026

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 the completed New Degree Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	4.2.26
CC decision	_____
CC vote	_____

NEW DEGREE REQUEST Check one: AAS AS AAOT+MTM AAT+MTM AST+MTM ASOT

Submitted by: Z. Krummel	Email: zkrummel@cgcc.edu	Phone:	Department: Social Science
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Science Transfer: Sociology		Proposed Credits:	90
Reason for new degree:	Adding statewide Sociology MTM to offerings – required by HECC		Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the degree been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	n/a
Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, has the degree been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:		

SECTION #2 REQUISITES AND OUTCOMES

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

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 or MTH 98	MTH 65 or MTH 98 or equivalent placement	placement into MTH 65 or 98	4
WR 115	WR 115 or equivalent placement	placement into WR 115	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. Apply the sociological imagination or other sociological approaches to explain how human experiences relate to social structures and/or cultures across time and space.
2. Analyze how social inequality and systems of power operate across institutions and social categories such as class, race and ethnicity, sex and gender, sexuality, age, etc.
3. Define and apply foundational concepts such as social structure, stratification, culture, socialization, and inequality (gender, race, age) to analyze social life.
4. Demonstrate awareness and knowledge of key intercultural communication principles and concepts, including the role of social construction and how it perpetuates social inequities.
5. Apply a "sociological imagination" to analyze how individual lives are shaped by broader social forces, institutions, and global trends.

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
SOC 204Z	Introduction to Sociology	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	Sociology MTM Electives ⁵	Varied	3
Winter Year One (15 credits)			
WR 122Z or WR 227Z	Composition II or Technical Writing	WR 121Z	4
ATH 103	Introduction to Cultural Anthropology	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education - Social Sciences ³	Varied	3-4
	Sociology MTM Electives ⁵	Varied	3-4
Spring Year One (15 credits)			
	Sociology Major Elective ¹	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 ²	Varied	3-4
	Sociology MTM Electives ⁵	Varied	3-4
Fall Year Two (15 credits)			
MTH 105Z	Math in Society (or higher)	MTH 65 or MTH 98 or place; Place into WR 115	4
	General Education - Natural Sciences ⁴	Varied	4-5
	Sociology MTM Electives ⁵	Varied	6-7
Winter Year Two (15 credits)			
	Sociology Major Elective ¹	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
STAT 243Z	Elementary Statistics I	MTH 65 or MTH 98 or place; Pre/co: WR 121Z	4
	General Education - Natural Sciences ⁴	Varied	4-5
	Sociology MTM Electives ⁵	Varied	3
Spring Year Two (15 credits)			
	General Education - Arts & Letters ²	Varied	3-4
	General Education - Social Sciences ³	Varied	3-4
	Sociology MTM Electives ⁵	Varied	7-9
Credit total			90

ELECTIVES (if applicable)

Course Number	Course Title	Requisites	Credits
	¹Sociology Major Electives		
SOC 205Z	Social Change and Institutions	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 206Z	Social Problems	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 213	Diversity in the United States	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 218	Sociology of Gender	place into MTH 65 or MTH 98; Pre/co: WR 121Z; Recommended: SOC 204Z or SOC 205Z or instructor permission	4
SOC 219	Religion & Culture: Social Dimensions	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
SOC 231	Sociology of Health and Aging	place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	²General 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
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	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
	⁴General Education - Natural Sciences		
	Choose any Sciences course with a lab from the General Education designation list that has one of the following prefixes: BI, G, GS, or ESR.	Varied	4-5
	⁵Sociology 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

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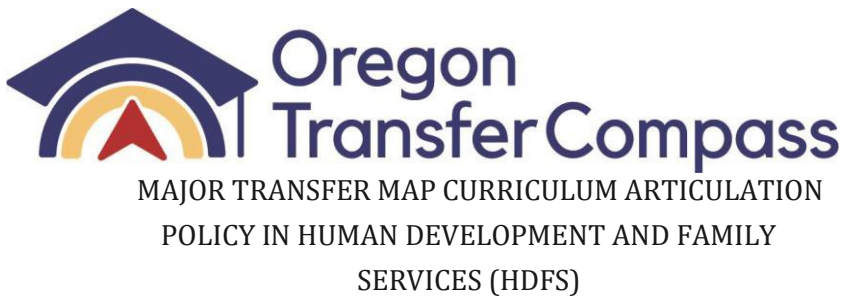
Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	03/06/2026

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 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.
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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.



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 Arts or Science in Human Development and Family Services (HDFS).

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Statewide Transfer Articulation Agreement:
Major Transfer Map Curriculum Articulation Policy in Human
Development and Family Services
90 Credits

Associate of Arts Transfer or Associate of Science Transfer in Human Development and Family
Services

From: Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas 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: Oregon State University
Portland State University
University of Oregon

180 total credits for:
Bachelor of Arts or Science in Human Development and Family Services

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 Arts or Science Transfer degree in Human Development and Family Services

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 DEVELOPMENT

(1) Prior to the development of a CAP, the Commission shall, in consultation with institutions, determine which institutions offer programs that may be subject to the requirements of the CAP. The Commission shall provide a list of such institutions to the Transfer Council.

715-025-0035

COMMISSION CONSIDERATION AND APPROVAL OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICIES

(5) The Commission shall notify participating institutions in writing to provosts or chief academic officers within 60 days of approval of a CAP, and shall specify the academic year no later than which the CAP must first be available for students

715-025-0040

EFFECT OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY ADOPTION ON INSTITUTIONS

(1) All institutions offering a program leading to a two-year certificate, associate degree, or bachelor's degree, excluding an applied baccalaureate degree, that is the subject of a CAP shall be bound by the terms of the CAP, except as provided in OAR 715-025-0060.

(2) Community colleges shall, not later than the start of the third academic year following notification by the Commission, grant students who are enrolled in the program subject to the notification the credential or designation specified in the Curriculum Articulation Policy, provided such student has completed the requirements of the CAP.

(3) Any institution that enrolls a student with the specified CAP credential or designation must afford the student the privileges of CAPs as specified in ORS 350.404 and the CAP, and shall not require a student to retake a course covered by the credential or designation earned.

Part 4: Institutional Obligations

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

MODIFICATION OF MAJOR TRANSFER MAP CURRICULUM ARTICULATION POLICY

(1) An institution considering a course or curriculum change, including the creation of a new academic program, that impacts or may be impacted by an adopted CAP, shall notify the Transfer Council and Commission of the proposed course or curriculum change prior to the implementation of such change.

(2) If the change proposed as provided in section (1) of this rule is the creation of a new program, the Commission shall determine whether the program is subject to the requirements of an existing CAP.

(3) Pursuant to the annual review as provided in OAR 715-025-0050, or upon notification from an institution as provided in section (1) of this rule, the Council shall determine if modification to the CAP is required.

(4) The Council shall appoint a subcommittee for the purpose of considering any modifications and making recommendations for modifying the CAP to the Commission.

(5) Any modifications to a CAP shall be made in accordance to the processes and requirements established in OAR 715-025-0020(2) to (4) and OAR 715-025-0030(2) and (3).

(6) An institution shall not implement any modification to a course or curriculum that would have the effect of causing the institution to be out of compliance with obligations under a CAP unless a modification is approved through the process established in this rule, or the institution receives an exemption as provided in OAR 715-025-0060.

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 January 16, 2025, and by unanimous vote the Transfer Council recommends this MTM CAP to the Commission for approval.

On April 10, 2025 and by a unanimous vote the Commission approves this MTM CAP. MTM CAP is effective beginning Fall 2025.

On October 9, 2025 and by a unanimous the Commission approves this MTM CAP with modifications recommended by the Transfer Council. Modifications are noted on the last page of this agreement.

Part 5: Major Transfer Map Participants

Subcommittee members:

- Andrew Garland-Forshee (PCC) – Co-Chair
- Terese Jones (LBCC) – Co-Chair
- Jana Meinhold (PSU)
- Jen Doty (UO)
- Bridget Hatfield (OSU)
- Georgann Willis (UCC)

Institutional Participants:

Community Colleges	Public Universities
Blue Mountain Community College	Oregon State University
Central Oregon Community College	Portland State University
Chemeketa Community College	University of Oregon
Clackamas 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	

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)

Narrative for Variance in HDFS MTM-CAP Coursework

OAR 715-025-0020: Major Transfer Map Curriculum Articulation Policy Development and Content

OAR 715-025-0020 (4): At the time the subcommittee submits a CAP recommendation to the Council, it shall submit a statement of justification for any element of the CAP that requires a student to complete a different course or course sequence depending on the potential enrollment or destination institution of the student. The statement shall:

- (a) Describe efforts taken by the subcommittee and institutions to establish curriculum alignment to the greatest extent possible, including but not limited to any efforts taken to align learning outcomes, credit loads, lower-division requirements, and prerequisite requirements for upper-division coursework between institutions; and
- (b) Provide information pertaining to how any differences in courses or course sequences present in the CAP is of benefit to such students; and
- (c) Contain any further information the subcommittee determines is informative.

Statement of Justification for Variance

As the HDFS subcommittee submits the CAP recommendation to the Council, we provide the following justification for the elements of the CAP that require a student to complete different courses or course sequences depending on their potential enrollment or destination institution. This narrative explains the efforts taken to establish curriculum alignment and the benefits of any differences for students.

(a) Efforts to Establish Curriculum Alignment

The HDFS subcommittee and participating institutions have made significant efforts to align the curriculum across all community colleges (CCs) and Oregon Public Universities (OPUs). These efforts include:

1. **Alignment of Learning Outcomes:** We have reviewed and compared the learning outcomes of courses across CCs and PUs. Our goal was to ensure that courses taken at any CC would meet the same educational standards and learning objectives as those at PSU, UO, and OSU. This alignment involved detailed discussions and consensus on the core competencies and skills students should acquire.
2. **Credit Loads:** We standardized the credit loads for similar courses to facilitate smooth transferability. By ensuring that courses with similar content and outcomes have comparable credit values, we reduce the likelihood of students needing to retake courses or earn additional credits after transferring.
3. **Lower-Division Requirements:** We harmonized lower-division course requirements, ensuring that foundational courses required for the HDFS major are consistent across institutions. This effort involved mapping out the course sequences and prerequisites necessary for upper-division coursework, thus providing a clear and coherent pathway for students.

4. **Prerequisite Requirements:** We identified and aligned prerequisite courses to ensure students are adequately prepared for upper-division coursework upon transfer. This alignment helps to avoid any gaps in knowledge and skills that could impede students' progress in their major.

(b) Benefits of Course Sequence Differences

The differences in course sequences across institutions are designed to benefit students in the following ways:

1. **Tailored Pathways:** Variations in course sequences allow for tailored educational pathways that accommodate the specific strengths, interests, and career goals of students at different institutions. For example, some CCs may offer specialized courses in areas like child development or family counseling that align with the unique resources and expertise available at those institutions.
2. **Flexibility and Choice:** Allowing for some variance provides students with flexibility and choice in their educational journey. Students can select courses that best fit their schedule, learning style, and professional aspirations while still meeting the overall requirements of the MTM CAP.
3. **Optimal Transfer Preparation:** Different course sequences can better prepare students for the specific demands of their target university. By aligning courses with the expectations and requirements of receiving institutions, students can transition more smoothly and succeed in their upper-division coursework.

(c) Additional Informative Details

1. **Interdisciplinary Nature of HDFS:** Human Development and Family Services is an interdisciplinary major that draws from various fields, including psychology, sociology, and education. This interdisciplinary necessitates a diverse curriculum that may vary slightly between institutions to reflect their unique strengths and resources.
2. **Course Category Explanation:** The subcommittee spent significant time categorizing courses into specific "buckets" to streamline alignment. These buckets include core categories such as Family, Human Development, Intro to a Profession, and Justice Diversity Equity and Inclusion. Each bucket encompasses courses with similar content and learning outcomes, ensuring that students meet the essential competencies required for the HDFS major.
3. **Worksheet of Category:** The attached Excel worksheet (Appendix A) details the course categories and learning outcomes for each participating institution. This worksheet provides a comprehensive overview of how courses are aligned across CCs and OPUs, demonstrating our commitment to ensuring transferability and academic coherence.

By following these guidelines and making these efforts, we aim to provide a seamless transfer experience for students pursuing a Bachelor of Arts or Science in Human Development and Family Services, ensuring they are well-prepared and supported throughout their educational journey.

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 Arts or Science in Human Development and Family Services. 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 Arts or Science in Human Development and Family Services, 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. Take 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		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121Z	4
<i>Arts & Letters</i>		
1 st course:	Select from AAOT course list	3-4
2 nd course:	Select from AAOT course list	
<i>Social Sciences</i>		
1 st course	SOC 204Z or equivalent	4
2 nd course	Select from AAOT course list	3-4

<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list	4-5
<i>Mathematics</i>		
1 course	MTH 105Z, or MTH 111Z, or MTH 112Z, or MTH 211 or any AAOT course list math course	4-5
<i>At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Requirement Total		26-31
HDFS COURSES <i>Students must take at least ONE course from <u>each</u> category</i> See an advisor for recommended courses <i>(See Appendix A for example community college equivalencies)</i>		
Family	A course focusing on social issues for children and families	3-4
Human Development	Human development, or infant child, life span, adolescent, or adult development	3-4
Intro to a Profession	An applied professional foundations course like Intro to Human Services or Intro to early childhood education	3-4
Justice, Diversity Equity and Inclusion	A course that examines on justice, diversity, equity, inclusion, and multicultural perspectives in family and human services, or early education in professional settings	3-4
1 additional AAOT Social Science Course	Students will select 1 additional AAOT Social Science Course	3-4
Total Major Requirements		15-20
ADDITIONAL BA-ONLY DEGREE REQUIREMENTS		
Language Other Than English - BA Only	Language through 203 or demonstrated proficiency	0-24
ADDITIONAL COURSES TO REACH 90 CREDITS See an advisor for recommended courses		
<i>At this point [above = 40-75 credits], it is recommended students pursue these options:</i>		
1. Take courses that will apply to their major that will transfer to the Oregon public university of their choice		
2. Take courses that will apply to the general education or a minor at the Oregon public university of their choice		
3. Take electives to reach 90 credits that will transfer to the Oregon public university of their choice		
MTM Total		90

Program Learning Outcomes: AAT/AST in HDFS

Upon completion of the AAT or AST in HDFS, students will be:

- Prepared to successfully complete an undergraduate bachelor of arts or science degree in human development related majors, such as family services or child and human services at any public university in Oregon.

AP/IB Equivalencies: AAT/AST in HDFS

There are no required AP or IB equivalent courses required for the major in HDFS at this time.



