

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)
Tyson Aldrich (Tech/Trade)
Andrea Chrisman (Science)
jessamyn duckwall (Art/Com)
John Evans (Math)

Vice Chair – Todd Meislahn (Business)
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

Robert Wells-Clark, Ezra Holston, Emilie Miller

CC Retreat: May 29, 2026 9:00 am – 12:00 pm

Hood River Center, room 310. Lite breakfast snacks will be provided. (BYOB)

Old Business:

1. Inclusion of successful completion of Aviation Licensure Exams as part of degree requirements
(postponed for further information – Tyson will contact FAA to gather more information and data.)

Information Items ¹ (no voting required): inactivation of BA225, 296; BI211, 212, 213; CAS208, 231; EMS116, 210, 211, 212, 220, 221, 222, 231, 232, 270; WT102, 105, 181

Submissions ²

1. Robert Wells-Clark (9:10 – 9:15 am)
 - Advanced Manufacturing and Fabrication (Degree Revision: Courses, cred, req)
2. Ezra C. Holston (9:15 – 9:20 am)
 - Paramedic SAAS + Teach Out Plan + Termination Checklist (Degree Suspension)
3. Emilie Miller (9:20 – 9:35 am)
 - BI 221Z Principles of Biology: Cells (New LDC Course: CCN – 2nd submission)
 - i. BI 221Z Gen Ed Request (2nd submission)

New Business

1. 2026-27 Curriculum Schedule ³
2. Revised degree/certificate submission requirements – continued from 10.09.25 ⁴

Discussion Items

1. Request for the revision of course submission forms ⁵
2. Acceptance of CPL for general subject areas rather than specific courses ⁶
3. Mandatory requirement of FYE for AAS degrees
4. Introduction to Workforce Pell and its potential impacts
5. Bachelor of Applied Science in Education and the Agriculture degree and certificate updates
6. Other?

Next Meeting: September 17, 2026, Orientation – The Dalles, 10 am - 12 noon

Attachments: ¹ Inactivations; ² Submissions: 1 New LDC Course; 1 Gen Ed Request; 1 Degree Revision; 1 Degree Suspension; ³ CC 2026-27 Schedule; ⁴ Deg Map example, New Program Adoption Guidelines; ⁵ form revision request, form revisions over the years, example forms; ⁶ AR 040.046.000 CPL-General

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 225	Course title	Introduction to Entrepreneurship Law
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course outcomes and content had significant overlap with BA226Z-Introduction to Business Law. One relevant outcome was added to BA226Z and BA225 was removed as a requirement for any program.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	05-14-2026
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	5.15.26

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 296	Course title	Entrepreneurship Capstone – Year 2
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course was required for the Entrepreneurship/Business Management AAS and was replaced in the program by an internship requirement with BA280A-Workplace Experience and BA280B-Workplace Readiness. BA 296 is no longer necessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

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Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	BI 211	Course title	Principles of Biology
Department	Science	Submitter name: phone: email:	Rob Kovacich rkovacich@cgcc.edu
Reason for Inactivation	Replaced by BI 221Z – a CCN course		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	Nursing currently uses this course as a prereq for the program – will be replaced with BI 221Z Courses that use this as a prereq will switch to “Prerequisite: BI 211 or BI 221Z.”
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☒ Yes ☐ No If yes, provide details	Nursing Dept regarding program prereq. BI 221Z will be a satisfactory replacement.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

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Rob Kovacich	☒ Yes ☐ No	5.5.26
Department Dean/Director	Approved	Date
Jarett Gilbert	☒ Yes ☐ No	5.5.26

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Department	Science	Submitter name: phone: email:	Rob Kovacich rkovacich@cgcc.edu
Reason for Inactivation	Replaced by BI 222Z – a CCN course		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	BI 213	Course title	Principles of Biology
Department	Science	Submitter name: phone: email:	Rob Kovacich rkovacich@cgcc.edu
Reason for Inactivation	Replaced by BI 223Z – a CCN course		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
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Course Inactivation

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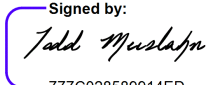
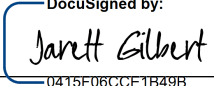
Course prefix and number	CAS 208	Course title	Intermediate Photoshop
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	CAS 208 has had zero enrollment in the past 6 years. Required only for the Digital Marketing Assistant Career Pathway Certificate which has never been awarded and is being suspended.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No	
If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No	
If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair		Approved	Date
Todd Meislahn	Signed by:  777C020509914ED...	☒ Yes ☐ No	02/01/2026
Department Dean/Director (unfilled position)		Approved	Date
Jarett Gilbert, VP Instructional Services	DocuSigned by:  0415F06CCE1B49B...	☒ Yes ☐ No	2/24/2026

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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

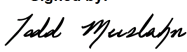
Course prefix and number	CAS 231	Course title	Desktop Publishing
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	CAS 231 has had enrollment in only two of the past 6 years: 2020-21 (3) and 2023-24 (5). Zero students have enrolled in the past two years. Course is required only for the Digital Marketing Assistant Career Pathway Certificate which has never been awarded and is being suspended.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No	
If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No	
If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

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Department Chair	Approved	Date
Todd Meislahn Signed by:  777C028589914ED...	☒ Yes ☐ No	02/01/2026
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services DocuSigned by:  0415F06CCE1B49B...	☒ Yes ☐ No	2/24/2026

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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 116	Course title	Intro to Emergency Medical Rescue
Department	Health	Submitter name: phone: email:	Ezra C. Holston eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	Was part of the EMT certificate; however, the course was removed with redesign of certificate.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.		
Department Chair	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26
Department Dean/Director	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26

Next steps:

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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	EMS 210	Course title	Paramedic Part 1
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean/director endorse this inactivation.		
Department Chair	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26
Department Dean/Director	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26

Next steps:

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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 211	Course title	Paramedic Part 2
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

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Department Chair	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26
Department Dean/Director	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26

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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 212	Course title	Paramedic Part 3
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 220	Course title	Paramedic Lab 1
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

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Department Chair	Approved	Date
Ezra C. Holston	☒ Yes ☐ No	5.5.26
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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 221	Course title	Paramedic Lab 2
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 222	Course title	Paramedic Lab 3
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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☐ Yes ☒ No If yes, provide details	
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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 231	Course title	Paramedic Clinical 1
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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☐ Yes ☒ No If yes, provide details	
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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 232	Course title	Paramedic Clinical 2
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
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Columbia Gorge Community College

Course Inactivation

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SECTION #1 GENERAL INFORMATION