HDFS Post-Transfer Crosswalk

Core Transfer Map	Credits	OSU	PSU	UO
Writing – WR 121Z	4	Writing 121Z (4 credits) (1 of 1 Writing Foundations)	1 of 2 University Writing Courses (4cr)	
Arts & Letters – 2 courses	6-8	Satisfies 2 of 2 Arts & Humanities (6-8 credits)	BA 6-8 credits of 10 credits required in Arts & Letters courses, with a minimum of 3 credits in Fine & Performing Arts BS 10 credits min of Arts & Letters/Social Science courses <i>***Additional credits apply to FRINQ</i>	Satisfies 1 of 2 Writing courses WR 121 and WR 122 or WR 123 or equivalents Satisfies 6-8 credits of the 15 credits in approved area-satisfying courses is required in each area. <i>Each area must include courses in at least two subjects. Total minimum credits: 45 (no more than 3</i>
Social Science – 2 courses	6-8	SOC 204Z Recommend PSY 201Z or 202Z Satisfies 2 of 2: -- One Social Science course (3-4cr) -- One Communication, Media, & Society (social science) course (3cr) SOC 204Z, PSY 201Z, and PSY 202Z will double dip with major requirements	BA Satisfies the 8 credit Social Science/Science requirement <i>*** Additional credits apply to FRINQ</i>	Satisfies 6-8 credits of the 15 credits in approved area-satisfying courses is required in each area.
Natural Science – 2 courses w/labs	8-10	Satisfies 2 of 2 Scientific Inquiry and Analysis (8cr)	BS 10 credit min science credits (6 credits min. must be w/lab)	Satisfies 8-10 credits of the 15 credits in approved area-satisfying courses is required in each area (standalone lab course will not count in this requirement).
Math – MTH 105Z, 111Z, 112Z, 211, or any AAOT math course	4-5	Satisfies 1 of 1 Quantitative Literacy and Analysis (4cr)	BA 1 Science or Math co BS 1 college-level Math or Statistics course	BA No Math requirement; counts as elective credit (4-5 credits) BS If students have 49-65 on the Alex, MTH 111 counts for 4 of 12 credits. STAT 243Z is very helpful for students interested in research-focused graduate programs, but not required.
One course must also satisfy: AAOT Cultural Literacy Requirement			N/A	Soc 204 counts as U.S. credit, Satisfies 1
Courses must total minimum of 30 credits, can		Additional credits taken to reach 30 may be applied to the general education category based on the Core Ed Transfer course articulation policy Recommended: STAT 243Z (4cr), WR 227Z (4cr), COMM 218Z (4cr)	Additional credits 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). <i>For the BS:</i> 1 full year of science is required (6-8cr of lab science and 3-4cr of general science	Additional credits taken to reach 30 will be applied to the appropriate General Education requirement.
Total Credits Completed (range)		28-35 credits	28-35 credits	21-30 credits
Major Courses	Credits	OSU	PSU	UO
Family	3-4	Satisfies HDFS 201 (Contemporary Families in US) Satisfies major elective and will double dip and satisfy Difference, Power, and Oppression: Foundation	Satisfies major elective, major prereq	Satisfies major elective for FHS 213
Human Development	3-4	OSU requires Developmental stage for major requirements Courses by developmental stage (i.e., adulthood and aging [HDFS 314], adolescent development [HDFS 313], and infant and child development [HDFS 311] will satisfy a major requirement If Lifespan Development is taken, it will transfer and satisfy a major elective requirement	Satisfies major prerequisite for PSY 311U	Satisfies FHS 228
Equity, Diversity, and Inclusion	3-4	Recommend HDFS 240 (Human Sexuality) will satisfy HDFS major requirement (HDFS 240) Other courses will satisfy major elective	Satisfies major elective	Satisfies major elective for FHS 216

		<p><i>If interested in Human Services option:</i> -- Recommend HDFS 262 (Introduction to Human Services). Will double dip with Beyond OSU.</p> <p><i>If interested in Early Childhood or Child Development option:</i> -- Recommend HDFS 233 (Introduction to the Field of Early Childhood). Will double dip with Beyond OSU.</p> <p>All others will satisfy a major elective</p>	Satisfies a major elective in CYFS	Satisfies major elective for FHS 215			
Intro to a Profession	3-4						
1 Additional AAOT Social Science Course	3-4	PSY 201Z, or PSY 202Z (whichever not used for CTM Social Sciences) (4cr)	Fulfills general elective needed to earn first 90 credits	Fulfills general elective needed to earn first 90 credits			
Degree Requirements - BA Only	Credits	OSU					
Language other than English	0-24	BA: Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency	N/A	BA: Completion of at least the third term, second year of a second-language course taught in the language or equivalent competency (Language courses excluding 203 will count towards BA Arts & Letters requirement)	BA: Successful completion of at least the third term, second year of a second-language course taught in the language or proficiency equivalent to that attained at the end of two years of college study satisfies the Second Language requirement.		
Electives to Reach 90 Credits	Credits	OSU					
		Students should have at least 90 credits at time of starting classes at OSU. Recommended: -- STAT 243Z (4cr) -- WR 227Z (4cr) -- COMM 218Z (4cr)		Students should have at least 90 credits at time of starting classes at PSU. Recommended electives: -- BA requirement: min. 3 credits in Fine & Performing Arts Area		Students should have at least 90 credits at time of starting classes at UO	
Completed Major Transfer Map	Credit Total	90					
Remaining Degree Requirements	Credits	OSU		PSU		UO	
Additional General Education or BA/BS Requirements							
		Transitions (2cr)	Junior Cluster (Univ. Studies) (12cr)	1 Writing course: WR 122 or 123 or			
		Difference, Power, and Oppression: Advance (in major)	Senior Capstone (Univ. Studies) (6cr)	7-9 Arts and Letters credits			
		Seeking Solutions (3-4cr)	BA: min 3cr in a Fine & Performing Arts Area	7-9 Social Science credits			
		Beyond OSU (in major)		5-7 Science credits			
		WR 227Z (if not completed as part of the MTM)(4cr)		1 Cultural Literacy course			
Total Required General Education Credits		9 - 10 credits		18-21 credits		35-41 credits	
Major Requirements							
		BA: If not completed as part of the MTM: -- PSY 201Z (4cr), PSY 202Z (4cr) -- STAT 243Z (4cr) -- COMM 281Z (4cr) -- HDFS 240 (3cr) -- Beyond OSU: HDFS 233 (3cr) or HDFS 262 (3cr)	BS: If not completed as part of the MTM: -- PSY 201Z (4cr), PSY 202Z (4cr) -- STAT 243Z (4cr) -- COMM 281Z (4cr) -- HDFS 240 (3cr) -- Beyond OSU: HDFS 233 (3cr) or HDFS 262 (3cr)	CFS 310 (4cr)Also fulfills Univ RESR requirement	CPSY 217 (3cr)		
		HDFS 311: Infant and Child Development (4cr)	CFS 312U (4cr)	FHS 301 (3cr)			
		HDFS 313: Adolescent Development (4cr)	CFS 381U (4cr)	FHS 330 (4cr)			
		HDFS 314: Adult Development and Aging (4cr)	CFS 391 (4cr)	FHS 331 (3cr)			
		HDFS 341: Family Studies (4cr)	CFS 487/488/489 (10cr)	FHS 420 (3cr)			
		HDFS 360: Critical Thinking in Human Development and Family Sciences (4cr)	CFS 492 (4cr)	FHS 471 (3cr)			
		HDFS 361: Applied Research Methods (4cr)	CFS 301 & CFS 475 (8cr)	FHS 492 (3cr)			
		HDFS 447: Families and Poverty (4cr) Also satisfies DPO-Advanced	CFS 497 - Practicum (4cr)	FHS 493 (3cr) or FHS 494 (3 cr)			
		HDFS 461: Program Development and Proposal Writing (4cr)	SPED 417 or SPED 418 (3-4cr)	Equity and Diversity req. (4cr)			
		ST 244 (4cr) or ST 351 (4cr) or H220 (3cr): Statistical courses		Choose a track			
				Fundamentals Track:-- FHS 490 (3cr)-- FHS			
				Direct Service Intensive (DSI) Track:			
Major Electives				Prevention Science Track:-- FHS 490 (3cr)-			

	<p>18 electives (Students must complete 24 credits of HDFS electives for their degree. If students complete OSU's recommended courses for HDFS categories in the MTM, those courses will count towards major requirements. If students take other courses for the MTM, they will transfer and count towards major electives, as factored in here.)</p> <p>These HDFS courses are electives designed to meet individual students' educational goals. Must take at least 18 total credits of 300- and 400-level HDFS courses not included in the Human Development and Family Sciences Required Core. If students choose an option, these courses will also count toward the 24 'Beyond the Core' for HDFS.)</p>	1st CFS 300-400 level elective (4cr)	Optional electives:-- FHS 329 (4cr)-- FHS 4			
		2nd CFS 300-400 level elective (4cr)				
		Some students make take 3rd CFS 300-400 level				
	<p>62 - 64 cr (with courses completed in MTM) 84 - 86cr (with courses not completed in MTM)</p>					
		53-58 credits	41-59			
	<p>26 - 28cr (with courses completed in MTM) 4 - 6cr (with courses not completed in MTM)</p>			* For students who complete the major and general education requirements and have 179 credits, there are 1-credit elective options available to reach 180.		
Additional Electives to Reach 180 Credits		14-19 credits				
	180	180				
	60 credits in upper-division (300 and 400-level) courses	60 credits in upper-division (300 and 400-level) courses	180 (62 of those at the 300-400 level to graduate)			
Degree Total			180 (62 of those at the 300-400 level to graduate)			

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Blue Mountain Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at BMCC by Fall 2027. Note the ability for BMCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z	4
<u>Arts & Letters</u>	Complete two of these courses: ART131:133, ART115:117, COM115, ENG104:106, MUS206, MUS207, PHL101:103, TA101	6-8
<u>Social Sciences</u>	Required: SOC 204Z or equivalent Choose one of these additional courses: ANTH103, GEOG120, HST201:203, PS201:203, PSY201, PSY202,	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: BI101, CH104, G101:103, PHY101	4-5
<u>Mathematics</u>	Required MTH 105Z, MTH 11Z, MTH 112Z, MTH 211 , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: SOC205, SOC217	3-4
<u>Human Development</u>	Choose one of these courses: ECE226, ED253, PSY237	3-4
<u>Intro to a Professor</u>	Choose one of these courses: ECE109	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ECE130, ED258	, ED3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: ANTH103, GEOG120, HST201:203, PS201:203, PSY201, PSY202	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

Suggested Courses:

Electives

BA284

COM111Z

ECE100, ECE101, ECE111, ECE151, ECE154, ECE220, ECE225, ECE228,
ECE240, ECE245, ECE249, ECE280, ED280, ECE295

16-50

Contact an advisor, or visit bluecc.edu/academic-catalog/AST
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Central Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at COCC by Fall 2027. Note the ability for COCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z	4
<u>Arts & Letters</u>	Select two courses from AAOT Course list. Suggested: COMM 115; WS 101 Intro to Women’s and Gender Studies; PHL 202 Problems of Philosophy - Ethics ; PHL 203 Problems of Philosophy - Logic	6-8
<u>Social Sciences</u>	Required: SOC 204Z or equivalent; Select one additional course from AAOT Course list. Suggested: BH 209 Introduction to Psychological Trauma: Theory and Practice; BH 260 Counseling Theories; BH 203 Behavioral Health and Early Learning;	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Lab Science from AAOT course list	4-5
<u>Mathematics</u>	Required MTH 105Z , MTH 11Z , MTH 112Z , MTH 211 , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: BH 204 Youth, Families, and Addictions; ED 152 Family, School and Community Relationships in ECE;	3-4
<u>Human Development</u>	PSY 215Z Developmental Psychology	3-4
<u>Intro to a Profession</u>	Choose one of these courses: BH 101 Introduction to Behavioral Health; ED 140 Introduction to Early Childhood Education; ED 200 Introduction to Education; PHE 100 Introduction to Public Health	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: BH 208 Multicultural Issues in Helping Professions; ED 219 Multicultural Issues in Education Settings; SOC 212 Race, Class, and Gender;	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Select from AAOT Social Sciences Course list. Recommended: BH209 Introduction to Psychological Trauma; PSY201Z or 202Z Introduction to Psychology;	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit <https://www.cocc.edu/programs/human-services/> to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

DRAFT

Planning to transfer? Use this guide to plan your HDFS courses.

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Chemeketa Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at Chemeketa by Fall 2027. Note the ability for Chemeketa to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR 121Z - Composition 1</u> (4 credits)	4
<u>Arts & Letters</u>	Choose two: <u>COMM 111Z - Public Speaking</u> (4 credits), <u>ART 102 - The Creativity Class</u> (3 credits), <u>ENG 104Z - Introduction to Fiction</u> (4 credits), <u>ENG 105Z - Introduction to Drama</u> (4 credits), <u>ENG 106Z Introduction to Poetry</u> (4 credits), or <u>MUS 100 - Music Fundamental</u> (3 credits)	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z - The Sociological Perspective</u> (4 credits) or equivalent Choose one of these additional courses: <u>HST 201 - United States History to 1840</u> (4 credits), <u>HST 202 - United States History 1840 to 1900</u> (4 credits), <u>HST 203 - United States History 1900 to Present</u> (4 credits), or <u>GEG 105 - Physical Geography</u> (4 credits)	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: <u>BI 101 - General Biology: Ecology and Diversity</u> (4 credits), <u>GS 104 - General Science: Physics</u> (4 credits), <u>GS 107 - General Science: Astronomy</u> (4 credits), or <u>GS 108 - General Science: Oceanography</u> (4 credits)	4-5
<u>Mathematics</u>	One required: <u>MTH 105Z - Math in Society</u> (4 credits), <u>MTH 111Z - Precalculus 1: Functions</u> (4 credits), <u>MTH 112Z - Precalculus 2: Trigonometry</u> (4 credits), <u>MTH 211 - Elementary Mathematics 1</u> (4 credits), or any AAOT math course	4-5

DRAFT

SUBJECT

COURSES

CREDITS

HDFS Major Courses

Students must take one from each category

SUBJECT	COURSES	CREDITS
<u>Family</u>	<u>HDF 222 - Family Relationships</u> (3 credits)	3-4
<u>Human Development</u>	<u>HDF 225 - Family Relationships</u> (3 credits), <u>HDF 229 - Middle Childhood Development</u> (3 credits), or <u>HDF 247 - Preschool Child Development</u> (3 credits)	3-4
<u>Intro to a Profession</u>	<u>ECE 150 - Introduction and Observation</u> (3 credits), or <u>BH 150 - Personal Effectiveness</u> (3 credits)	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	<u>HDF 258 - Teaching in an Anti-Bias Classroom</u> (3 credits)	3-4
<u>Additional AAOT Social Science Course</u>	<u>PSY 201Z - Introduction to Psychology</u> (4 credits), or <u>PSY 237 - Life Span Development</u> (3 credits)	3-4

Other Requirements

<u>Language Other than English</u> <i>AAT Pathway Only</i>	Completion of language through 203 or demonstrated proficiency	0-24
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Electives

Electives	Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.	16-50
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Total Credits: 90

[Contact an advisor](#), or visit [Chemeketa's catalog](#) to learn more about the program and courses listed above.

DRAFT



Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)



These materials reflect the collaboration between Oregon's public universities, Oregon's community colleges, and the Higher Education Coordinating Commission (HECC).

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Clackamas Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDF. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at Clackamas by Fall 2027. Note the ability for Clackamas to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: COMM 126: Intro. to Communication, Gender and Sexuality COMM 140: Introduction to Intercultural Communication COMM 218Z: Interpersonal Communication	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: PSYC 215: Introduction to Developmental Psychology PSYC 219: Introduction to Abnormal Psychology SOC 205: Social Stratification and Social Systems SOC 206: Institutions and Social Change	7-8
<u>Natural Sciences</u>	Choose two lab sciences from the AAOT Natural Sciences Course List	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
<u>Family</u>	HDF 140: Contemporary American Families	3-4
<u>Human Development</u>	HDF 247: Preschool Through Adolescent Development	3-4
<u>Intro to a Profession</u>	Choose one of these courses: ECE 150: Introduction to Early Childhood Education and Family Studies HS 100: Introduction to Human Services	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	ED 258: Culturally Responsive Education	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of the courses from the AAOT Social Science course list	3-4

Other Requirements

**Language Other than
English**
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit <https://catalog.clackamas.edu> to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Columbia Gorge Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

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

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR 121Z	4
<u>Arts & Letters</u>	Complete two of these courses: COMM 140, COMM 218Z, ART 230, ART 252, ENG 104Z, ENG 105Z, ENG 106Z, PHL 202	6-8
<u>Social Sciences</u>	Required: SOC 204Z Choose one of these additional courses: PSY 216, SOC 205, SOC 206	8
<u>Natural Sciences</u>	Choose two of these lab sciences: BI 101, GS 106, GS 107, GS 108, GS 109, ESR 171, ESR 172, ESR 173	8
<u>Mathematics</u>	Choose one of the following: MTH 105Z, MTH 111Z, MTH 112Z, MTH 211	4
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Required: HEC 202	3
<u>Human Development</u>	Choose one of these courses: PSY 215, HEC 226, ECE 126	3-4
<u>Intro to a Profession</u>	Required: ECE 120	3
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ECE 124, ED 219, SOC 213, WGS 201	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: WGS 202, ATH 103, PSY 201Z, PSY 202Z	4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

SPA 101, SPA 102, SPA 103, SPA 201, SPA 202, SPA 203

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

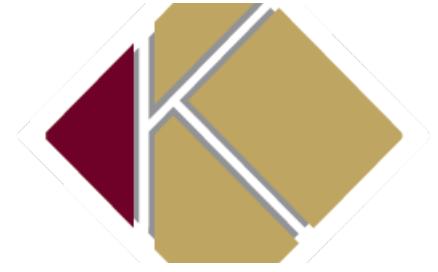
16-44

Total Credits: 90

[Contact an advisor](#), or visit [CGCC's college](#) to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Klamath Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFL. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at KCC by Fall 2027. Note the ability for KCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements		
<i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: ART 265, MUS 265, ENG 216, PHL 204 or MUS 201, ART 131	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent PSY 216 (equivalent to SOC 204) Choose one of these additional courses: GEO 106, GEO 107, PSY 235, PSY 236	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: BIO 101/L, BIO 102/L, BIO 103/L, ENV 170/L, GEO 105/L	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
<i>Students must take one from each category</i>		
<u>Family</u>	ECE 101	3-4
<u>Human Development</u>	PSY 235	3-4
<u>Intro to a Profession</u>	ECE 200	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	ECE 275	3-4
<u>Additional AAOT Social Science Course</u>	HST and PSY	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or 200 level that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit

https://catalog.klamathcc.edu/preview_program.php?catoid=20&poid=1752&returnto=1508

to learn more about the program and courses listed above.



Major Transfer Maps

Human Development and Family Services (HDFS)

Replace with Institution Logo
Right click and choose "change picture"

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Lane Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at Lane by Fall 2027. Note the ability for Lane to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: Pick from A&L list	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: Pick from Social Science List	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Pick from Science list	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: SOC 210 Marriage, Family, and Intimate Relations; HDFS 227 Children Under Stress; ECE 230 Family, School, and Community Relations	3-4
<u>Human Development</u>	Choose one of these courses: PSY 215 Lifespan Development; ED 233 Adolescent Learning and Development; HDFS 266 Child Development; ECE 170 Infants and Toddlers Development	3-4
<u>Intro to a Profession</u>	Choose one of these courses: HS 150 Personal Effectiveness for Human Services Workers; ECE 120 Introduction to Early Childhood	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 258 Multicultural Ed; ECE 253 Diversity issues in Early Childhood Education; HS 267 Cultural Competence in Human Services	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Select from Social Science list	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit xyxyxyTBD
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Linn-Benton Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at LBCC by Fall 2027. Note the ability for LBCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: Any AAOT Arts and Letters Course	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: Any AAOT Social Science Course	7-8
<u>Natural Sciences</u>	Choose two of these lab sciences: Any AAOT Science/Math/Computer Science Lab Course	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	Choose one of these courses: HDFS 201	3-4
<u>Human Development</u>	Choose one of these courses: HDFS 225, HDFS 229	3-4
<u>Intro to a Profession</u>	Choose one of these courses: HDFS 262, HDFS 272	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 216, ED 219, HDFS 201	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: Any AAOT Social Science Course	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit <https://linnbenton.smartcatalogiq.com/en/current/catalog/> to learn more about the program and courses listed above.

Pre-Transfer Crosswalk for Mount Hood Community College
Associate of Arts Transfer and Associate of Science Transfer in HDFS

DRAFT

*Per OAR 715-025-0040, this program must be available at MHCC by Fall 2027.
Note the ability for MHCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.*

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Select from AAOT course list	6-8
Social Sciences (2 courses)	SOC 204Z or equivalent Select from AAOT course list	6-8
Natural Sciences (2 courses)	Lab science from AAOT course list	8-10
Mathematics (1 course)	MTH 105Z, MTH 111Z, MTH 112Z, MTH 211, or any AAOT math course	4-5
<i>One of these must also satisfy the Cultural Literacy outcome for AAOT</i>		
CTM Total		28-35
HDFS MAJOR COURSEWORK		
Family	SOC 216: Sociology of Family	3
Human Development	PSY 237: Human Development	4
Intro to a Profession	ECE 140: Introduction to Early Education	3
Justice, Diversity, Equity, and Inclusion	ECE 171: Families and Diversity	3
1 additional AAOT Social Science course	Select from AAOT Social Science list	3-4
Major Coursework Total		16-17
ADDITIONAL BA DEGREE REQUIREMENTS – AAT PATHWAY ONLY		
Language Other Than English	Language through 203 or demonstrated proficiency	0-24
Electives Needed to Reach 90		14-46

<i>(Students will work with an advisor to select appropriate coursework)</i>	
MTM Total	90

DRAFT

Pre-Transfer Crosswalk for Portland Community College AAT and AST Human Development and Family Services

*****DRAFT*****

Per OAR 715-025-0040, this program must be available at Portland Community College by Fall 2027.

Note the ability for Portland Community College to offer the AAT and AST Human Development and Family Services degrees requires additional internal and external approval prior to implementation, including NWCCU.

CORE TRANSFER MAP		
Writing (1 course)	WR 121Z	4
Arts & Letters (2 courses)	Any 2 General Education Arts and Letters courses	6-10
Social Sciences (2 courses)	<ul style="list-style-type: none"> • SOC 204Z • Satisfied by PSY 215 in major requirements 	8
Natural Sciences (2 courses)	Any 2 General Education Lab Science courses	8-10
Mathematics (1 course)	Any 100-level or 200-level MTH or STAT course	4-5
<i>SOC 204Z satisfies Cultural Literacy outcomes for AAOT</i>		
CTM Total		30-37
MAJOR COURSEWORK		
Family	HUS 121	3
Human Development	PSY 215 (credits reflected in CTM)	
Intro to a Profession	HUS 101	4
Justice, Diversity, Equity, and Inclusion	ECE 124	3
1 additional AAOT Social Science Course	Any General Education Social Sciences course	4
Major Coursework Total		14

BA-ONLY DEGREE REQUIREMENTS (AAT Degree Only)		
Second Language proficiency	Not required for WOU. Options for demonstrating proficiency vary by university and may include: successful completion of ASL, CHN, FR, GER, JPN, RUS, or SPA 203 or 251; university-approved proficiency-based assessment in any second language; university-approved documentation of native speaker status in any language other than English; completion of 4 years of high school study of a second language.	0-24
Electives Needed to Reach 90 <i>(Students will work with an advisor to select appropriate coursework)</i>		15-46
MTM Total		90

DRAFT

Major Transfer Maps

Human Development and Family Services (HDFS)

Replace with Institution Logo
Right click and choose "change picture"

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Rogue Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at RCC by Fall 2027. Note the ability for RCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two Arts and Letters Courses	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one additional Social Science course, One of these must satisfy the Cultural Literacy requirement	7-8
<u>Natural Sciences</u>	Choose two lab sciences	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	HS201	3-4
<u>Human Development</u>	PSY215	3-4
<u>Intro to a Profession</u>	HS100	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	HS185	3-4
<u>Additional AAOT Social Science Course</u>	Choose one additional Social Science course	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Complete electives to reach 90 credits. Electives must be courses numbered 100 or above. Check with an advisor for university-specific recommended electives.

16-50

Total Credits: 90

Contact an advisor, or visit <https://www.roguecc.edu/dept/ECEE/familySupport.asp#family> to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Southwestern Oregon Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at SWOCC by Fall 2027. Note the ability for SWOCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	Complete two of these courses: COMM100Z: Intro to Communication COMM 218Z: Interpersonal Communication COMM 220: Gender and Communication	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent Choose one of these additional courses: PSY 201Z General Psychology PSY 216 Social Psychology SOC 204: Intro to Sociology SOC:205: Social Institutions and Change SOC206: Social Problems and Issues	7-8
<u>Family</u>	Choose one of these courses: HDFS 140: Contemporary American Families HDFS 222: Understanding Families: Supporting Diversity, Disability, and Risk HDFS 227: Parents as Partners in Education	3-4
<u>Human Development</u>	Choose one of these courses: HDFS 225: Prenatal Infant and Toddler Development HDFS 229 Child Development PreK – Adolescent	3-4
<u>Intro to a Profession</u>	Choose one of these courses: ECE 150: Intro to Education HS 201: Intro to Human Services	3-4
<u>Justice, Diversity, Equity, and Inclusion</u>	Choose one of these courses: ED 258: Multicultural Education HS 267: Cultural Competencies Human Services	3-4
<u>Additional AAOT Social Science Course</u>	Choose one of these courses: ANTH 203, ANTH 221, ED 169, PSY 237, PSY 243, SOC 206, SOC 218	3-4

SUBJECT

COURSES

CREDITS

Other Requirements

Language Other than
English
AAT Pathway Only

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor, or visit:

Major Transfer Maps

Human Development and Family Services (HDFS)

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Treasure Valley Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at TVCC by Fall 2027. Note the ability for TVCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: <u>WR121Z</u>	4
<u>Arts & Letters</u>	See AAOT course list	6-8
<u>Social Sciences</u>	Required: <u>SOC 204Z</u> or equivalent See AAOT course list for additional credits	7-8
<u>Natural Sciences</u>	Choose two lab sciences from the AAOT course list	4-5
<u>Mathematics</u>	Required <u>MTH 105Z, MTH 11Z, MTH 112Z, MTH 211</u> , or any AAOT math course	4-5
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	EDUC 246: Family/Community Relations	3
<u>Human Development</u>	PSYC 235: Intro to Human Development I	3
<u>Intro to a Profession</u>	HSER 100: Introduction to Human Services	3
<u>Justice, Diversity, Equity, and Inclusion</u>	EDUC 258 – Ethnic Studies for ECE Educators	3
<u>Additional AAOT Social Science Course</u>	Select 1 additional AAOT Social Science course from list	3-4

Other Requirements

**Language Other than
English
AAT Pathway Only**

Completion of language through 203 or demonstrated proficiency

0-24

Electives

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

16-50

Total Credits: 90

Contact an advisor at : advising@tvcc.cc or visit

https://resources.tvcc.cc/documents/advising_documents/2024-2025%20Current/early_childhood_education_aas.pdf
to learn more about the program and courses listed above.

Major Transfer Maps

Human Development and Family Services (HDFS)



UMPQUA
Community College

Associate of Arts Transfer (AAT) & Associate of Science Transfer (AST) Degree Pathways

What are Major Transfer maps?

A Major Transfer Map is a streamlined course plan in a specific major. When completed, it will allow you to transfer all of your credits to any Oregon public university or participating private university and count them toward a bachelor's degree in that major.

Who are they for?

A Major Transfer Map is right for you if:

- you are an Oregon community college student.
- you plan to transfer to a four-year Oregon public university or participating private university.
- you think you know what you want to major in.

How do they work?

If you successfully complete a Major Transfer Map, any Oregon public university with that major and participating private universities will accept all of those credits and count them toward a bachelor's degree in that specific major. Following one of these maps could save you time and money.

What if I don't know my major yet?

You can use the Core Transfer Maps, which are groups of eight classes that add up to at least 30 credits, if you have not yet declared a major and plan to transfer. Talk to an advisor about which path is right for you and how to use these maps to select general education courses.

Planning to transfer? Use this guide to plan your HDFS courses.



Credits will transfer to the following universities:

- University of Oregon (BA & BS)
- Portland State University (BA & BS)
- Oregon State University (BS)

If you are interested in pursuing a career in the interdisciplinary field of Human Development and Family Services, Umpqua Community College can give you a strong foundation for your goals. The courses recommended in this pathway will help you to explore key topics related to human development and the contemporary challenges and social justice issues facing children, families, and communities. This coursework prepares students for careers in generalist human services, family education, early childhood education, and addiction sciences or graduate degrees in interdisciplinary fields such as human services administration, early childhood education, human development and family science, social work, youth work, counseling professions, community health, and prevention and evaluation.

The following is a suggested course of study for students interested in pursuing a BA or BS degree in HDFS. In collaboration with your community college advisor, use the map below to select your courses to ensure they will meet requirements of any Oregon public university or participating private university.

****Per OAR 715-025-0040, this program must be available at UCC by Fall 2027. Note the ability for UCC to offer these degrees requires additional internal and external approval prior to implementation, including NWCCU.****

SUBJECT	COURSES	CREDITS
Core Transfer Requirements <i>One course must satisfy Cultural Literacy outcomes for AAOT</i>		
<u>Writing</u>	Required: WR121Z Composition I Recommended: WR122Z Composition II	8
<u>Arts & Letters</u>	ENG104Z COM218Z	8
<u>Social Sciences</u>	SOC204Z Intro to Sociology PSY201 Introduction to Psychology I	8
<u>Natural Sciences</u>	BI101 General Biology w/Lab BI102 General Biology w/Lab	8
<u>Mathematics</u>	MTH105Z Math in Society	4
HDFS Major Courses <i>Students must take one from each category</i>		
<u>Family</u>	HDFS240 Contemporary American Family	3
<u>Human Development</u>	PSY215 Lifespan Development	4
<u>Intro to a Profession</u>	HS100 Intro to Human Services	3
<u>Justice, Diversity, Equity, and Inclusion</u>	SOC213 Race, Class, and Ethnicity OR PSY231 Human Sexuality	3
<u>Additional AAOT Social Science Course</u>	PSY202Z Introduction to Psychology II	4

Other Requirements

Language Other than
English
AAT Pathway Only

SPAN 101, 102,103, 201, 202, 203

24

Electives

Choose any course numbered 100 or above that brings your total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.

COM111Z Public Speaking (3)

HPE295 Wellness & Health Assessment (3)

ART204 History Western Art (4)

ART234 Figure Drawing (3)

Electives

BI103 General Biology w/Lab (4)

STAT243Z Elementary Stats I (4)

PSY239 Abnormal Psychology (3)

ANTH221 Cultural Anthropology (3)

PS201 US Government I (4)

SOC205 Inst-Social Change (3)

SOC206 Social Prob-Issues (3)

13-37

Total Credits: 90

Contact an advisor, or visit <https://umpqua.edu/ucc/academics/find-your-path/human-services/> to learn more about the program and courses listed above.