Course prefix and number	EMS 270	Course title	Paramedic Capstone Internship
Department	Health	Submitter name: phone: email:	Ezra C. Holston 541-506-6140 eholston@cgcc.edu
Reason for Inactivation	With suspension of Paramedic AAS, this course is no longer needed.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

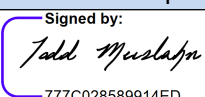
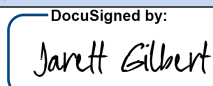
Course prefix and number	WT 102	Course title	Social Media Marketing
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	WT 102 has had zero enrollment in the past 6 years. Required only for the Digital Marketing Assistant Career Pathway Certificate which has never been awarded and is being suspended.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No	
If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No	
If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair		Approved	Date
Todd Meislahn	Signed by:  777C028589914ED...	☒ Yes ☐ No	02/01/2026
Department Dean/Director (unfilled position)		Approved	Date
Jarett Gilbert, VP Instructional Services	DocuSigned by:  0415E06CCE1B49B...	☒ Yes ☐ No	2/24/2026

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

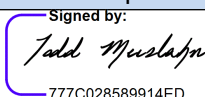
Course prefix and number	WT 105	Course title	Writing for the Web
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	WT 105 has had zero enrollment in the past 6 years. Required only for the Digital Marketing Assistant Career Pathway Certificate which has never been awarded and is being suspended.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No	
If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No	
If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair		Approved	Date
Todd Meislahn	Signed by:  777C028589914ED...	☒ Yes ☐ No	02/01/2026
Department Dean/Director (unfilled position)		Approved	Date
Jarett Gilbert, VP Instructional Services	DocuSigned by:  0415F06CCE1B49B...	☒ Yes ☐ No	2/24/2026

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CO date	2.23.26
CO decision	approved
CO vote	Susan Lewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

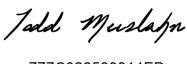
Course prefix and number	WT 181	Course title	Digital Marketing Strategies
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	WT 181 has had zero enrollment in the past 6 years. Required only for the Digital Marketing Assistant Career Pathway Certificate which has never been awarded and is being suspended.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn Signed by:  777C028589914ED...	☒ Yes ☐ No	02/01/2026
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services DocuSigned by:  0415F06CCE1B49B...	☒ Yes ☐ No	2/24/2026

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

CC date 5.29.26
 CC decision _____
 CC vote _____

REVISION of AAS DEGREE REQUEST

Submitted by: Robert Wells-Clark	Email: rclark@cgcc.edu	Phone:	Department: Technology & Trades: Manufacturing
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Advanced Manufacturing and Fabrication		Proposed Title: No change
Current Credits:	91	Proposed Credits:	92
Overview and rationale for proposed changes:	To match new MFG degrees (CNC and Additive Manufacturing / Fabrication and Additive Manufacturing) by providing students with support in workplace safety and job search skills.		
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. ADD: SAF 188, CG 209 2. DECREASE Gen Ed credits by 1 credit 3. Increase overall credits from 91 to 92 4. Update requisites to eliminate IRW 115		
Is this a statewide degree?	☐ Yes ☒ No		If so, have the changes been approved by the consortium? ☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Advanced Manufacturing Technology

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

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			☒ Yes ☐ No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 <i>or</i> MTH 98	Beginning Algebra <i>or</i> Quantitative Math <i>or</i> equivalent placement	Placement into MTH 65 or MTH 98	4
IRW 115 <i>or</i> WR 115	Integrated Reading & Writing <i>or</i> Introduction to Expository Writing <i>or</i> equivalent placement	Placement into IRW 115 or WR 115	5 4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 <i>or</i> MTH 98	Beginning Algebra <i>or</i> Quantitative Math <i>or</i> equivalent placement	Placement into MTH 65 or MTH 98	4
WR 115	Introduction to Expository Writing <i>or</i> equivalent placement	Placement WR 115	4

DEGREE OUTCOMES

All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

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

Does the revision involve changing degree outcomes?

☐ Yes ☒ No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.
2. Demonstrate knowledge of basic CNC operations and G Code.
3. Generate product designs and blueprints using CAD software.
4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.
5. Apply basic metallurgical concepts and basic materials science as they pertain to metals to create better production results in manufacturing processes.
6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.
7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1.

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 (13 credits)			FALL (14 credits)		
MFG 150	Manufacturing Processes	3	MFG 150	Manufacturing Processes	3
MFG 155	Blueprint Reading	3	MFG 155	Blueprint Reading	3
MFG 195	Welding Technology 1	3	MFG 195	Welding Technology 1	3
MTH 105Z	Math in Society (or higher)	4	MTH 105Z	Math in Society (or higher)	4
			SAF 188	Industrial Safety and OSHA 10 (ADD)	1
WINTER (15 credits)			WINTER (15 credits)		
MFG 151	Fabrication Processes 1	3	MFG 151	Fabrication Processes 1	3
MFG 156	Integrated Manufacturing	3	MFG 156	Integrated Manufacturing	3
MFG 279	Aluminum GTAW/TIG Welding	3	MFG 279	Aluminum GTAW/TIG Welding	3
MFG 281	Aluminum GTAW/TIG Fabrication 1	3	MFG 281	Aluminum GTAW/TIG Fabrication 1	3
MFG 285	Stainless Steel GTAW/TIG Welding	3	MFG 285	Stainless Steel GTAW/TIG Welding	3
SPRING (15 credits)			SPRING (15 credits)		
MFG 152	Fabrication Processes 2	3	MFG 152	Fabrication Processes 2	3
MFG 157	Integrated Manufacturing 2	3	MFG 157	Integrated Manufacturing 2	3
MFG 282	Aluminum GTAW/TIG Fabrication Processes 2	3	MFG 282	Aluminum GTAW/TIG Fabrication Processes 2	3
MFG 286	Stainless Steel GTAW/TIG Fabrication 1	3	MFG 286	Stainless Steel GTAW/TIG Fabrication 1	3
MFG 287	Stainless Steel GTAW/TIG Fabrication 2	3	MFG 287	Stainless Steel GTAW/TIG Fabrication 2	3
FALL (18 credits)			FALL (17 credits)		
MFG 210	Introduction to Computer Aided Design and Tolerancing	3	MFG 210	Introduction to Computer Aided Design and Tolerancing	3
MFG 220	Production Manufacturing 1	3	MFG 220	Production Manufacturing 1	3
MFG 230	Metrology 1	3	MFG 230	Metrology 1	3
WR 121 or WR 121Z	Composition I	4	WR 121 or WR 121Z	Composition I	4