Appendix A: Worksheet of Category

FAMILY COURSE "BUCKET"				
Outcome/Objective	Institution	Course	Course Title	Source
<p>Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.</p> <p>Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.</p> <p>Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.</p> <p>Distinguish the sociological and social scientific study of the family from other ways of knowing.</p> <p>Discuss the characteristics of the family using microsociological and macrosociological approaches.</p> <p>Explain how the family as an institution has changed over time in relation to purpose and form.</p> <p>Examine the outcomes of socialization and micro-level processes found in families and familial matters.</p> <p>Discuss how structural arrangements and social inequalities shape and constrain behaviors in family relationships.</p> <p>Discuss how structural arrangements and social inequalities impact family diversity (i.e., cultural variations and structural forms).</p> <p>Analyze the relationship between gender, household obligations, and employment.</p> <p>Identify and examine social problems of the family and marriage.</p>	CGCC	HEC 202	Contemporary Families in the US	Course Outline
<p>1. Draw historical and social group comparisons of family life and intimate relationships.</p> <p>2. Examine the intersection of race, class, gender, and sexual orientation on families and intimate relationships.</p> <p>3. Analyze political viewpoints and social policies impacting families and intimate relationships.</p> <p>4. Apply sociological theories to a variety of sociological and social issues related to families and intimate relationships.</p> <p>trace a history of ideas and practices related to "families" within the United States and internationally</p> <p>present a coherent argument for understanding families and family forms as historically and culturally determined</p> <p>describe how gender intersects with other systems of power and privilege (especially race/ethnicity, social class, and sexuality, to produce particular forms of family life</p> <p>engage in civil discourse regarding controversial topics related to family issues with respect for others' viewpoints and with intellectual sophistication</p> <p>respectfully promote their perspectives on family issues in a public forum</p> <p>conduct interview--based research projects through successfully completing an "oral history" project for this class</p> <p>Use theoretical frameworks to interpret the role of the family within social process and institutions.</p> <p>Describe the nature, value, and limitations of the basic methods of studying individuals and families.</p> <p>Analyze current social issues, including the impact of historical and environmental influences, on family development.</p> <p>Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity.</p> <p>Explain how difference is socially constructed.</p> <p>Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country's institutions to contribute to difference, power, and discrimination amongst families.</p> <p>Describe the nature of contemporary families and changes in family structure over the last century.</p> <p>Describe the pitfalls and promise of married life. Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure.</p> <p>Explain how difference is socially constructed.</p> <p>Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.</p> <p>Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.</p> <p>Recognize how family structures and roles change in human systems.</p> <p>Examine major theories of human behavior in the social environment.</p> <p>Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems.</p>	Chemeketa C	SOC 210	Sociology of the Family	Outline
<p>1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations.</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.</p>	COCC	SOC 222	Sociology of Family and Intimate Relationships	Course Outline
<p>1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations.</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.</p>	EOU	SOC 338	Sociology of Families	Syllabus
<p>Describe the nature of contemporary families and changes in family structure over the last century.</p> <p>Describe the pitfalls and promise of married life. Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure.</p> <p>Explain how difference is socially constructed.</p> <p>Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.</p> <p>Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country's institutions to contribute to difference, power, and discrimination amongst families.</p> <p>Describe the nature of contemporary families and changes in family structure over the last century.</p> <p>Describe the pitfalls and promise of married life. Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure.</p> <p>Explain how difference is socially constructed.</p> <p>Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.</p> <p>Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.</p> <p>Recognize how family structures and roles change in human systems.</p> <p>Examine major theories of human behavior in the social environment.</p> <p>Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems.</p>	LBCC	HDFS 201	Contemporary Families in The U.S.	Catalog Syllabus
<p>1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations.</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.</p>	LBCC	SOC 222	Sociology of the Family	Catalog
<p>1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations.</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.</p>	OCCC	HUS 121	Family and Human Systems	Catalog
<p>1. Understand how individual characteristics and contextual factors interact to contribute to development over time. These individual characteristics and contextual factors include age, race, ethnicity, sex, gender, sexual orientation, social class, disability, family structure and dynamics, parent-child relationships, childcare, workplace, peers, neighborhoods, and churches and other organizations.</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>3. Appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals and understand how it is related to family structure and processes.</p>	OSU	HDFS 201	Contemporary Families in the U.S.	MTM LO spreadsheet

FAMILY COURSE "BUCKET"				
Outcome/Objective	Institution	Course	Course Title	Source
Recognize how family structures and roles change in human systems. Examine major theories of human behavior in the social environment. Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems. Identify the major concepts and issues facing contemporary families. Understand families and their relationships to other institutions, including educational and occupational systems. Use an understanding of the structures, functions, and cultural variations of families in early childhood education and human service settings. Interact, communicate, and work with diverse families in a variety of contexts. Explain how families have evolved over time due to changes in social life, the economy, and public policy	PCC	HUS 121	Family and Human Systems	Course Guide
Compare and contrast issues faced by families of different ethnicities, races, economic backgrounds, and sexual orientations Analyze the sources and possible solutions to family-related social problems in the United States Identify factors that contribute to healthy relationships, marriages, and family living Know the major milestones of human development and family lifecycle. Know the factors that contribute to poverty, child abuse and neglect, racism, addiction, youth delinquency, and interpersonal violence. Know the impact of risk and protective factors on families within an ecological framework. Recognize current issues facing families in regards to family wellness and navigating social systems. Recognize the outlets and capacity of the media in transmitting information about a range of human service issues and policies. Become aware of the influence of family, peers and community in their own lives	PCC	HEC 201	Family Partnerships in Education	Course Guide
The purpose of this course is to explore family issues from diverse perspectives. Current social, cultural, and political forces will be emphasized in creating a knowledge foundation for the study of human development from varied academic disciplines, including history, sociology, psychology, education and social work. University Studies (UNST) goals focus on increasing skills in diversity, ethics and social responsibility, critical thinking, and communication. This course will provide opportunities to increase writing skills and will explore the diversity of human experience in the context of the family and community and promote social responsibility through addressing contemporary issues and promoting resilience in families and communities. The Families and Society Cluster equips students with the skills to examine historical experiences of multiple family forms in the United States, their intersections with social environments, contemporary challenges, and the effect of public policies on diverse contemporary families. The Cluster highlights theoretical models rooted in ecological systems, social justice, and social responsibility, as well as individual and micro-level family experiences. Students from all majors who participate in the Families and Society Cluster will find the courses relevant to their own and others' family experiences, while also developing a foundation to enhance career development in a variety of fields, such as education, business, social work, public health, and other health disciplines. Families and Society Sophomore Inquiry Course Learning Outcomes:	UCC	HDFS 140	Contemporary American Families	Syllabus
<ul style="list-style-type: none"> Critical Thinking: Analyze the historical, social, cultural, and economic context of family groups through application of relevant theories and conceptual frameworks.	UO	FHS 213	Issues for Children and Families	Syllabus
<ul style="list-style-type: none"> Communication: Increase awareness and communicate with other students and faculty to understand diversity of families, socially constructed views of family and the impact of assets and risks at the family, community, and societal levels.				
<ul style="list-style-type: none"> Diversity of Human Experience: Increase knowledge of the complexity of individual and family development and the impact of culture, the economy, and public policies on historically marginalized family groups.				
<ul style="list-style-type: none"> Social and Ethical Responsibility: Increase understanding of individual and collective responsibility through examination of disparities in social success of individuals and families based upon societal oppression and privilege, and the responsibility of social structures to sustain diverse family groups.	PSU	UNST 228	Families and Society	
<ul style="list-style-type: none"> Describe family systems models, including characteristics, structural properties and rules. Identify strategies employed by families for accomplishing tasks such as identity development, maintaining boundaries and managing stress/anxiety. Delineate models of family interaction, taking into account ethnic, cultural and gender diversity issues. Discuss the impact on the family system of internal and external stressors such as domestic violence, substance abuse, child abuse and neglect, single parenting, step-parenting etc. Recognize the issues which impact non-traditional families, including single parent, step and blended families, same-sex parented families, and families without children. 	RCC	HS201	Family Dynamics	
Upon successful completion of this course, students should be able to: 1. evaluate the impact of social and economic factors on families 2. evaluate the function of a family 3. identify and evaluate the changes in families over time 4. describe and demonstrate an understanding of the diversity of families 5. describe various family transitions 6. demonstrate an understanding of the role of gender in the family system	CCC	HDF 140	Contemporary American Families	

DEVELOPMENTAL COURSE "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<p>1. Articulate the major theories, research findings and methodological approaches in developmental psychology and discuss their strengths and weaknesses.</p> <p>2. Identify and describe environmental and biological influences that are causally associated with various developmental outcomes and how those work together to influence risk and resilience across the lifespan.</p> <p>3. Communicate clearly and effectively the research findings regarding development from conception to death based on an understanding of the empirical evidence.</p> <p>4. Use critical thinking to analyze, apply and problem solve concerns and issues in lifespan development</p>	COCC	Psy 215	Developmental Psychology
<p>1. Recognize and demonstrate knowledge of each of the developmental stages for young children 0 – 8 years: prenatal, infant, toddler, preschool, and primary.</p> <p>2. Describe the various domains of development: physical, social, emotional, cognitive, and language.</p> <p>3. Recognize major child development theorists and their ideas.</p> <p>4. Identify multiple influences on development and learning, including influences on one's own development.</p> <p>5. Demonstrate elements of objective versus subjective observation.</p> <p>Articulate normal growth and development using theories and principles of child development</p>	RCC	PSY 215	Lifespan Human Development
<p>Express verbally and in writing how culture, environment and heredity influence children's development</p>	PCC	HEC 226	Child Development
<p>1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.</p> <p>2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.</p> <p>3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</p> <p>4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.</p> <p>5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.</p>	PCC	PSY 215	Human Development
<p>Upon successful completion of this course, students should be able to:</p> <p>1. explain the different theories used to explain prenatal and early childhood development;</p> <p>2. describe the milestones of prenatal development and the influencing factors on the development of the fetus;</p> <p>3. summarize the sequence of physical development for children birth through three years of age;</p> <p>4. describe the process of brain development and cognitive functioning for children birth through three years of age;</p> <p>5. discuss the milestones of language and literacy development birth through three years of age;</p> <p>6. identify major social and emotional milestones during the infant and toddler years;</p> <p>7. explain how language and culture influence development and child rearing practices;</p> <p>8. summarize how socio-cultural and economic factors influence the child and family.</p>	CCC	HDF 225	Prenatal, Infant and Toddler Development

<p>1. summarize the historical perspectives and evolution of major theories of cognitive and socioemotional development in children ages three to seven years,</p> <p>2. identify and explain the importance of the ethical and scientific standards for child development research and practices,</p> <p>3. identify and discuss current theories, research and emerging trends in the field of early child development;</p> <p>4. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages two to six years;</p> <p>6. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;</p> <p>7. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood;</p> <p>8. explain how culture and language impact a preschool child's development,</p> <p>9. describe strategies to support development.</p>	CCC	HDF 247 Preschool Child Development	
<p>Describe the developmental trajectories of children in terms of physical, cognitive, social and emotional development.</p> <p>Evaluate the developmental stages of individual children.</p> <p>Describe theories and concepts of child development including Piaget's cognitive theory and Erikson's psychosocial theory.</p>	LBCC	HDFS 225	Infant and Child Development
<p>Describe the course of school age and adolescent development in terms of physical, cognitive, social and emotional domains</p> <p>Analyze the factors influencing school age and adolescent development such as family, peers, school and community.</p> <p>Describe theories and research concerning school age and adolescent development including Vygotsky's biosocial learning theory and Bronfenbrenner ecological system theory.</p>	LBCC	HDFS 229	School-Age & Adolescent Development

INTRO TO PROFESSION "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<ul style="list-style-type: none"> • Discuss the broad dimensions of human services and its history. • Identify the essential skills that are required for effective and efficient delivery of services. • Identify personal characteristics of temperament and personality as they relate to success in the human services field and selection of an appropriate practicum site. • Articulate personal interests, values, and limits as they relate to career goals. • Identify personal skills and experience that transfer to work in human services settings. • Recognize the complexities of human and social problems 	RCC	HS100	Introduction to Human Services
<p>1. Explain the role of human service agencies within the community. 2. Utilize tools of reflection for career assessment and self-awareness. 3. Describe professional skills and attitudes necessary for effective human service workers. 4. Identify the significance of social justice and multicultural equity in the practices of the human services profession.</p> <p>This is a general issues course (as opposed to a professional development course) and covers a broad array of key, often intersecting issues, perspectives and analyses related to the field of human services. The goals for the course include helping students:</p> <ul style="list-style-type: none"> •Understand historical and current societal efforts to assist individuals, youth, and families •Understand how human services are organized in Oregon •Reflect on their values and professional self as related to human services •Understand and use the ecological model in conceptualizing societal efforts of assistance and the structure of the human services 	COCC	HS 101	Orientation to Human Services
<p>Articulate the history and development of the human services profession.</p> <p>Identify the range of diverse populations served and needs addressed by human services.</p> <p>Identify the attitudes, skills, and knowledge needed in the human service field.</p>	UO	FHS 215	Exploring Family and Human Services
<p>Identify the multiple influences on early development and learning in order to support young children and families.</p> <p>Practice observing and interacting with children in a B-5 licensed early learning setting.</p> <p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. discuss the history of human services in the United States, 2. demonstrate skills for effective human service work, 3. describe the attributes of an effective human service agency, 4. discuss their own goals in terms of a human services career. 	PCC	HUS 101	Introduction to Family and Human Services
<p>Identify the core principles and historical orientations of the Human Services field.</p> <p>Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.</p> <p>Describe the characteristics of effective helping professionals and settings.</p>	PCC	ECE 120	Introduction to Early Education and Family Studies
<p>Identify the core principles and historical orientations of the Human Services field.</p> <p>Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.</p> <p>Describe the characteristics of effective helping professionals and settings.</p>	CCC	HS 100	Introduction to Human Services
<p>Identify the core principles and historical orientations of the Human Services field.</p> <p>Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.</p> <p>Describe the characteristics of effective helping professionals and settings.</p>	LBCC	HFDS 262	Introduction to Human Services

DIVERSITY "BUCKET"			
Outcome/Objective	Institution	Course	Course Title
<p>-Build awareness of the human service worker role in promoting social justice, developing cultural awareness, and disrupting biases, prejudices, oppression, and discrimination. -Examine, understand, assess, and explain your own cultural background. -Examine, understand, assess, and explain your own cultural background. -Understand and articulate the importance of diversity and multicultural education within social service agencies. -Critically examine the social systems of oppression that operate in institutions and assess and critique human service systems with a multicultural and equity lens. -Develop concrete actions to recognize and address oppressive dynamics at both the individual and systemic level.</p>	UO	FHS 216	Diversity and Human Services
<p>1. Describe the ways in which individual identities worldviews, values, and biases are shaped by multiple cultural influences. 2. Identify and explain the intersectionalities of one's own and others' cultural identities. 3. Demonstrate awareness of one's own cultural identities and biases and the manner in which these factors influence their helping practice. 4. Demonstrate oral, written, and nonverbal communication strategies for empathically and effectively working with others by including clients' cultural identities in the process. 5. Describe the social and cultural identities which every person brings to their meaning-making (race, ethnicity, class, gender, sexual orientation, physical abilities, age, religion/spirituality) and the salience of these identities. 6. Explain racism, prejudice, oppression, and privilege and the effects of these factors on themselves and those with whom they work.</p>	COCC	HS 208	Multicultural Issues in Human Services
<p>1. Describe anti-bias education and its goals for both children and adults. 2. Identify and evaluate how individuals (including oneself) have been advantaged or disadvantaged by stereotypes and the prejudices absorbed by oneself, others, and society at large. 3. Assess a learning environment for the extent to which it is inclusive, safe, and supportive for all children and their families. 4. Design a learning activity that helps each child (and oneself) develop positive social identities, accept and value human diversity, recognize unfairness, and demonstrate empowerment against prejudice and discriminatory actions. 5. Identify strategies to help children build skills and language that promote diversity, equity, inclusion, and social justice.</p>	RCC	ECE 275	Equity, Diversity, and Inclusion in Education
<p>Identify influences on self-identity, including culture, race, language, gender, sexual orientation, gender identity, physical ability, and class. Recognize the identities of others as the product of cultural, linguistic, gender, social, and class influences and respond in an appropriate manner. Assess cultural, linguistic, and class-related experiences and needs of early education and human service programs.</p>	PCC	ECE 124	Multicultural Practices: Exploring Our Views
<p>Upon successful completion of this course, students should be able to: 1. describe the characteristics and purpose of education that is culturally relevant; 2. identify strategies for affirming cultural diversity in the classroom; 3. describe curriculum and instructional strategies which provide equal educational opportunities for diverse students; 4. identify legal and ethical issues related to multicultural education; 5. discuss the impact of an individual's culture on their performance in academic settings.</p>	CCC	ED 258	Multicultural Education

Appendix B: Curriculum Memos



UNIVERSITY OF
OREGON

Office of the Provost

Higher Education Coordinating Commission
3225 25th St. SE
Salem, OR 97302

Dear Higher Education Coordinating Commission:

The University of Oregon is prepared to accept transfer students in the Human Development Family Services (HDFS) track into our Family Human Services degree program according to the Major Transfer Map approved by the HDDFS Major Transfer Committee. This committee approved the Major Transfer Map in response to the Senate Bill 233 to ease the process of students transferring from community colleges to Oregon Universities.