WR 121Q	Corequisite for Composition 1	1	WR 121Q	Corequisite for Composition 1	1
	General Education Elective	4		General Education Elective: Arts & Letters (DECREASE CREDITS)	3
WINTER (13 credits)			WINTER (14 credits)		
MFG 211	CAD Design for CNC Manufacturing 1	3	MFG 211	CAD Design for CNC Manufacturing 1	3
MFG 221	Production Manufacturing 2	3	MFG 221	Production Manufacturing 2	3
MFG 231	Metrology 2	3	MFG 231	Metrology 2	3
	General Education Elective	4		General Education Elective	4
			CG 209	Job Finding Skills (ADD)	1
SPRING (17 credits)			SPRING (17 credits)		
MFG 212	CAD Design for CNC Manufacturing 2	3	MFG 212	CAD Design for CNC Manufacturing 2	3
MFG 222	Production Manufacturing 3	3	MFG 222	Production Manufacturing 3	3
MFG 232	Metrology 3	3	MFG 232	Metrology 3	3
MFG 290	Student Production Manufacturing Lab 1	4	MFG 290	Student Production Manufacturing Lab 1	4
	General Education Elective	4		General Education Elective	4
	Credit Total	91		Credit Total	92
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/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
Robert Wells-Clark	rclark@cgcc.edu	5.6.26
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

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

Columbia Gorge Community College

CC date	5.29.26
CC decision	_____
CC vote	_____

DEGREE SUSPENSION

Submitted by: Dr. Ezra C. Holston

Email: eholston@cgcc.edu

Phone: 5415066140

Department: Health

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Degree Title:	Paramedic SAAS		Credits:	108
Overview and rationale for suspension:	The Health Department recommends that the Paramedic SAAS degree be officially suspended. Rationale: The degree has not been implemented because of insufficient enrollment and funding to offer low enrolled classes. Instead, the college has entered into an agreement with Chemeketa Community College (CCC) to provide paramedic instruction locally at CGCC, taught by CCC instructors. Students take prerequisite courses (1st year EMS courses and General Education) at CGCC and then register with CCC for the second-year paramedic courses. At that time, students become CCC students but receive instruction at CGCC. The degree that they earn is awarded by CCC. Therefore, there is no longer a need for CGCC to offer the Paramedic SAAS. CGCC will continue to offer the Emergency Medical Technician certificate and offer EMS courses needed for the apprenticeship program with Mid-Columbia Fire and Rescue.			
Are there Related Certificates or Career Pathways associated with this degree?	☒ Yes ☐ No	If yes, title of career pathway(s) or related certificate(s)	Emergency Medical Technician	
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.				
Is this a statewide degree?	☒ Yes ☐ No	If yes, has the consortium been notified of the proposed suspension?	☒ Yes ☐ No	
Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☐ Yes ☒ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Requested term for start of suspension	Summer 2026			

SECTION #2 DEGREE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CH 121	General Chemistry I	5	☐ Yes ☒ No ☐ Other*
WR 121 or WR 121Z	Composition I	4	☐ Yes ☒ No ☐ Other*
MTH 95	Intermediate Algebra	4	☐ Yes ☒ No ☐ Other*
BI 211	Principles of Biology	5	☐ Yes ☒ No ☐ Other*
EMS 100	Introduction to Emergency Medical Services	2	☐ Yes ☒ No ☐ Other*
EMS 105	EMT Part I	6	☐ Yes ☒ No ☐ Other*
BI 231	Human Anatomy & Physiology I	4	☐ Yes ☒ No ☐ Other*
EMS 106	EMT Part II	6	☐ Yes ☒ No ☐ Other*
PSY 215	Human Development	4	☐ Yes ☒ No ☐ Other*
BI 232	Human Anatomy & Physiology II	4	☐ Yes ☒ No ☐ Other*
EMS 115	Crisis Intervention	3	☐ Yes ☒ No ☐ Other*
COMM 218Z	Interpersonal Communication	4	☐ Yes ☒ No ☐ Other*
MP 111	Medical Terminology	4	☐ Yes ☒ No ☐ Other*
BI 233	Human Anatomy & Physiology III	4	☐ Yes ☒ No ☐ Other*
EMS 116	Intro to Emergency Medical Rescue	3	☐ Yes ☒ No ☐ Other*
EMS 210	Paramedic Part 1	9	☒ Yes ☐ No ☐ Other*
EMS 220	Paramedic Lab 1	3	☒ Yes ☐ No ☐ Other*
EMS 211	Paramedic Part 2	8	☒ Yes ☐ No ☐ Other*
EMS 221	Paramedic Lab 2	2	☒ Yes ☐ No ☐ Other*
EMS 231	Paramedic Clinical 1	3	☒ Yes ☐ No ☐ Other*

EMS 212	Paramedic Part 3	7	☒ Yes ☐ No ☐ Other*
EMS 222	Paramedic Lab 3	2	☒ Yes ☐ No ☐ Other*
EMS 232	Paramedic Clinical 2	3	☒ Yes ☐ No ☐ Other*
EMS 270	Paramedic Capstone Internship	9	☒ Yes ☐ No ☐ Other*
Electives			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	n/a		☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
*Provide explanation of "Other"			

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 Degree or Certificate Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Dr. Ezra C. Holston	eholston@cgcc.edu	04/10/2026
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		

Next steps:

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

Teach Out Planning Document

Certificate/Degree Title: Paramedic SAAS			Date 4.9.26
Section 1: Instructional Department			
The Health Department recommends that the Paramedic SAAS degree be officially suspended. Rationale: The degree has not been implemented because of insufficient enrollment and funding to offer low enrolled classes. Instead, the college has entered into an agreement with Chemeketa Community College (CCC) to provide paramedic instruction locally at CGCC, taught by CCC instructors. Students take prerequisite courses (1st year EMS courses and General Education) at CGCC and then register with CCC for the second-year paramedic courses. At that time, students become CCC students but receive instruction at CGCC. The degree that they earn is awarded by CCC. Therefore, there is no longer a need for CGCC to offer the Paramedic SAAS. CGCC will continue to offer the Emergency Medical Technician certificate and offer EMS courses needed for the apprenticeship program with Mid-Columbia Fire and Rescue.			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner – There are no students in the program.	Instructional Dean and Dept. Chair	4.9.26
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. ¹		4.9.26
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	4.9.26
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	4.21.26
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	n/a
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	4.22.26
Update webforms			4.22.26
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	n/a
Notify NWCCU	Electronic submission form		4.23.26

Update Catalog	Remove degree/cert map	website	n/a
Revise/update the webpage	Remove degree/cert map	email	4.30.26
Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	n/a
Documentation of contact with students	Advisors will work with students and document in student record		n/a
	Registrar's office will scan letters to student record		n/a

¹ Teach Out details for students who will not complete prior to suspension (be specific):