The University of Oregon will immediately be able to take 3 of the 4 courses approved by the committee. However, at present we cannot accept 200-level transfer credits for the fourth class, FHS 328, and over the course of the 2024-2025 academic year, we will be making a change in the curriculum to change our course to a 200-level course. After this change, all courses on the HDFS Major Transfer Map will be accepted at the University of Oregon.

Sincerely,

A handwritten signature in black ink that reads "Ron Bramhall".

Ron Bramhall
Associate Vice Provost for Academic Affairs
Office of the Provost
University of Oregon

Appendix C: Notes & Approved Modifications

NOTES

1. CIP Code: 19.0701
2. AAT: CIP 7 = &
3. AST: CIP 7 = ^

TRANSFER COUNCIL & COMMISSION APPROVED MODIFICATIONS (OAR 715-025-0055)

- 2025-02-20: Revisions to CAP Policy Template and Course Development Template.
- 2025-03-20: Portland State University made technical corrections to post-transfer crosswalk (BA pathway).
- 2025-03-20: Revisions to Pre-Transfer Crosswalk to include NWCCU language. Approved language was added to all Student Facing Documents (a template replaced by the Transfer Council on 1/16/25).
- 2025-08-21: Tillamook Bay Community College notification of dropped programs; removed as a participant in this agreement.
- 2025-09-18: Oregon State University made technical corrections to post-transfer crosswalk, adding a BA pathway.

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

NEW DEGREE REQUEST Check one: AAS AS AAOT+MTM AAT+MTM AST+MTM ASOT

Submitted by: Z Krummel	Email: zkrummel@cgcc.edu	Phone:	Department: Social Science
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Arts Transfer: Human Development and Family Services			Proposed Credits:	90
Reason for new degree:	Adding statewide Sociology MTM to offerings – required by HECC			Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1.		Has the degree been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	
Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, has the degree been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CIP CODE	19.0701&
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:			

SECTION #2 REQUISITES AND OUTCOMES

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

PROPOSED PRE and/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	WR 115 or equivalent placement	placement into WR 115	4
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. Prepare to successfully complete an undergraduate bachelor of arts or science degree in human development related majors, such as family services or child and human services at any public university in Oregon.
2. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination.
4. Design evidence-based interventions to support individuals and families.
5. Demonstrate an understanding how family, community, biological, and societal factors influence people across the lifespan

SECTION #3 PROPOSED COURSEWORK

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

information regarding Gen Ed requirements for the AS and for AAOT majors, please contact the Curriculum Office.

List all courses in the term by term order that is to be displayed in the [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
Core Transfer Map Requirements – 32 credits			
Writing	WR 121Z Composition I	WR 115 or IRW 115 or place	4
Math	Choose one: MTH 105Z, MTH 111Z, MTH 112Z, MTH 211	Varied	4
Arts & Letters	Choose two: ART 230, ART 252, COMM 140 ¹ , COMM 218Z, ENG 104Z, ENG 105Z, ENG 106Z, PHL 202	Varied	8
Social Sciences	Required: SOC 204Z ¹ Choose one additional: PSY 216, SOC 205Z ¹ , SOC 206Z ¹	place into MTH 65 or 98; Pre/co: WR 121Z	8
Natural Sciences	Choose two: BI 101, GS 106, GS 107, GS 108, GS 109	Varied	8
¹ Fulfills Cultural Literacy outcomes for the AAOT. At least one Core Transfer Requirement course taken must also satisfy Cultural Literacy outcomes for the AAOT			
Major Requirement Categories – 16-18 credits			
Family	Required: HEC 202	Pre/co: WR 121Z	3
Human Development	Choose one: PSY 215, ECE 126, HEC 226	Varied	3-4
Intro to a Profession	Required: ECE 120	placement into WR 115	3
Justice, Diversity, Equity, and Inclusion	Choose one: ECE 124, ED 219, SOC 213, WGS 201	Varied	3-4
Additional AAOT Social Science Course	Choose one: ATH 103, PSY 201Z, PSY 202Z, WGS 202	place into MTH 65 or 98; Pre/co: WR 121Z	4
Additional BA-Only Degree Requirements - 0-24 credits			
Language Other than English	SPA 101Z, 102Z, 103Z, 201, 202, 203 1 st and 2 nd year Spanish CLEP testing available (inquire with your CGCC advisor)		0-24
Electives – 40-42 credits			
FYE 100	CGCC Requirement: College Planning and Survival Skills	placement into WR 115	4
Electives: Choose any course from the General Education elective list numbered 100 or above that brings the total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.			
Credit total			90

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	03/06/2026
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean (enter name of department dean): Dr. 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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

NEW DEGREE REQUEST Check one: AAS AS AAOT+MTM AAT+MTM **AST+MTM** ASOT

Submitted by: Z Krummel	Email: zkrummel@cgcc.edu	Phone:	Department: Social Science
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Science Transfer: Human Development and Family Services			Proposed Credits:	90
Reason for new degree:	Adding statewide Sociology MTM to offerings – required by HECC			Requested implementation term:	Summer 2026
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1.		Has the degree been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	
Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, has the degree been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CIP CODE	19.0701&
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, list all:			

SECTION #2 REQUISITES AND OUTCOMES

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

PROPOSED PRE and/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	WR 115 or equivalent placement	placement into WR 115	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. Prepared to successfully complete an undergraduate bachelor of arts or science degree in human development related majors, such as family services or child and human services at any public university in Oregon.
2. Demonstrate an understanding of the impact of culture, gender, and social context on individual and family life.
3. Provide evidence-based interventions for presented scenarios using problem solving and critical thinking, as needed.
4. Present viable techniques that prevent problems (e.g., abuse, neglect) and promote health, well-being, and resilience for a variety of demographics.

SECTION #3 PROPOSED COURSEWORK

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

List all courses in the term by term order that is to be displayed in the [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
Core Transfer Map Requirements – 32 credits			
Writing	WR 121Z Composition I	WR 115 or IRW 115 or place	4
Math	Choose one: MTH 105Z, MTH 111Z, MTH 112Z, MTH 211	Varied	4
Arts & Letters	Choose two: ART 230, ART 252, COMM 140 ¹ , COMM 218Z, ENG 104Z, ENG 105Z, ENG 106Z, PHL 202	Varied	8
Social Sciences	Required: SOC 204Z ¹ Choose one additional: PSY 216, SOC 205Z ¹ , SOC 206Z ¹	place into MTH 65 or 98; Pre/co: WR 121Z	8
Natural Sciences	Choose two: BI 101, GS 106, GS 107, GS 108, GS 109	Varied	8
¹ Fulfills Cultural Literacy outcomes for the AAOT. At least one Core Transfer Requirement course taken must also satisfy Cultural Literacy outcomes for the AAOT			
Major Requirement Categories – 16-18 credits			
Family	Required: HEC 202	Pre/co: WR 121Z	3
Human Development	Choose one: PSY 215, ECE 126, HEC 226	Varied	3-4
Intro to a Profession	Required: ECE 120	placement into WR 115	3
Justice, Diversity, Equity, and Inclusion	Choose one: ECE 124, ED 219, SOC 213, WGS 201	Varied	3-4
Additional AAOT Social Science Course	Choose one: ATH 103, PSY 201Z, PSY 202Z, WGS 202	place into MTH 65 or 98; Pre/co: WR 121Z	4
Electives – 40-42 credits			
FYE 100	CGCC Requirement: College Planning and Survival Skills	placement into WR 115	4
Electives: Choose any course from the General Education elective list numbered 100 or above that brings the total credits to 90 quarter hours. Work with an advisor to determine the best fit for your transfer university.			
Credit total			90

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	03/06/2026
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean (enter name of department dean): Dr. 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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 4.2.26
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Education & Social Sciences	Submitter name: phone: email:	Shayna Dahl 541-506-6046 sdahl@cgcc.edu
Prefix and Course Number:	CG 150	Credits:	2
Course Title: (75 characters max, including spaces)	Wellness and Resilience for Success		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 11 Lec/lab: 22 Lab: 0
Reason for the new course	This course supports student mental health, retention, and academic performance. It is grounded in best practices from psychology, student affairs, and behavioral science. It aligns with institutional goals related to student success, well-being, and equity.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title

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

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

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Explores practical resilience and wellbeing skills for (college) success, including stress management, mindfulness, healthy habits, flexible thinking, understanding and managing emotions, communication skills, and building supportive routines. Focuses on everyday tools students can use to handle challenges, strengthen relationships, and stay balanced in school, career and life. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Practice a variety of resilience, mindfulness, and emotion regulation skills.
	2. Develop positive routines that support physical and mental health.
	3. Identify personal values and commit to aligned goals and behaviors.
	4. Manage unhelpful thoughts and intense emotions using evidence-based strategies.
	5. Strengthen interpersonal communication and social connection.
Outcomes assessment strategies:	Recommended assessments by department: <ul style="list-style-type: none"> • Attendance & Engagement (25%) • Weekly Reflection Assignments (25%) – Written reflections on skill use, activities, and readings • Skill-Tracking Diary Cards (25%) – Weekly submissions documenting real-life skill practice • Final Exam or Project (25%) – Synthesis of learned skills and personal application plan
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.	
Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional):	

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

Outcome #1: Practice a variety of resilience, mindfulness, and emotion regulation skills

- Meditation, Gratitude, Habits, Goal Setting, Willpower Skills and Strategies
- DBT: Dialectics, Distress Tolerance, DEARMAN, GIVE, FAST
- CBT: Automatic/Unhelpful vs Helpful Thoughts, Thought Records, Cognitive Restructuring
- Interpersonal Effectiveness/Communication Skills and Social Connectedness
- TLCs: Therapeutic Lifestyle Changes and Self Care

Outcome #2: Understand impact of stress/distress and develop positive routines that support physical and mental health

- Understanding Stress
- Stress and burnout for college students
- Impact of high allostatic load
- How you think about stress matters
- Dual factor model of mental health
- Subjective vs objective well being
- APT framework
- Neuroplasticity
- Dialectics: Acceptance vs Change
- Definition of mindfulness
- Mindfulness and mental clarity
- Three states of mind
- Mindfulness “what” skills
- Mindfulness “how” skills
- What are TLCs: Sleep, Movement/Exercise, Nutrition, Meaningful Rest/Recovery
- The Mind-Body Connection
- REFRESHERS
- Difference between distress tolerance and REFRESHERS

Outcome #3: Identify personal values and commit to aligned goals and behaviors

- Defining values
- Values directed behavior
- Imposter syndrome
- Dialectics
- Goals
- Difference between goals and values
- WOOP

Outcome #4: Manage unhelpful thoughts and intense emotions using evidence-based strategies

- Cognitive Diffusion: You are not your thoughts
- Meaning making
- Cognitive Behavioral theory
- Automatic Thoughts and Core Beliefs
- Unhelpful vs helpful automatic thoughts
- Using a thought record
- Emotion thermometer
- Types of Distress Tolerance Skills
- Crisis survival skills and when to use them
- Defining and Developing Willpower
- Goals of emotions
- Emotional regulation
- Model of emotions

	<ul style="list-style-type: none"> • Skill key for model of emotions • Cultivating positive emotions • Radical Acceptance: Why bother accepting reality? • Turning the Mind: Why bother turning the mind? • Mindfulness of current thoughts • Negative Confirmation Bias • Attention Training • Choosing to see the positive • Gratitude as a special type of positive attention • Practicing gratitude • Checking the facts • Opposite actions • When to use opposite action • Steps for problem solving • Wave skill <p>Outcome #5: Strengthen interpersonal communication and social connection</p> <ul style="list-style-type: none"> • Deciding how strongly to use an IE (interpersonal effectiveness) skill • 10 factors to consider in making a request • Evaluating options for intensity • Connecting with others in meaningful ways • Functional View of Social Support • EMR model of relationships • Dialectics and Developing authentic relationships <p>Outcome #6: Create a personalized resilience plan for the future</p> <ul style="list-style-type: none"> • Emotion Response Roadmap
<p>Suggested Texts & Materials (specify if any texts or materials are required):36</p>	<p>https://www.apa.org/helpcenter/road-resilience</p> <p>https://www.mindful.org/ion-kabat-zinn-defining-mindfulness/</p> <p>https://www.psychologytoday.com/blog/turning-straw-gold/201106/6-benefits-practicing-mindfulness-outside-meditation</p> <p>https://www.youtube.com/watch?v=1qJvS8v0TTI</p> <p>https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend</p> <p>https://vimeo.com/60073474</p> <p>https://vimeo.com/98495761</p> <p>https://vimeo.com/98495761</p> <p>https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes_up_next</p> <p>https://www.lifehack.org/569422/what-are-values-and-why-need-them-for-fulfilling-life</p> <p>https://player.fm/series/hidden-brain-1324366/episode-30-woop-there-it-is</p> <p>https://www.youtube.com/watch?v=eJyHBifSZb8</p> <p>https://www.apa.org/helpcenter/willpower</p> <p>https://www.youtube.com/watch?v=AaXLpZYbs3M</p> <p>https://www.psychologytoday.com/us/blog/pieces-mind/201207/radical-acceptance</p> <p>https://everydayfeminism.com/2018/11/if-your-goal-in-therapy-is-to-be-happy-you-might-want-to-rethink-that-heres-why/</p> <p>https://www.youtube.com/watch?v=OTG7YEWkJFI</p> <p>https://greatergood.berkeley.edu/article/item/why_gratitude_is_good</p> <p>https://www.forbes.com/sites/amymorin/2014/11/23/7-scientificallly-proven-</p>

	benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/ - 5912c22183c0 https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier https://greatergood.berkeley.edu/video/item/how_to_take_in_the_good https://greatergood.berkeley.edu/video/item/what_good_is_gratitude https://greatergood.berkeley.edu/video/item/the_power_of_gratitude https://www.psychologytoday.com/blog/intentional-insights/201604/how-manage-your-thoughts-feelings-and-behaviors. https://www.psychologytoday.com/blog/in-practice/201301/cognitive-restructuring https://www.youtube.com/watch?v=HoFNs-3r0Go https://www.youtube.com/watch?v=WhMmZJ3H1E8 https://www.youtube.com/watch?v=m2zRA5zCA6M http://www.huffingtonpost.com/andrea-wachter/managing-emotions_b_2717206.html. https://www.youtube.com/watch?v=7XFLTDQ4JmK https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0183958 https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0183958 https://www.ted.com/talks/brene_brown_on_vulnerability?language=en https://www.apa.org/news/press/releases/2011/02/beyond-tlc http://healthysleep.med.harvard.edu/need-sleep/whats-in-it-for-you/health. https://www.youtube.com/watch?v=5MulMqhT8DM
Department Notes: (optional)	

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

Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 3.20.26 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i></p>		
Submitter	Email	Date
Shayna Dahl	sdahl@cgcc.edu	3/21/2026
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 curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Transfer/Articulation of Individual CGCC Courses

Directions:

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

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

Course #: **CG 150** Title: **Wellness and Resilience for Success**

Credits: **2** Total Contact Hours: Lec: **11** Lab: **0** Lec-Lab: **22**

Course Description: **Explores practical resilience and wellbeing skills for (college) success, including stress management, mindfulness, healthy habits, flexible thinking, understanding and managing emotions, communication skills, and building supportive routines. Focuses on everyday tools students can use to handle challenges, strengthen relationships, and stay balanced in school, career and life. Audit available.**

Course Prerequisites: **none**

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

- Gen Ed/Distribution req. in: **(Arts & Letters, Social Science, Science/Computer Science, Math)** _____
- Requirement in major: **(list major)** _____
- Elective for major: **(list major)** _____
- Course Equivalency: **(list comparable courses; identify univ.)** _____
- Other: _____
- Elective only **EOU, OSU**

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

EOU – Brook Hewitt, Transfer Articulation Specialist (3.17.26)
OSU – Rick DeBellis, Associate Director, Transfer Admissions & Degree Partnerships (3.17.26)
(associated emails attached)

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

Signature: **Shayna Dahl**

Date: **3.26.26**

Printed Name: **Shayna Dahl**

Title: **Associate Director of Student Support Services**

Department: **Student Services / Social Sciences**

E-mail: **sdahl@cgcc.edu**



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Fwd: CGCC New Course Transferability

1 message

Shayna Dahl <sdahl@cgcc.edu>
To: "Lewis, Susan" <slewis@cgcc.edu>

Wed, Mar 18, 2026 at 8:20 AM

CG150 Transferability response from EOU
Warmly,
Shayna Dahl (she/her)
Associate Director of Student Support Services
Columbia Gorge Community College
541-506-6046
[Schedule a meeting](#)
Main office location: Building 3, in Student Services

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

From: **Shayna Dahl** <sdahl@cgcc.edu>
Date: Tue, Mar 17, 2026 at 11:23 AM
Subject: Re: [External] Fwd: CGCC New Course Transferability
To: Degree Works <degreeworks@eou.edu>

Thank you, Brooke. I appreciate your speedy response! :)
Warmly,
Shayna Dahl (she/her)
Associate Director of Student Support Services
Columbia Gorge Community College
541-506-6046
[Schedule a meeting](#)
Main office location: Building 3, in Student Services

On Tue, Mar 17, 2026 at 9:25 AM Degree Works <degreeworks@eou.edu> wrote:
Course will come in as CORE LDT and will count towards 90 outside of program for all students.

Thanks!

Brooke Hewitt, MBA
Transfer Articulation Specialist
541-962-3936 | bhewitt@eou.edu
1 University Blvd - Inlow Hall - 105H
La Grande, Oregon 97850

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

From: **EOU Registrar** <registrar@eou.edu>
Date: Tue, Mar 17, 2026 at 5:57 AM
Subject: Fwd: CGCC New Course Transferability
To: Degree Works <degreeworks@eou.edu>

Registrar's Office
Eastern Oregon University
Ph: 541-962-3607
F: 541-962-3799
registrar@eou.edu
www.eou.edu/registrar



EASTERN OREGON
UNIVERSITY

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

From: **Shayna Dahl** <sdahl@cgcc.edu>
Date: Mon, Mar 16, 2026 at 5:48 PM
Subject: CGCC New Course Transferability
To: <registrar@eou.edu>

Hello,

I am contacting you in regards to establishing transfer status for our new course:

- CG150: Wellness and Resilience for Success

Can you verify for me whether this course will transfer to Eastern Oregon University as a:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a Course Content and Outcome Guide.

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

Warmly,
Shayna Dahl (she/her)
Associate Director of Student Support Services
Columbia Gorge Community College
541-506-6046
[Schedule a meeting](#)
Main office location: Building 3, in Student Services

This communication may contain confidential or privileged information, including information covered by the Family Educational Rights and Privacy Act of 1974 (FERPA). Unauthorized use or reproduction of this communication is prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately.



Susan Lewis <slewis@cgcc.edu>

Fwd: [External] RE: CGCC New Course Transferability

1 message

Shayna Dahl <sdahl@cgcc.edu>
To: "Lewis, Susan" <slewis@cgcc.edu>

Thu, Mar 19, 2026 at 5:35 PM

CG150 Transferability information from OSU
Warmly,
Shayna Dahl (she/her)
Associate Director of Student Support Services
Columbia Gorge Community College
541-506-6046
[Schedule a meeting](#)
Main office location: Building 3, in Student Services

----- Forwarded message -----
From: **Course Articulation** <course.articulation@oregonstate.edu>
Date: Thu, Mar 19, 2026 at 8:37 AM
Subject: [External] RE: CGCC New Course Transferability
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Cc: Shayna Dahl <sdahl@cgcc.edu>

Good morning,

Thank you for the email. Based on the materials you have provided, the course would articulate as follows:

CG150: Wellness and Resilience for Success (2 credits)

- ALS LDT: Wellness and Resilience for Success (Academic Learning Services lower-division transfer)
 - Elective only

Please note that this is a preliminary/unofficial articulation and will not be added officially to our articulation tables until it is published in your academic catalog.

All the best,

Course Articulation Team

course.articulation@oregonstate.edu

Oregon State University Office of the Registrar

[OTR Satisfaction Survey \(beav.es/JeD\)](#) CATC2



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From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Tuesday, March 17, 2026 8:12 AM
To: Course Articulation <course.articulation@oregonstate.edu>
Cc: Shayna Dahl <sdahl@cgcc.edu>
Subject: FW: CGCC New Course Transferability

Greetings Articulation Team – Can you review the attached course for faculty at Columbia Gorge CC?

Thanks

Rick

[Rick F. DeBellis](#), Associate Director

Transfer Admissions & Degree Partnership Programs

Oregon State University

Office of Admissions

104 Kerr Administration

[Degree Partnership Website](#)

[Transfer Website](#)

[541.737.2790](tel:541.737.2790)

Schedule an admission advising appointment with Rick,

please go to <http://beav.es/36M>

From: Shayna Dahl <sdahl@cgcc.edu>
Sent: Monday, March 16, 2026 5:49 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: CGCC New Course Transferability

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

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Hello,

I am contacting you in regards to establishing transfer status for our new course:

- CG150: Wellness and Resilience for Success

Can you verify for me whether this course will transfer to Oregon State University as a:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a Course Content and Outcome Guide.

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

Warmly,

Shayna Dahl (she/her)

Associate Director of Student Support Services
Columbia Gorge Community College
541-506-6046
[Schedule a meeting](#)

Main office location: Building 3, in Student Services

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Columbia Gorge Community College

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Business	Submitter name: phone: email:	Andrea LoMonaco 509-768-6557 alomonaco@cgcc.edu
Prefix and Course Number:	BA 227	Credits:	3
Course Title: (75 characters max, including spaces)	Social Media Marketing		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 10 Lec/lab: 40 Lab: 0
Reason for the new course	This is a replacement for WT 102. The purpose is to place it in the business department with a BA prefix and at the 200 course level.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	

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

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	Recommended: WR 115
	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Examines social media platforms, tools and strategies. Includes foundational marketing concepts, social media policy, legal considerations, target audiences and the analysis of key performance metrics. Recommended: WR 115. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Use social media as a marketing tool.
	2. Develop a social media marketing plan designed to promote a product or company.
	3. Address copyright laws, privacy and community etiquette when designing social media content and campaigns.
	4. Analyze the effectiveness of past and current social media campaigns and practices in achieving an organization’s goals.
	5. Develop a plan for measuring return on investment (ROI) using industry standard tools and metrics.
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays, quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	<ul style="list-style-type: none"> • Social Media Marketing plan. • Plan for measuring return on investment (ROI).

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

Outcome #1: Use social media as a marketing tool.

- Building relationships through the use of social media
- Building an online community
- Brand/product awareness
- Customer engagement
- Algorithms
- Blogs, vlogs, podcasts
- Niche Tools
- Social media platforms
- Staying up-to-date with trends

Outcome #2: Develop a social media marketing plan designed to promote a product or company.

- Budget
- Situation analysis
- SWOT analysis
- Target audience
- Strategy and tactics
- Evaluating effectiveness

Outcome #3: Address copyright laws, privacy and community etiquette when designing social media content and campaigns.

- Legal considerations
- Creative Commons
- Fair Use
- Risk management
- Cultural sensitivity
- Social media privacy trends and laws

Outcome #4: Analyze the effectiveness of past and current social media campaigns and practices in achieving an organization's goals.

- Reach
- Engagement
- Followers
- Interpreting data
- Aligning metrics with business goals
- Goals versus reception

Outcome #5: Develop a plan for measuring return on investment (ROI) using industry standard tools and metrics.

- Analytics
- Key metrics such as conversion rates, social share of voice, cost per acquisition
- Platform-specific insights
- Tools for measurement such as Sprout Social, Google Analytics

Suggested Texts & Materials (specify if any texts or materials are required):	Intro to Social Media by Cheryl Lawson (OER) Social Media Marketing: A Strategic Approach by Debra Zahay, et al (Cengage)
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.</p>	
Which Oregon universities will the course transfer to? List all	Portland State University, Eastern Oregon University
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input checked="" type="checkbox"/> Other (provide details) EOU: "Will count as outside of major required for all majors other than MRKT, could possibly count as a sub for Major in electives." PSU: "Will transfer in as a Business elective." OSU and U of O: Will transfer in as elective only
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	PCC--BA 235 COCC-BA 233 Rogue CC--BA 243 Clackamas CC--BA 270
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

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

SECTION #6 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i></p>		
Submitter	Email	Date
Andrea LoMonaco	alomonaco@cgcc.deu	3/18/26
Department Chair (enter name of department chair): Todd Meislahn		
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 curriculum@cgcc.edu or slewis@cgcc.edu.

Transfer/Articulation of Individual CGCC Courses

Directions:

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

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

Course #: BA 227 Title: Social Media Marketing

Credits: 3 Total Contact Hours: Lec: 10 Lab: 0 Lec-Lab: 40

Course Description: Examines social media platforms, tools and strategies. Includes foundational marketing concepts, social media policy, legal considerations, target audiences and the analysis of key performance metrics.

Course Prerequisites: Recommended WR115

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

- Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math) _____
- Requirement in major: (list major) _____
- Elective for major: (list major) Business (PSU) ; sub for major in Marketing (EOU) _____
- Course Equivalency: (list comparable courses; identify univ.) _____
- Other: elective outside of major (EOU) _____
- Elective only OSU and UO: will transfer as an elective

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

Initial email sent on March 13th to all individuals.

EOU: Brooke Hewitt, Transfer Articulation Specialist, bhewitt@eou.edu, replied on March 16, 2026

PSU: Suzanne Koedoot, Assistant Registrar for Transfer Articulation & Degree Mapping
skoedoot@pdx.edu, replied on March 17, 2026

OSU: Ricardo DeBellis, Associate Director Transfer Admissions & Degree Partnership Programs,
rick.debellis@oregonstate.edu, replied on March 19, 2026

University of Oregon: Shelly Ehlers, Transfer Program Coordinator, sehlers@uoregon.edu,
replied on March 20, 2026

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

Signature: *Andrea LoMonaco*

Date: 3/19/26

Printed Name: Andrea LoMonaco

Title: Faculty

Department: Business

E-mail: alomonaco@cgcc.edu



Andrea LoMonaco <alomonaco@cgcc.edu>

[External] Re: Transferability of a New Course: Social Media Marketing

1 message

Brooke Hewitt <bhewitt@eou.edu>
To: Andrea LoMonaco <alomonaco@cgcc.edu>

Mon, Mar 16, 2026 at 6:54 AM

Course will count as outside of major required for all majors other than MRKT, could possibly count as a sub for Major in electives.

Thanks!

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

On Fri, Mar 13, 2026 at 9:47 AM Andrea LoMonaco <alomonaco@cgcc.edu> wrote:
Hello,

I am contacting you in regards to establishing transfer status for our new course:

- BA 2XX (the course number is still being determined) Social Media Marketing

Can you verify for me whether this course will transfer to Eastern Oregon University as a:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a copy of the course content and outcomes.

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

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Andrea LoMonaco <alomonaco@cgcc.edu>

[External] FW: Transferability of a New Course: Social Media Marketing

1 message

DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
To: Andrea LoMonaco <alomonaco@cgcc.edu>

Thu, Mar 19, 2026 at 10:48 AM

Hi Andrea,

I have asked both our Course Articulation Team and our Transfer Advisor for the College of Business to review the course. In summary the course would transfer into OSU as an elective as we do not have a comparable course. The closest comparable course would be in our New Media Communications program. I have placed the catalog description below.

NMC 240, SURVEY OF SOCIAL MEDIA, 3 Credits

Explores history, business, and current social research in social media, especially the cultural logic of Facebook, Twitter, Instagram, Snapchat, TikTok, Pinterest and beyond. Establishes critical context for advanced study of platforms and professionalization.

Available via Ecampus

Please let me know if you have any questions.

Rick

[Rick F. DeBellis](#), Associate Director

Transfer Admissions & Degree Partnership Programs

Oregon State University

Office of Admissions

104 Kerr Administration

[Degree Partnership Website](#)

[Transfer Website](#)

[541.737.2790](tel:541.737.2790)

Schedule an admission advising appointment with Rick,

please go to <http://beav.es/36M>

Hi Rick,

Thanks for sending this over!

I don't think we can use this class towards a COB degree, simply because we don't have a Social Media Marketing class that it would apply to. I don't think there are any COB requirements that would align with that specific course, but it can come through and count towards their electives.

Let me know if you have any additional questions!

Best,

Alexa

Alexa Johnson (she/her)

Transfer Transitions Coordinator

Oregon State University | College of Business

From: Croco, Matthew <matthew.croco@oregonstate.edu>

Sent: Monday, March 16, 2026 10:00 AM

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

Subject: RE: Transferability of a New Course: Social Media Marketing

Hi Rick,

There's no OSU course it could directly articulate into, so it would articulate as BA LDT. It would only get Core Ed/Bacc Core if it is in CGCC's Gen Ed list, which isn't indicated in the syllabus. As for whether it would satisfy a major requirement, that's a decision that the student's advisor/College of Business would make.

We would happily accept it as lower-division transfer credit, though.

Matthew Croco (he/they) Articulation Compliance Coordinator

Office of the Registrar | Oregon State University

104 Kerr Administration Building | Corvallis, OR 97331

[OTR Satisfaction Survey \(beav.es/JeD\)](https://beav.es/JeD)

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From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Friday, March 13, 2026 10:12 AM
To: Course Articulation <course.articulation@oregonstate.edu>
Cc: Andrea LoMonaco <alomonaco@cgcc.edu>
Subject: FW: Transferability of a New Course: Social Media Marketing

Can you review this course for Columbia Gorge CC?

Thanks

Rick

[Rick F. DeBellis](#), Associate Director

Transfer Admissions & Degree Partnership Programs

Oregon State University

Office of Admissions

104 Kerr Administration

[Degree Partnership Website](#)

[Transfer Website](#)

[541.737.2790](tel:541.737.2790)

Schedule an admission advising appointment with Rick,

please go to <http://beav.es/36M>

From: Andrea LoMonaco <alomonaco@cgcc.edu>
Sent: Friday, March 13, 2026 10:04 AM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: Transferability of a New Course: Social Media Marketing

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

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

Hello,

I am contacting you in regards to establishing transfer status for our new course:

- BA 2XX (the course number is still being determined) Social Media Marketing

Can you verify for me whether this course will transfer to Oregon State University as a:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a copy of the course content and outcomes.

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

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Andrea LoMonaco <alomonaco@cgcc.edu>

[External] Re: Transferability of a New Course: Social Media Marketing

1 message

RO Articulation <articulation@pdx.edu>

Tue, Mar 17, 2026 at 8:00 AM

To: Suzanne Koedoot <skoedoot@pdx.edu>, alomonaco@cgcc.edu

Hello Andrea,

Good morning! Thank you for reaching out about BA 2XX, Social Media Marketing. I have heard back from our School of Business and they have let us know that the course will transfer in as a Business elective.

Please let me know if you have any additional questions and have a great day!