There is no need for a Teach Out plan as zero students are declared for the Paramedic SAAS. All students pursuing an education in paramedicine are participating in the Chemeketa CC articulation contract with CGCC. CGCC never enrolled students in the second year EMS courses. First year EMS courses will continue as part of the EMT certificate and as prerequisites to entering the Chemeketa CC Paramedic SAAS.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Paramedic SAAS

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1 st yr., 2 nd yr., within 8 credits, etc.)	Zero students enrolled in program	Complete
List the program courses that 2 nd year students have not completed	Zero students enrolled in program	Complete
Provide enrollment comparison of the past 3-5 years of the program	Zero students enrolled in program	Complete
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program		n/a
The program is being considered for termination due to a change in workforce needs?		Yes ☐ No ☒
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		n/a
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain		n/a
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	The AAS was never implemented due to insufficient enrollment to support the program. Instead, an articulation was formed with	Chemeketa program is active and there are students

	Chemeketa CC to provide 2 nd year paramedic courses and complete an AAS there. As such, there is no impact or discontinuation of programming.	currently in the program.
--	--	---------------------------

Columbia Gorge Community College

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Science	Submitter name: phone: email:	Emilie Miller 503-329-8118	
Prefix and Course Number:	BI 221Z	Credits:	5	
Course Title: (75 characters max, including spaces)	Principles of Biology: Cells			
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: 0 Lab: 33
Reason for the new course	Updating Course Numbers for Improved Transferability to Oregon Colleges and Universities – CCN course			
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)	☒	☒		
Pass/No pass	☒	☐		
Audit in consultation with faculty	☒	☐		
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
☒ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z.				
☐ Placement into:		☐ Placement into:		
course prefix & number:	CH 100 or higher	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ 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 fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors. Prerequisites: CH 100 or higher; Placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z. 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. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
	2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
	3. Describe the structure and related functions of major classes of biomolecules.
	4. Differentiate cell components and their functions, emphasizing them as a system of interacting parts.
	5. Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter.
	6. Articulate how cells store, use, and transmit genetic information.
	7. Explain how mutation and genetic recombination contribute to phenotypic variation and evolution.
Outcomes assessment strategies:	• Open-ended essay questions and multiple-choice exams • Scientific papers that follow standard scientific format presenting independent investigations and may include peer-review(s) • Oral presentations of biological information, informed positions on contemporary issues, and/or laboratory results • Classroom assessments, such as, quizzes, one-minute summaries, pre-test/post-tests, etc. • Major independent projects, such as, experiential learning plus journals, botany collections with ecosystem reports, library research term papers, and field journals.

	• Scientific article critiques • Laboratory practical exams • Small projects and homework assignments.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding. • Develop critical thinking skills - o Compare and contrast biological processes, cell division process, bioenergetics, etc. • Collaborate with peers and work effectively in groups • The scientific process - o Observation - o Question formation (hypothesis) - o Experimentation - o Validation - o Writing lab reports Outcome #2: Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society. • Develop critical thinking skills - o Evolution - o Climate change - o Stem cell research - o Genetic engineering • Locating and accessing biological information - o Use library or internet resources - o Evaluation of scientific literature ▪ Authenticity of journal / material ▪ Credentials of author

- Sources / citations
 - o Recommended sources

Outcome #3: Describe the structure and related functions of major classes of biomolecules.

- Basic chemistry
 - o Atom structure
 - o Ionic bonds
 - o Covalent bonds
 - o Hydrogen bonds
- How properties of water affect living things
 - o Structure of water
 - o How water supports life
- Basic organic chemistry
 - o Carbohydrates
 - o Proteins
 - o Lipids
 - o Nucleic Acids
- Functional characteristics of organic macromolecules
 - o Carbohydrates
 - o Proteins
 - o Lipids
 - o Nucleic Acids

Outcome #4: Differentiate cell components and their functions, emphasizing them as a system of interacting parts.

- Cell microanatomy
 - o Organelles of cells
- Membrane structure and function
 - o Phospholipid bilayer
 - o Transporters
 - o Active and Passive transport

Outcome #5: Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter.

- Biochemical pathways and enzymes
 - o Enzyme function
 - o Enzyme inhibition
- Aerobic and anaerobic cellular respiration
 - o Glycolysis
 - o Citric Acid Cycle
 - o Oxidative phosphorylation
- Photosynthesis
 - o Light Reactions
 - o Calvin Cycle

	Outcome #6: Articulate how cells store, use, and transmit genetic information. • Binary fission and mitosis ◦ Prophase ◦ Prometaphase ◦ Metaphase ◦ Anaphase ◦ Telophase • Meiosis and sexual life cycles ◦ Meiosis I ◦ Meiosis II • Introduction to genetics, including Mendelian genetics • Punnett squares • Codominance • Incomplete dominance • Sex-Linked genes Outcome #7: Explain how mutation and genetic recombination contribute to phenotypic variation and evolution. • Gene expression in eukaryotes ◦ Genotype and Genotype related to mutation • DNA technology ◦ Gel electrophoresis ◦ Microarrays
Suggested Texts & Materials (specify if any texts or materials are required):	• Life: The Science of Biology Vol. 1 (Any Edition Past 8th) David E. Sadava, David M. Hillis, H. Craig Heller and May Berenbaum • <u>Other</u>: https://openstax.org/details/books/biology-2e
Department Notes: (optional)	Columbia Gorge Community College Science Department stands by the following statement regarding science instruction: Science is a fundamentally nondogmatic and self-correcting investigatory process. Theories (such as biological evolution and geologic time scale) are developed through scientific investigation are not decided in advance. As such, scientific theories can be and often are modified and revised through observation and experimentation. "Creation science", "Intelligent design" or similar beliefs are not considered legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). The Science Department at Columbia Gorge Community College, therefore stands with organizations such as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula except to reference and/or clarify its invalidity.

SECTION #4 TRANSFERABILITY	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions. 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course.	
Which Oregon universities will the course transfer to? List all	All public OR universities
How does it transfer? Check all that apply	☒ Required or support for major ☒ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☐ Completed Transferability/Articulation of Individual CGCC Courses form ☒ Other – describe: CCN course so transferable to all public Oregon universities
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	BI 221Z Principles of Biology: Cells - CCN
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed <u>form</u> required. ☐ Cultural Literacy – Cultural Literacy designation request <u>form</u> 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):	All degrees	# credits: 90-108

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective – Natural Science w/ Lab elective: • AAOT • Associate of Science (AS) • AAOT: Elementary Education • Associate of Science Transfer: Computer Science • Associate of Science Transfer: Business • Associate of Science Transfer: HDFS • Associate of Science Transfer: Sociology • Associate of Science Transfer: Psychology • Associate of Arts Transfer: English • Associate of Arts Transfer: Communication • Associate of Arts Transfer: HDFS • Associate of Arts Transfer: Sociology • All AAS degrees other than Nursing and Paramedic Required course: • Nursing AAS • Paramedic AAS
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 BI 221Z will be taught the same as the previous course BI 211. The course is being updated so that it will transfer to Oregon universities and colleges.
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.	Yes
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 3.9.26 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):

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

SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Emilie Miller	emiller@cgcc.edu	3/6/2026
Department Chair (enter name of department chair): Robert Kovacich		
Department Dean/Director (enter name of department dean/director): Jarrett 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.