Kind regards,

Jill

On Fri, Mar 13, 2026 at 10:09 AM Suzanne Koedoot <skoedoot@pdx.edu> wrote:

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

From: **Andrea LoMonaco** <alomonaco@cgcc.edu>

Date: Fri, Mar 13, 2026 at 10:06 AM

Subject: Transferability of a New Course: Social Media Marketing

To: <skoedoot@pdx.edu>

Hello,

I am contacting you in regards to establishing transfer status for our new course:

- BA 2XX (the course number is still being determined) Social Media Marketing

Can you verify for me whether this course will transfer to Portland State University as a:

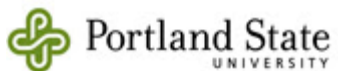
- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a copy of the course content and outcomes.

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

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--



Suzanne Koedoot
(*she, her, hers*)
Assistant Registrar for Transfer Articulation & Degree Mapping
Office of the Registrar
Portland State University
503-725-5142 | skoedoot@pdx.edu

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Andrea LoMonaco <alomonaco@cgcc.edu>

[External] Re: Transferability of New Course

1 message

UO Registrar's Office <transfercredits@uoregon.edu>

Fri, Mar 20, 2026 at 9:00 AM

To: alomonaco@cgcc.edu

Good morning Andrea,

Thanks so much for the additional information. Here is how this course will transfer to the UO:

Columbia Gorge Community College 041519

BA 227 = BA 2AAT 200-level course, general elective credit only.

Please let me know if you have any questions.

Sincerely,

Shelly

Shelly Ehlers**Transfer Program Coordinator***If you have additional questions, please use the EMAIL US button on registrar.uoregon.edu.*

From: "Andrea LoMonaco" <alomonaco@cgcc.edu>**Sent:** Thursday, March 19, 2026 4:37:48 PM**To:** "UO Transfer Credits" <transfercredits@uoregon.edu>

This message originated outside the UO email ecosystem.Use caution with links and attachments. Learn more about this [email warning tag](#).[Report Suspicious](#)

Hello,

This will be a three credit course going into our catalog starting with the 26/27 academic year. Fall 26 will be the first term in our catalog, although it generally isn't offered until spring.

Thank you,

On Thursday, March 19, 2026, UO Transfer Credits <transfercredits@uoregon.edu> wrote:

Good afternoon Andrea,

Thanks so much for your email. How many credits will this course be offered for? If it is offered would it begin in Fall 2026? If you can let me know those two things I can let you know how it will transfer over.

Thanks for your help,

Shelly

Shelly Ehlers

Transfer Program Coordinator

Office of the Registrar



From: Andrea LoMonaco <alomonaco@cgcc.edu>

Sent: Tuesday, March 17, 2026 10:24 AM

To: Shelly Ehlers <sehlers@uoregon.edu>

Subject: Transferability of New Course

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[Report Suspicious](#)

Hello,

I am contacting you in regards to establishing transfer status for our new course:

- BA 227 Social Media Marketing

Can you verify for me whether this course will transfer to University of Oregon as a:

- Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science
- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a copy of the course content and outcomes.

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

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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

<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Prerequisites not required - current prerequisite course was inactivated		
Current prefix and number	BA 131	Proposed prefix and number	No change
Current Course Title	Introduction to Business Technology	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
<p>Explores computer concepts and information technology used in business organizations including MS Office software applications Word, Excel®, and PowerPoint®. Includes introduction to hardware, software, databases, file management, internet, and email as tools for communication and collaboration. Presents specialized vocabulary and promotes awareness of ethics and critical thinking. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98; CAS 121 or keyboarding by touch. Audit available.</p>	<p>Explores computer concepts and information technology used in business organizations including MS Office software applications Word, Excel®, and PowerPoint®. Includes introduction to hardware, software, databases, file management, internet, and email as tools for communication and collaboration. Presents specialized vocabulary and promotes awareness of ethics and critical thinking. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.</p>

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z			
<input checked="" type="checkbox"/> Placement into: MTH 65 or MTH 98			
prefix & number: IRW 115 or WR 115 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CAS 121 or keyboarding by touch	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z			
<input checked="" type="checkbox"/> Placement into: MTH 65 or MTH 98			
prefix & number: IRW 115 or WR 115 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate the use of MS Office software to create documents, spreadsheets, and presentations for the business environment. 2. Explain how organizations utilize computer and communications technology to research, collect, process, store, and present data and information. 3. Identify how businesses use the internet, social media, and other technology to connect with customers and employees, market and deliver products and services, and create competitive advantage. 4. Apply technology to support business planning, operations, marketing, strategy, and decision making. 5. Apply critical thinking skills to ethics, environmental responsibility, technology purchases, and privacy issues associated with information technology use in business and society. 		No change	

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Demonstrate the use of MS Office software to create documents, spreadsheets, and presentations for the business environment.</p> <ul style="list-style-type: none"> • Word application use and features to format and prepare business letters, flyers, and other business documents • Excel® application use and features (including functions and charts) to prepare business spreadsheets • PowerPoint® application use and feature (including graphics, backgrounds, and themes) to prepare business presentations <p>Outcome #2: Explain how organizations utilize computer and communications technology to research, collect, process, store, and present data and information.</p> <ul style="list-style-type: none"> • Hardware components and structure • The differences between operating system and applications software • File management • Database management • Windows and Mac navigation • Evaluating the reliability of websites • Efficient use of internet browsers <p>Outcome #3: Identify how businesses use the internet, social media, and other technology to connect with customers and employees, market and deliver products and services, and create competitive advantage.</p> <ul style="list-style-type: none"> • Sources and availability of competitive data • Social media as a marketing innovation • Email use and netiquette <p>Outcome #4: Apply technology to support business planning, operations, marketing, strategy, and decision making.</p> <ul style="list-style-type: none"> • The similarities and differences between a database and a spreadsheet and when to use each • Data presentation format for various users <p>Outcome #5: Apply critical thinking skills to ethics, environmental responsibility, technology purchases, and privacy issues associated with information technology use in business and society.</p> <ul style="list-style-type: none"> • Ethical use of technology in business (data use, intellectual property, AI use) • Privacy and data security considerations (personal data, organizational responsibility, basic safeguards) • Environmental impacts of technology (e-waste, energy use, sustainability practices) • Evaluating technology purchases (cost, functionality, scalability, risk) • Trade-offs between convenience, cost, and ethical responsibility • Business and societal implications of emerging technologies
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p><i>The Shelly Cashman Series® Collection: Microsoft® 365® & Office®, 1st Ed ©2025; Freund/Hoisington/Wilson/Porter/Sebok/Vermaat; Cengage Learning</i></p>

Department Required Course Activities (optional)	No change
Department Notes (optional)	(update as needed)
Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Yes
 No

Please provide details, who was contacted and the resolution.

Implementation term

Start of next academic year (summer term)
 Specify term (if BEFORE start of next academic year)

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026

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

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

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 4.2.26
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Update content to include reference to current technology		
Current prefix and number	BA 205	Proposed prefix and number	No change
Current Course Title	Business Communication	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Examines the legal and ethical collection, organization, and presentation of business information. Develops research skills using library and Internet resources. Creates effective communications utilizing word processing, spreadsheet, and graphics applications. Introduces techniques for efficient report writing, persuasive presentation, and writing instructions and productive e-mails within a business context. Recommended: WR 121 or WR 121Z, BA 131, BA 101. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.	Examines the legal and ethical collection, organization, and presentation of business information. Develops research skills using library and Internet resources. Creates effective communications utilizing word processing, spreadsheet, and graphics applications. Introduces techniques for efficient report writing, persuasive presentation, and writing instructions and productive e-mails within a business context. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z. Audit available.

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

WR 121.” If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121Z

Placement into: MTH 65 or MTH 98

prefix & number: Recommended: WR 121 or WR 121Z, BA 131, BA 101

Prerequisite

Corequisite

pre/con

prefix & number: IRW 115 or WR 115 or equivalent placement

Prerequisite

Corequisite

pre/con

Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121Z

Placement into:

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

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

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

Current learning outcomes
(required whether being revised or not)

New learning outcomes

Upon successful completion of this course, students will be able to:

1. Communicate personal and organizational information using standard business document formats and business presentation techniques and tools.
2. Research, write, and edit business documents using on-line and library resources and business software applications common to the contemporary business environment.
3. Identify and select appropriate technology, including social media and mobile computing, for business communication needs based on the message and audience.
4. Work collaboratively with teams to communicate business information in a project environment.
5. Create a resume and cover letter.

No change

Note: Specific tools, platforms, and applications referenced parenthetically in italics are current examples as of the latest revision of course content for BA205 and should be reviewed and updated periodically.

Outcome 1: Communicate personal and organizational information using standard business document formats and business presentation techniques and tools.

Business Writing Principles

- Tone, clarity, conciseness, and the 7 Cs of effective business writing
- Audience analysis: adapting messages for internal vs. external readers
- Active vs. passive voice and appropriate use of each
- Proofreading, editing, and revision strategies
- Using AI writing assistants to draft and refine business documents: appropriate use, limitations, and maintaining your own voice

Standard Business Document Formats

- Business letters: block, modified block, and simplified styles
- Memos and professional email: format, purpose, and etiquette
- Formal reports: title page, executive summary, TOC, body, appendices
- Informal reports: progress, trip, and incident reports
- Proposals (internal/external), meeting agendas, and minutes

Presentation Techniques and Tools

- Slide design principles: layout, typography, color, and visual hierarchy
- Building a presentation narrative: opening, body, and close
- Charts, graphs, and infographics in presentations
- Delivery: pacing, eye contact, and handling questions
- Virtual presenting: background, lighting, camera, and engagement

Organizational Communication Contexts

- Upward, downward, and lateral communication within organizations
- Communicating good news, bad news, and neutral information
- Documentation and record-keeping standards

Outcome 2: Research, write, and edit business documents using online and library resources and business software applications common to the contemporary business environment.

Research Skills and Information Literacy

- Evaluating sources: authority, accuracy, currency, and purpose
- Library databases for business research (*e.g., EBSCO, ProQuest, IBISWorld*)
- Government and organizational data sources (*e.g., BLS, Census, SEC filings*)
- Boolean search strategies and advanced search techniques
- Citing sources and avoiding plagiarism: APA and Chicago styles
- Legal and ethical use of information: copyright and fair use basics
- Using AI tools for research: evaluating AI-generated information for accuracy and attribution
- Academic and workplace integrity policies regarding AI-assisted

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

writing and research

The Business Writing Process

- Prewriting: purpose, audience, and content planning
- Organizing information: direct vs. indirect approach
- Drafting, revising, editing, and proofreading
- Peer review and incorporating feedback

Word Processing Applications

- Document formatting: styles, headers/footers, TOC generation
- Tables, mail merge, and document templates
- Track changes and comments for collaborative editing

Spreadsheet and Graphics Applications

- Formatting spreadsheets and using formulas for business reporting
- Building charts and graphs; embedding data into Word® documents
- Creating diagrams, org charts, and process flow visuals
- Selecting the right chart type for different data relationships

Outcome 3: Identify and select appropriate technology, including social media and mobile computing, for business communication needs based on the message and audience.

Technology Selection Framework

- Matching channel to message type, urgency, and formality
- Synchronous vs. asynchronous tools and when to use each
- Factors in channel selection: audience, sensitivity, permanence, reach
- Accessibility considerations in technology selection

Business Communication Platforms

- Professional email: best practices, inbox management, organizational policies
- Team messaging platforms (*e.g., Microsoft Teams, Slack*)
- Video conferencing etiquette and professional use (*e.g., Zoom, Teams, Google Meet*)
- Document sharing and collaboration (*e.g., SharePoint, Google Workspace, OneDrive*)
- Project management communication tools (*e.g., Asana, Monday, Trello*)

Social Media in Business

- Platform overview and primary business uses (*e.g., LinkedIn, Facebook, Instagram, X, YouTube*)
- LinkedIn for networking, employer branding, and B2B communication
- Social media as a customer service and public relations channel
- Legal and reputational risks: missteps, virality, and crisis communication
- Social media policies, employee guidelines, and measuring effectiveness

Mobile and Emerging Technologies

- Professional mobile etiquette: email, messaging, and device boundaries
- Mobile-first design: how audiences read and respond on phones
- Security and privacy considerations for mobile business communication

- AI-powered communication tools (e.g., grammar assistants, email drafting aids, meeting summarizers, and presentation builders)
- Automation: chatbots, auto-responders, and communication templates

Outcome 4: Work collaboratively with teams to communicate business information in a project environment.

Foundations of Business Teamwork

- Stages of team development: forming, storming, norming, performing
- Team roles: leader, facilitator, recorder, contributor
- Establishing norms, ground rules, and shared expectations
- Diversity in teams: cultural and generational communication differences

Collaborative Communication Skills

- Active listening, giving and receiving feedback professionally
- Consensus-building and group decision-making techniques
- Managing disagreement and conflict productively
- Assertive vs. aggressive vs. passive communication styles

Project Communication Management

- Defining scope, roles, deadlines, and deliverables
- Creating a project communication plan: who, what, when, how
- Status updates, progress reports, and meeting management
- Version control and document sharing on collaborative projects
- AI tools for team productivity (e.g., meeting transcription, auto-generated summaries, and task tracking)

Team Deliverables and Virtual Collaboration

- Dividing writing tasks and maintaining consistent voice across contributors
- Peer editing, collaborative revision, and team presentations
- Challenges of remote/hybrid teams: async work, time zones, cohesion
- Best practices for virtual meetings: agenda, engagement, follow-up

Outcome 5: Create a resume and cover letter.

Understanding the Job Search Communication Process

- The resume and cover letter as targeted marketing documents
- How Applicant Tracking Systems (ATS) work and how to write for them
- Researching employers and tailoring materials to specific roles
- LinkedIn profile as a complement to the resume

Resume Content and Structure

- Resume formats: chronological, functional, and combination
- Professional summary, work experience, education, and skills sections
- Writing results-oriented bullets using action verbs and quantified outcomes
- Optional sections: volunteer work, certifications, languages, projects
- What to omit: age, photo, marital status, references

Resume Design and Formatting

- Length guidelines: one page vs. two and when each is appropriate

	<ul style="list-style-type: none"> • Typography, white space, and consistent visual formatting • File format: Word® vs. PDF and when each is appropriate <p>Writing the Cover Letter</p> <ul style="list-style-type: none"> • Structure: opening, body paragraphs, and closing call to action • Opening: lead with purpose; avoid clichés • Body: connect your experience to the employer’s specific needs • Demonstrating knowledge of the company and role • Tone: confident, professional, and authentic; one page, business letter format • Tailoring every letter to the specific position — never generic • Using AI resume and cover letter tools: benefits, risks of generic output, and employer detection <p>Review and Refinement</p> <ul style="list-style-type: none"> • Self-review checklist for resume and cover letter • Peer review: giving and receiving feedback on application materials • Adapting materials across industries and roles
Suggested Texts & Materials updates (specify if any texts or materials are required):	Business Communication: Process and Product Guffey/ Loewy, 11th Edition, 2025, Cengage Learning
Department Required Course Activities (optional)	No change
Department Notes (optional)	(update as needed)
Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Yes
 No

Please provide details, who was contacted and the resolution.

Implementation term

Start of next academic year (summer term)
 Specify term (if BEFORE start of next academic year)

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

SECTION #3 DEPARTMENT REVIEW

“I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots.

I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director.”

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 4.2.26
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply					
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction			
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content			
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Text / Materials			

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Current title too long and not descriptive. Description and content incomplete.		
Current prefix and number	BA 280A	Proposed prefix and number	No change
Current Course Title	Cooperative Education: Business Experience	Proposed Course Title (75 characters max)	Workplace Experience
Current Repeatability	12 credits maximum	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Provides relevant field experience in business environments and disciplines such as: accounting, finance, human resources, information technology, international business, and marketing, procurement, management, and/or customer services. Allows exploration of career options. Course may be repeated for credit up to 12 credits. Student is responsible for arranging field experience site by start of term. Prerequisite: Completion of 12 BA credits and instructor permission. Prerequisite/concurrent: BA 280B.	Provides supervised field experience in business environments including accounting, finance, human resources, information technology, marketing, procurement, management, and customer service; applies classroom knowledge to workplace tasks; introduces professional expectations and career exploration. Course may be repeated for credit up to 12 credits. Students are responsible for arranging a field experience site by the start of the term. Prerequisite: BA 101Z, BA 131, BA 205, BA 211Z. Prerequisite/concurrent: BA 280B.

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

Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121Z.

Placement into:

prefix & number: Completion of 12 BA credits and instructor permission.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 280B	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121Z.

Placement into:

prefix & number: BA 101Z, BA 131, BA 205, BA 211Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 280B	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)
*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

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

Upon successful completion of this course, students will be able to: 1. Write learning objectives for their subsequent field experience plan. 2. Understand the skills and demands of chosen field. 3. Explore career field of choice. 4. Apply knowledge and job skills acquired to become more employable.	No change
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome 1: Write learning objectives for their subsequent field experience plan.</p> <ul style="list-style-type: none"> Develop written learning objectives related to workplace responsibilities and professional growth. Monitor progress toward internship learning objectives with supervisor feedback. <p>Outcome 2: Understand the skills and demands of chosen field.</p> <ul style="list-style-type: none"> Observe workplace roles, responsibilities, and expectations within the business environment. Gain practical experience performing tasks typical of the chosen field. <p>Outcome 3: Explore career field of choice.</p> <ul style="list-style-type: none"> Participate in workplace activities that expose students to career opportunities within the field.
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	<p>Outcome 4: Apply knowledge and job skills acquired to become more employable.</p> <ul style="list-style-type: none"> • Apply classroom concepts and technical skills in real-world business situations. • Demonstrate professional behavior and workplace competencies in a business environment.
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change
Department Required Course Activities (optional)	No change
Department Notes (optional)	(update as needed)
Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Yes
 No

Please provide details, who was contacted and the resolution.

Implementation term

Start of next academic year (summer term)
 Specify term (if BEFORE start of next academic year)

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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

<input type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Current title too long and not descriptive. Description and content incomplete.		
Current prefix and number	BA 280B	Proposed prefix and number	No change
Current Course Title	Cooperative Education: Business Experience Seminar	Proposed Course Title (75 characters max)	Workplace Readiness
Current Repeatability	0	Proposed Repeatability	4 in total

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
Supplements on-the-job experience through feedback sessions, instruction in job-related areas, and linkages to the student's on-campus program. Co-requisite: BA 280A Prerequisite: Instructor permission required.	Supplements workplace experience through structured reflection, feedback sessions, and instruction in workplace readiness; links field experience to career planning through job search materials, professional portfolios, and workplace expectations. May be repeated a maximum of four times. Co-requisite: BA 280A.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98
Prerequisite/concurrent: WR 121Z

Placement into:

prefix & number: instructor permission required	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 280A	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121Z			
<input type="checkbox"/> Placement into:			
prefix & number: BA 280Z	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Prepare a portfolio for job seeking, potentially to include a resume, answers to popular job interview questions, a cover letter, job search plan, and/or other job seeking resources. 2. Write a job description. 3. Demonstrate the ability to solve problems at work. 4. Apply time management skills. 5. Apply appropriate on-the-job stress management techniques. 6. Evaluate how the field experience relates to one's personal assessment of career choice. 		Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Develop a professional job search portfolio including a resume, cover letter, responses to common interview questions, and a job search plan. 2. Write a job description. 3. Solve workplace problems. 4. Apply time management skills. 5. Apply appropriate on-the-job stress management techniques. 6. Evaluate how field experience relates to personal career goals. 	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Develop a professional job search portfolio including a resume, cover letter, responses to common interview questions, and a job search plan. <ul style="list-style-type: none"> • Resume development <ul style="list-style-type: none"> ○ Formatting and structure ○ Tailoring to specific roles ○ Translating experience into skills • Cover letter writing <ul style="list-style-type: none"> ○ Customization for job postings ○ Tone and professionalism • Interview preparation <ul style="list-style-type: none"> ○ Common behavioral and situational questions ○ STAR method basics • Job search strategy <ul style="list-style-type: none"> ○ Identifying target roles/industries ○ Networking basics (LinkedIn, informational interviews) • Portfolio assembly <ul style="list-style-type: none"> ○ Organizing documents ○ Digital vs. print formats 		

	<p>Outcome #2: Write a job description.</p> <ul style="list-style-type: none"> • Components of a job description <ul style="list-style-type: none"> ◦ Job title, summary, responsibilities, qualifications • Differentiating tasks vs. responsibilities • Writing for clarity and specificity • Aligning job duties with organizational needs • Basic legal/ethical considerations (non-discriminatory language) <p>Outcome #3: Analyze and solve workplace problems.</p> <ul style="list-style-type: none"> • Types of workplace problems <ul style="list-style-type: none"> ◦ Operational, interpersonal, ethical • Problem identification <ul style="list-style-type: none"> ◦ Root cause vs. symptoms • Decision-making frameworks (basic) <ul style="list-style-type: none"> ◦ Pros/cons, stakeholder impact • Generating and evaluating solutions • Communicating solutions in a workplace setting <p>Outcome #4: Apply time management skills.</p> <ul style="list-style-type: none"> • Prioritization techniques <ul style="list-style-type: none"> ◦ Urgent vs. important (basic matrix) • Scheduling and planning <ul style="list-style-type: none"> ◦ Daily/weekly planning tools • Managing deadlines • Reducing procrastination • Balancing multiple responsibilities <p>Outcome #5: Apply appropriate on-the-job stress management techniques.</p> <ul style="list-style-type: none"> • Identifying workplace stressors • Recognizing signs of stress • Basic coping strategies <ul style="list-style-type: none"> ◦ Breaks, task management, communication • Maintaining professionalism under pressure • Work-life balance considerations <p>Outcome #6: Evaluate how field experience relates to personal career goals.</p> <ul style="list-style-type: none"> • Reflective practices <ul style="list-style-type: none"> ◦ Journaling, guided reflection prompts • Assessing fit <ul style="list-style-type: none"> ◦ Skills, interests, values • Identifying strengths and development areas • Connecting experience to career pathways • Adjusting career goals based on experience
Suggested Texts & Materials updates (specify if any texts or materials are required):	“Your Career: How to Make it Happen”, 11 th edition © 2026; Owens/Kadokia/Sims; Cengage Learning
Department Required Course Activities (optional)	No change
Department Notes (optional)	(update as needed)

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting	Proposed Title:	No change
Current Credits:	91	Proposed Credits:	No change
Overview and rationale for proposed changes:	The reason for this revision is to add an accounting internship requirement and delete BA 150 – Introduction to Entrepreneurship		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. REMOVE: BA 150 2. ADD: BA 280A, BA 280B 8.8% change		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s) Accounting/Bookkeeping Entry-Level Accounting Clerk	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	01-22-2026
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites? Yes No

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

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

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

**PROPOSED PREREQUISITES
(No change, leave blank.)**

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES

All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing degree outcomes? Yes No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Practice within the legal, ethical, and economic standards of the business environment.
5. Develop and interpret accounting and financial information for decision making.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business ¹ IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business ¹ IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4

BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
CAS 123	Keyboarding for Business Rec: Keying 24 wpm by touch	4	CAS 123	Keyboarding for Business Rec: Keying 24 wpm by touch	4
WINTER TERM (15 credits)			WINTER TERM (14 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
	General Education Elective: Science, Math or Computer Science (moved to winter Yr 2) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4	BA 228	QuickBooks for Business (moved from winter Yr 2) Rec: BA 104, BA 211Z	3
SPRING TERM (16 credits)			SPRING TERM (16 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4
BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4	BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
FALL TERM (15 credits)			FALL TERM (15 credits)		
BA 150	Introduction to Entrepreneurship (REMOVE) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 280A	Workplace Experience (ADD) Completion of 12 BA credits and instructor permission; Concurrent BA 280B	3

			BA 280B	Workplace Readiness (ADD) Instructor permission required; Concurrent BA 280A	1
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4	CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4
	General Education Elective: Arts & Letters Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective: Arts & Letters Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 208	Business Ethics ¹ Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics ¹ Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
BA 226Z	Introduction to Business Law (moved to spring Yr 2) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 222	Financial Management (moved from spring Yr 2) BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
EC 201Z	Principles of Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201Z	Principles of Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
BA 228	QuickBooks for Business (moved to winter Yr 1) Rec: BA 104, BA 211Z	3		General Education Elective: Science, Math or Computer Science (moved from winter Yr 1) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
SPRING TERM (14 credits)			SPRING TERM (15 credits)		
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
BA 222	Financial Management (moved to winter Yr 2) BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 226Z	Introduction to Business Law (moved from winter Yr 2) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
EC 202Z	Principles of Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202Z	Principles of Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4

OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
Credit Total		91	Credit Total		91

¹ May be used as a Social Sciences general education elective.

ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	None				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026

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

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

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Accounting/Bookkeeping	Proposed Title:	Accounting Technician
Current Credits:	46	Proposed Credits:	No change
Overview and rationale for proposed changes:	Current title is confusing. This certificate and the Entry-Level Accounting Clerk Career Pathway Certificate are being renamed to reflect the stackable nature of the programs and a career-path focus.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	Title change only		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites? Yes No

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

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

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

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing certificate outcomes?

Yes No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

1. Apply math principles to analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Recognize and respectfully address basic ethical conflicts & issues in accounting.
5. Use accounting and financial information for analysis and reporting.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

Yes No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
CAS 123	Keyboarding for Business Rec: Keying 24 wpm by touch	4	CAS 123	Keyboarding for Business Rec: Keying 24 wpm by touch	4
WINTER TERM (15 credits)			WINTER TERM (14 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
BA 228	QuickBooks for Business Rec: BA 104, BA 211Z	3	BA 228	QuickBooks for Business Rec: BA 104, BA 211Z	3
SPRING TERM (16 credits)			SPRING TERM (16 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4

BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4	BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
	Credit total	46		Credit total	46

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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.

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Entry-Level Accounting Clerk	Proposed Title:	Bookkeeping
Current Credits:	16	Proposed Credits:	19
Overview and rationale for proposed changes:	Current title is confusing. This career pathway certificate and the Accounting/Bookkeeping Certificate are being renamed to reflect the stackable nature of the programs and a career-path focus. Also adding BA228 - QuickBooks for Business to the certificate.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ul style="list-style-type: none"> Title change ADD: BA 228 Overall credit change from 16 to 19 <p style="margin-left: 20px;">18.8% change</p>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites? Yes No

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

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

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

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing certificate outcomes? Yes No

CURRENT CERTIFICATE OUTCOMES
(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

- Analyze, record, and report accounting information.
- Use applicable technology available in accounting practice.
- Communicate effectively with business professionals

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction? Yes No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits

FALL TERM (12 credits)			FALL TERM (12 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
WINTER TERM (4 credits)			WINTER TERM (8 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
			BA 228	QuickBooks for Business (ADD) Rec: BA 104, BA 211Z	3
	Credit total	16		Credit total	19
ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026

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

Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Entrepreneurship/Business Management AAS	Proposed Title:	Business Management
Current Credits:	90	Proposed Credits:	91
Overview and rationale for proposed changes:	<ol style="list-style-type: none"> 1) Title change: With the proposed revision, only one course remains in the AAS specific to Entrepreneurship and the current title implies a focus on Entrepreneurship that no longer exists. 2) There is significant overlap between BA226Z-Intro to Business Law and BA225-Intro to Entrepreneurship Law. A single outcome related to Entrepreneurship has been added to BA226Zd and BA225 is no longer necessary. 3) BA296-Entrepreneurship Capstone-Year 2 was intended to follow a Capstone-Year 1 course in the Entrepreneurship Certificate (which never materialized). BA296 consists of the production of a business plan which mirrors that of BA150-Intro to Entrepreneurship (presumably with the student having had additional instruction between fall term year 1 (BA150) and spring term year 2 (BA296). The improvement in business plans between the two courses was not significant. Consequently, an internship is being introduced in place of BA296 to give students field experience in the business environment. 4) BA228-QuickBooks for Business is being added to provide students the ability to apply what they learned in BA211Z-Intro to Financial Accounting as there is a general lack of accounting knowledge by most business people at all levels of an organization. 		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. REMOVE: BA 225, BA 296 2. ADD: BA 228, BA 280 A, BA 280B 3. Increase overall credits from 90 to 91 <p style="margin-top: 10px;">14.4% change</p>		

Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Entrepreneurship		
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	01-22-2026	
Requested Implementation Term	Summer, 2025				

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites? Yes No

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

CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

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

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES

All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing degree outcomes?

Yes No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

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

Current Degree Information

Proposed Degree Information

Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business ¹ IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business ¹ IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
BA 208	Business Ethics ¹ Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics ¹ Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (19 credits)			SPRING TERM (15 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication place into MTH 65 or MTH 98. Pre/con: WR 121Z	4	BA 205	Business Communication place into MTH 65 or MTH 98. Pre/con: WR 121Z	4

BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4	BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
BA 223	Principles of Marketing (moved to spring Yr 2) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4			
FALL TERM (15 credits)			FALL TERM (15 credits)		
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4	CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4
BA 225	Introduction to Entrepreneurship Law (REMOVE) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4		General Education Elective (moved from winter Yr 2) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
	General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (12 credits)			WINTER TERM (14 credits)		
EC 201Z	Principles of Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201Z	Principles of Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
BA 226Z	Introduction to Business Law (moved to spring Yr 2) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 222	Financial Management (moved from spring Yr 2) BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
	General Education Elective (moved to fall Yr 2) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4	BA 228	QuickBooks for Business (ADD) BA 111 or BA 211Z. Rec: BA 104, CAS 133	3
			BA 280A	Workplace Experience (ADD) Completion of 12 BA credits and instructor permission; Concurrent BA 280B	3

			BA 280B	Workplace Readiness (ADD) Instructor permission required; Concurrent BA 280A	1
SPRING TERM (13 credits)			SPRING TERM (16 credits)		
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4
EC 202Z	Principles of Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202Z	Principles of Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
BA 222	Financial Management (moved to winter) BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 223	Principles of Marketing (moved from spring Yr 1) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4
BA 296	Entrepreneurship Capstone - Year Two (DELETE) Completion of 60 credits of required coursework for degree or instructor permission	2	BA 226Z	Introduction to Business Law (moved from winter Yr 2) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
		Credit Total	90	Credit Total	91

¹ May be used as a general education elective.

ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	None				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026

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

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

Columbia Gorge Community College

CC date	4.2.26
CC decision	
CC vote	

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Entrepreneurship	Proposed Title:	Business Administration
Current Credits:	46	Proposed Credits:	46
Overview and rationale for proposed changes:	Entrepreneurship focus is too narrow		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	Title change only		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Entrepreneurship/Business Management AAS (new title "Business Management AAS")		
Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2024			

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

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

Course Number	Course Title or Placement level	Requisites (if any)	Credits
Placement into MTH 65 or MTH 98	Placement into Beginning Algebra or Quantitative Math	Placement into MTH 65	4
		Placement into MTH 98 and (IRW 115 or WR 115)	4
IRW 115 or WR 115	Critical Reading and Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement, Placement into WR 115	5
			4

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing certificate outcomes? Yes No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

1. Develop a business plan which plans and allocates resources effectively, creates a budget/forecast and creates a funding plan for prospective business, details operational information and a summary of business objectives.
2. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
3. Design a marketing/promotions plan based on a critical analysis of the factors influencing a particular business.
4. Establish a plan to manage employee and other business related items

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction? Yes No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information			Proposed Certificate Information		
Course	Course Title / Requisites	Credit	Course	Course Title / Requisites	Credit

Number		s	Number		s
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (15 credits)			SPRING TERM (15 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4

BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4	BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4
	Credit total	46		Credit total	46

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

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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.