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:	Emilie Miller 503-329-8118 Emiller@cgcc.edu
Course Prefix and Number:	BI 221Z	Course Title:	Principles of Biology: Cells
Course Credits:	5	Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☒ Science, Comp. Sci., and Math
Course Description:	Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors. Prerequisites: Placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z, CH 100 or higher. Audit available.		
Course Outcomes:	1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding. 2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society. 3. Describe the structure and related functions of major classes of biomolecules. 4. Differentiate cell components and their functions, emphasizing them as a system of interacting parts. 5. Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter. 6. Articulate how cells store, use, and transmit genetic information. 7. Explain how mutation and genetic recombination contribute to phenotypic variation and evolution.		

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

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

In addition, course content must address the following:

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

2. CGCC Institutional Learning Outcomes (ILO):

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)	Course Outcomes: CLO #1,3,4,5,6,7 Major 1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding 3. Describe the structure and related functions of major classes of biomolecules.

☒ major designation **REQUIRED**	- Differentiate cell components and their functions, emphasizing them as a system of interacting parts. - Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter. - Articulate how cells store, use, and transmit genetic information. - Explain how mutation and genetic recombination contribute to phenotypic variation and evolution. Course Content: Throughout this class, students will learn and develop communication skills. Students will practice both listening and writing skills while conducting topical research relevant to the course outcomes. Written work (such as lab reports and written assignments) throughout the term will provide opportunities to demonstrate and practice written communication. The CLOs are addressed serially throughout the course. Peer and/or instructor written and oral feedback is consistently provided through rubrics, which include directions on improving future communication. Outcome Assessment Strategies: Lab assignments, homework, exams.
Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) ☒ major designation **REQUIRED**	Course Outcomes: CLO #3,4,5,6,7 Major - Describe the structure and related functions of major classes of biomolecules. - Differentiate cell components and their functions, emphasizing them as a system of interacting parts. - Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter. - Articulate how cells store, use, and transmit genetic information. - Explain how mutation and genetic recombination contribute to phenotypic variation and evolution. Course Content: Throughout this class, students will learn and develop skills that will help them creatively solve problems. Students will use the steps and application of the scientific method to solve novel problems. As a reiterative process, students will use conclusions made during an experiment to circle back and improve the primary experiment. At the end of each lab, students have the opportunity to reflect and refine how they would complete future experiments Outcome Assessment Strategies: Homework and laboratory assignments.
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) Check one: ☒ major ☐ minor ☐ not addressed significantly	Course Outcomes: CLO #1 Major 1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific biomolecules. Course Content: During this class, students will apply the scientific method to laboratory assignments in order to solve scientific problems to make data-driven decisions. Students will analyze their data to determine cause and effect relationships in the lab setting and in their personal lives. Students will learn about the process of how a lab was conducted and relate this understanding to their lives. Students will use the continuous cycle of hypothesis formation, testing, and refinement to interpret, evaluate, and apply with graphical information then formulate a conclusion. Outcome Assessment Strategies: Laboratory assignments and homework.
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) Check one: ☐ major ☒ minor ☐ not addressed significantly	Course Outcomes: CLO #2 Minor 2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society. Course Content: Students will identify current and evolving research and theories. After discussion and evaluation, students will apply how these theories impact our society, their families, and themselves. Students will gain an understanding of human impact on the environment and the natural world. Outcome Assessment Strategies: Homework and exams.

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: - Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. - 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. - 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: - 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. - 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.*	Criteria 1: - CLO5 Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter. - CLO3 Describe the structure and related functions of major classes of biomolecules. - CLO4 Differentiate cell components and their functions, emphasizing them as a system of interacting parts. - CLO6 Articulate how cells store, use, and transmit genetic information. - CLO7 Explain how mutation and genetic recombination contribute to phenotypic variation and evolution. Criteria 2: - CLO1 Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding. Criteria 3: - CLO2 Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society. Criteria 4a: - CLO3 Describe the structure and related functions of major classes of biomolecules. - CLO4 Differentiate cell components and their functions, emphasizing them as a system of interacting parts. - CLO5 Compare and contrast anabolic (photosynthesis) and catabolic

	(respiration and fermentation) pathways emphasizing the transformation of energy and matter. • CLO6 Articulate how cells store, use, and transmit genetic information. • CLO7 Explain how mutation and genetic recombination contribute to phenotypic variation and evolution.
*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"?	Homework questions and laboratory assignments allow students to gather information and explore scientific ideas. Further question generation occurs during interactive lab experiments with peers.
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"?	Homework questions and laboratory assignments encourage students to apply scientific and technical modes of inquiry. Further critical evaluation occurs during interactive lab assignments and tasks performed with peers.
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 homework questions and laboratory assignments allows them to analyze the strengths and weaknesses of scientific studies and effects on the greater world.

Section #4 Department Review

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

Submitter	Email	Date
Emilie Miller	emiller@cgcc.edu	4/26/2026
Department Chair (enter name of department chair): Robert Kovacich		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Proposed CC Dates for 2026-27

September 17 (Thursday), 10 am – 12:00 pm – Orientation, TDC (2 hours)

Regular CC meetings (Thursdays: 3:30-5:00pm)

October 1, 15 and 29

November 12 and 19 (deadline for submissions that impact degree and/or certificates)

January 14 and 28

February 11 and 25

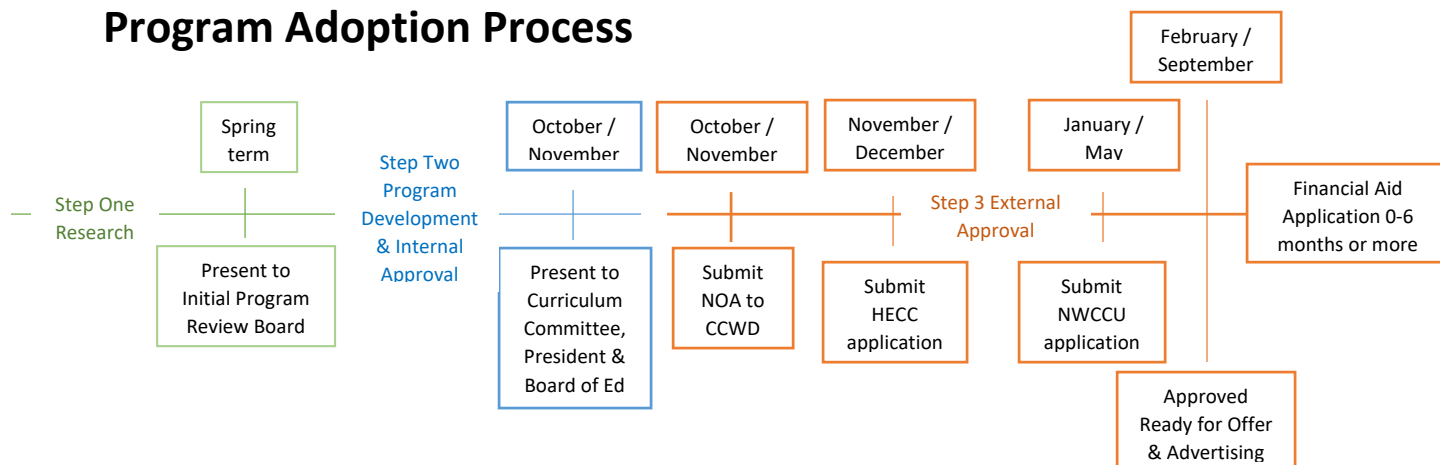
March 4

April (TBD date and time) – Retreat (no curricular submissions for 2027-28 implementation)

Pre-College: ABE/GED		Program Outcomes:						1. Read with an understanding in order to pass the GED, enter college or trianing courses or fulfill personal work or enrichment goals.	2. Use math to solve problems and communiате reasoning and results in order to pass the GED, enter college or training couress, or fulfill personal work or enrichment.	3. Write purposefully and capably in order to pass the GED, enter college or training courses, or fulfill personal work and enrichment goals.
Course #	Course Title	Credits	ILO #1	ILO #2	ILO #3	ILO#4	ILO #5	COURSE OUTCOMES	COURSE OUTCOMES	COURSE OUTCOMES
ABE/GED 60	Pre-College Language Arts I: Science and Social Studies	0	2	2	0	0	0	3. Interpret charts, graphs, and time lines as related to science and social studies. 4. read regularly and identify, clarify, and /or prepare for a complex reading purpose. 5. Apply reading comprehension strategies. 6. Analyze readings or videos and compose written response and/or summary.		1. Deomstrate knowledge of basic sentence structure and grammar. 2. Communicate in writting using a variety of sentence structures, paragraphs, adn short forms that emphasize correct grammar, punctuation, coherence, and clarity. 6. Analyze readings or videos and compose written response and/or summary.
ABE/GED 70	Pre-College Language Arts II: Science & Social Studies	0	2	2	0	0	0	1. Receive a passing socre (145 or higher) on the Reasoning through Language Arts, Science, and Social Studies GED exams, OR score 250 or aove on the reading and writing portions of hte Next Generation Accuplacer. 3. Use academic vocabulary as applied to the topics of science, language arts, and social studies. 4. Apply active reading strategies. 5. Evaluate informatioonto determine if the arguments presented are logical and if the evidence provided is from expert sources.		2. Write a well-organized paragraph and essay.
ABE 75	Writing for College Preparation	0	1	1	0	0	0	4. Analyze readings or videos and compose a written response and/or summary.		1. Communicate in a variety of sentence styles that are grammatically correct. 2. Produce an organized, supported paragraph with a clear topic sentence. 3. Apply organizational and writingskills in the development of a five paragraph essay. 4. Analyze readings or videos and compose a written response and/or summary.
ABE/GED 80	Pre-College Math I	0	2	2	0	0	0	3. Interpret charts, graphs and data to answer real life mathematical problems. 6. Apply a variety of test-taking skills when solving multiple choice questions.	1. Apply common types of mathematiccal skills to real life problems involving whole and rational numbers. 2. Use the T1-30XS calculator to solve a variety of mathematical problems. 3. Interpret charts, graphs and data to answer real life mathematical problems. 4. Solve measurement and common geometry problems through the use of mathematial procedures and technology. 5. Interpret and apply basic probablility concepts. 6. Apply a variety of test-taking skills when solving multiple choice questions.	
ABE/GED 90	Pre-College Math II	0	2	2	0	0	0		1. Earn, at minimum, 200 on the arithmetic portion of the Next Generation Accuplacer college placement test, and /or a passing score of 145 on the GED math exam. 2. Solve problems with one or more variables using linear models. 3. Recognize the connection between graphs and algebra, and solve problems both symbolically and graphically. 4. Apply mathematical reasoning to real world situations. 5. Solve problems of geometry including perimeter, area, and volume.	
TOTAL OF PROGRAM COURSES THAT MAP TO ILO			9	9	0	0	0			
English for Speakers of Other Languages (ESOL)		Program Outcomes:						1. Read, listen and speak English with understanding in order to enter college or training courses, or fulfill personal, work, or enrichment goals.	2. Write in English purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.	3. Use the computer to naviagate the Internet, communicate electronically, to enter a computer training course, or fulfill personal goals.
Course #	Course Title	Credits	ILO #1	ILO#2	ILO#3	ILO#4	ILO#5	COURSE OUTCOMES	COURSE OUTCOMES	COURSE OUTCOMES
ESOL 10	ESOL - Level 1-2, Pre/Beginning Literacy	0	1					1. Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work and school. 2. Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands. 3. Read independently with understanding highly-relevant symbols, numbers, and words in personal and environmental pring.	4. Write independently to express meaning in a few words and simple sentences that include personally relevant words, numbers, and phrases for daily needs.	
ESOL 30	ESOL - Level 3, Hlgh Beginning	0	1					1. Speak so others can understand short, simple sentences on familiar topics and hold brief conversations which are expansions of familiar phrases and exchanges. 2. Listen actively to understand key information from short, simple conversations, directions, narratives and explanations. 3. Read with understanding some personally-relevant and simplified texts including: important single words/phrases in visually-supported or predictable text and simplified or learner created texts with familiar content.	4. Write to express meaning in a short paragraph with simple, personally relevant or functional texts made up of words, phrases, and simple sentences for daily needs.	
ESOL 40	ESOL - Level 4, Low Intermediate	0	1					1. Speak independently so others can understand key information in simple conversations and short narrative explanations or descriptions on familiar topics. 2. Listen actively to understand main ideas and relevant details from simple narratives, conversations, explanations, and presentations.	4. Write independently to express meaning a few short paragraphs or simple instructions that are personally relevant or functional to address work and family purposes.	

								3 Read independently with understanding a range of personal and simplified texts and some simple, every day texts including: small blocks of simple text, simple tables, graphs and diagrams, and short paragraphs.		
ESOL 50	ESOL - Level 5, High Intermediate/Advanced	0	1					1. Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics. 2. Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics. 3. Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.	4. Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.	
ESOL 60	ESOL Writing	0	1	1				5. Use critical thinking to respond to a variety of English texts that include enriched and introductory academic vocabulary and idiomatic language.	1. Communicate with beginning fluency in English writing using a variety of sentence structures, paragraphs and short forms that express a comprehension of correct English grammar, spelling, punctuation, coherence and clarity. 2. Employ a variety of common pre-writing strategies to generate, plan and organize new writing. 4. Apply cooperative learning and writing workshop strategies that assist in generating and revising individual and peer writing.	3. Utilize basic word processing skills.
TOTAL OF PROGRAM COURSES THAT MAP TO ILO		5	1	0	0	0				

Program Adoption Process



(The above time line is only an estimate. There are multiple stages in which the time line may vary based on requirements or potential impediments, particularly within Step 3 External Approval.)

The following process starting with Step One applies to all new degrees or certificates that are unrelated to current offerings. Related Certificates or Career Pathway Certificates may proceed to Step Two bullet #2. Please consult with the Curriculum Office to clarify under which category your proposed new degree/certificate/program falls.

For referenced “HECC (Higher Education Coordinating Commission) Standards,” the submitter should address all of the “Program Elements.” The “Guiding Questions” are meant to provide explanation/guidance for responding to the elements, not to be answered separately. The “Guiding Questions” often represent concepts upon which the proposal will be evaluated. Description of HECC Standards are listed below Step Three.

There is an idea or perceived need!!!

Step One – Initial Proposal (testing the waters)

The proposal of a new program (degree or certificate) should come from a shared vision between the relevant department dean, department chair, and the VP of Instructional Services that the program is needed within the CGCC service area. New programs that are unrelated to current offerings generally will not have faculty on staff at the time of inception; however, if there are faculty who teach in related fields, or the proposal stems from faculty vision, these faculty members should play a significant role in the initial proposal and, if approved to proceed, the further design and development of degree/certificate program curriculum.

1. Meet with [curriculum director](#) to discuss new program submission and approval process: clarify what is needed and determine an optimum schedule for development.
2. Prepare New Program Proposal for presentation to the New Program Review Board. Report is to include:
 - a. Research on need (all elements of HECC Standard A) and potential enrollment:

- i. Career & Technical – Conduct labor market & industry growth study (regional, national, local); potential enrollment interest (high school feeder programs, employment office hits); advisory board input
 - ii. Transfer – articulation opportunities; potential enrollment interest (high school advising, college requests)
 - b. Develop rough outline of program with short (paragraph) descriptions of potential new courses.
 - c. Conduct initial estimated cost analysis and an institutional capacity study (all elements of HECC Standard E)
 - d. Develop implementation timeline
- 3. Presentation to New Program Review Board for approval to move forward with development as proposed or with Review Board revisions. (Review Board consists of: Curriculum Committee chair, director of curriculum, assessment, strategic planning and accreditation; president; VP of Instructional Services; VP of Finance; VP of Student Services; financial aid director)
 - a. Submit New Program Proposal to the curriculum director who will organize a meeting of the New Program Review Board.
 - b. Review Board members may send to the submitter, prior to the meeting, clarification questions that require research by the submitter, giving him/her the necessary time to find an answer.
 - c. Submitter(s) attend Review Board meeting ready to answer questions. The Review Board will provide a decision on whether the submitter may move forward with the development of the proposed program.

Step Two – Program Development & Final Proposal (seeking internal approval)

Program development following Review Board approval includes research, collaboration with educational and/or industry partners, any necessary development of coursework, and degree or certificate design. Internal CGCC approval requires an update of the original New Program Proposal, adding responses for the remaining HECC Standards (B, C, and D) and any necessary updates to Standards A and E. Required Curriculum Committee submission documents will also need to be completed at this time. Submission requires approval from the Curriculum Committee, the vice president of Instructional Services, the president, and the Board of Education.

1. Submitter conducts activities outlined in remaining HECC Standards (B, C, and D) and adds responses to New Program Proposal describing:
 - a. Work with internal and external partners (respond to all HECC Standard B elements).
 - b. Collaboration with educational institutions to develop an alignment of curriculum starting with K-12, through CGCC, and potentially transferring to university, trade school (respond to all HECC Standard C elements)
 - c. A fully develop curriculum path (respond to all HECC Standard D elements)
 - d. A final cost analysis and institutional capacity study (update of HECC Standard E)
2. Submitter completes curriculum submission documents and brings final proposal to Curriculum Committee, including:
 - a. Finalized New Program Proposal addressing all five HECC Standards A-E

- b. New LDC or CTE Course submissions forms if new courses are being developed (see course development guidelines)
 - c. New Certificate or Degree forms
 - d. Related Instruction forms for certificates of 45 credits or more
- 3. Presented to the vice president of Instructional Services for approval (responsibility of Curriculum Office)
- 4. Presented to the college president and the Board of Education for approval (responsibility of Curriculum Office and new program representative)

Step Three – External Approvals (HECC, NWCCU, Financial Aid)

1. Higher Education Coordinating Commission (HECC) Approval (state): 1-5 months
 - a. Submit Notice of Application (NOA) to the Office of Community Colleges and Workforce Development (CCWD) of the HECC. (responsibility of Curriculum Office and instructional dean)

Required elements for NOA vary by type of award. Note: Associate of Science (AS) degrees do not require submission for state approval. (See Appendix A HECC Submission Requirements.) May include:

 - Labor Market Survey
 - Career Pathway Roadmap
 - Listing of Advisory Board membership
 - b. Upon acceptance and approval of NOA by CCWD, submit Program Application. (responsibility of Curriculum Office and instructional dean)

Program Application requirements vary by type of award. (See Appendix A HECC Submission Requirements.) Most applications, other than Related Certificates and Career Pathway Certificates, will require responses to Standards A – E.
 - c. State approval may take 0 to 5 months depending on the type of award, submission requirements, and HECC meeting schedule. Refer to Appendix A HECC Submission Requirements and consult with the Curriculum Office to determine in what range your submission may fall. Submissions that only require the approval of a Community Colleges and Workforce Development (CCWD) program specialist may often be approved in 2 to 3 weeks. Submissions that require review and approval by the HECC may take 3 to 5 months to complete the process.
2. Northwest Commission on Colleges and Universities Approval (regional accreditor): 1-4 months
 - a. HECC approval must be obtained prior to submission to NWCCU.
 - b. Notify or seek approval to offer ([NWCCU Substantive Change Manual](#)). Consult with Curriculum Office for clarification on whether a Substantive Change application is required or if a Notification is sufficient. (responsibility of Curriculum Office and instructional dean)
 - Notification is approved upon email response from NWCCU. This may only take a few days or it may take a few weeks depending on availability of NWCCU's college representative. Upon receipt of email approval, the new degree or certificate is eligible to offer and advertise.

- Substantive Change application may take 2 to 4 months to be approved. New degree or certificate may not be advertised or promoted until approval is received. Upon receipt of NWCCU approval letter, the degree or certificate is eligible to offer and advertise.
3. Federal Financial Aid Approval (Department of Education): 0-6 months or longer
- a. Submit request for Federal Financial Aid to CGCC director of financial aid (responsibility of Curriculum Office), includes:
 - Description of degree/certificate program: name, CIP Code, credits, date first provided, and number of weeks of instruction.
 - Submission approval dates from: CGCC Curriculum Committee, president and Board of Education
 - Approval notifications from HECC and NWCCU
 - Provide all available documentation to financial aid director following HECC approval and prior to NWCCU approval in order that the financial aid submission may be prepared and ready to submit immediately upon approval by NWCCU.
 - b. Degree/certificate program may be offered, and funds may be authorized and disbursed to students, prior to Department of Education approval with the understanding that the college assumes the risk if the degree/certificate is not approved. If the Department of Education determines that the degree/certificate is not eligible for Title IV aid, the college will be responsible for repaying to the Department of Education any aid disbursed to students in the program.
 - c. Department of Education approval may take 4 to 6 months or even longer, depending on application window.
-

STANDARD A: Need

The community college provides clear evidence of the need for the program.

A. PROGRAM ELEMENTS

- a. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts. ([HECC Labor Market Information Policy Guide](#)) Data may be found at www.qualityinfo.org. The report generated from this website is required as an attachment for the state submission under Standard A. ([Directions for Accessing Employment Data](#))
- b. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
- c. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.
- d. Anticipated cost for students to complete the certificate/degree, including: tuition, fees, books and materials.

B. GUIDING QUESTIONS

- a. Why is this program necessary?

- Is there clear evidence in your area that this program is needed and sustainable? What occupations will this degree or certificate assist the student to obtain?
- b. Does the workforce data show that the proposed program is needed?
Using the occupational profiles report at www.qualityinfo.org, does the data show a need in your region? If no data is available for your region, does your business & industry partners show a clear need?
 - c. Are there similar programs that already exist in the area/region? Can training be provided without creating a new program?
 - d. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?
 - e. What are the expected wages for students immediately upon graduation, a year following graduation, five years following graduation?
 - f. What is the average expected rate of turnover for positions in this field? What is the likelihood of this career field being saturated within two years, five years, ten years? Locally, regionally, nationally?

STANDARD B: Collaboration

The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

A. PROGRAM ELEMENTS

- a. The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
 - i. Advisory committees
 - ii. Apprenticeship committees/trusts
 - iii. Business/industry associations or alliances
 - iv. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
 - v. Part-time faculty from industry
 - vi. Customized training and development departments
 - vii. Partners/co-applicants in college-led grant activities
- b. The program has been developed through joint ventures and significant systemic working relationships with educational partners:
 - i. External Educational Partners
 - 1. Secondary, postsecondary schools or consortia
 - 2. Public and private colleges and universities
 - 3. Private/proprietary career schools
 - 4. Armed Services
 - 5. Service learning foundations, organizations, and/or sponsors
 - ii. Internal Educational Partners:
 - 1. Student Services and counselors
 - 2. Financial Aid
 - 3. Work based learning coordinators

- c. The program leads to occupations that have been identified as “nontraditional by gender” on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.
- d. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

B. GUIDING QUESTIONS

- a. Who are your key constituents and how have they helped you design your program?
- b. What resources are your constituents contributing or sharing?
- c. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
- d. Who in the college community has been involved in planning?
- e. Are there any national constituents involved in the design and resource sharing?
- f. How will this program help meet your partners’ needs?

STANDARD C: Alignment

The program is aligned with appropriate education, workforce development, and economic development activities.

A. PROGRAM ELEMENTS

- a. The program is aligned with appropriate PK-20 educational programs and related activities.
- b. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
- c. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
- d. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

B. GUIDING QUESTIONS

- a. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
- b. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?
- c. Is your program meeting important education, workforce development, and economic development activities and priorities?
- d. How does this program support Oregon’s educational initiatives?
- e. How does this program support the larger context of workforce educational needs and state and national initiatives?
- f. Are there articulation agreements in place for students in high school to receive college credit?

- g. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities.
- h. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?
- i. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications?

STANDARD D: Design

The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

A. PROGRAM ELEMENTS

- a. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- b. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
- c. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- d. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education. What is the instructional delivery design (i.e., type of delivery including percent of face-to-face, hybrid, and/or distance delivery)?
- e. The program is designed or may be delivered in distinct segments that contribute to increased student completion and success.
- f. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
- g. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
- h. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

B. GUIDING QUESTIONS

- a. Is the program designed to meet the need stated in Standard A?
- b. Are the learner outcomes clearly identified and targeted to the identified needs of students?
- c. Is the program designed so that the student can participate in a learning community?
- d. Does the student have an opportunity to construct his own learning experiences?

- e. What assessment will be used to place students in the appropriate courses?
- f. Are the times and length of instruction appropriate for working adults?
- g. How do all aspects of the program lead to student achievement and successful transition?
- h. How will data be collected and used to determine student success and improve the program?
- i. Are there related internships, work study and part time employment opportunities provided for students?
- j. How are career and employment information and counseling incorporated?
- k. Are tutoring and mentoring incorporated?
- l. How is academic and technical rigor addressed?

STANDARD E: Capacity

The community college identifies and has the resources to develop, implement, and sustain the program.

A. PROGRAM ELEMENTS

- a. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- b. There are sufficient and accessible facilities, instructional materials and equipment for the program.
- c. Financial resources are adequate for the implementation and continued operation of the proposed program.
- d. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- e. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.
- f. Positive cost analysis.

B. GUIDING QUESTIONS

- a. What impact will this program have on current school programs and budgets?
- b. What is the student to teacher ratio?
- c. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
- d. What additional facilities or tools, supplies and equipment required? Required for initial set-up? Required for ongoing maintenance of supplies and equipment?
- e. What in-kind and financial resources are available from key partners?
- f. Is team teaching being utilized to manage instructional personnel needs?
- g. What opportunities have been identified to extend student learning beyond the classroom?
- h. What is the overall cost of developing the program prior to offer? Can these costs be recouped when the program is offered?

Appendix A

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
I	I	AAS	Associate of Applied Science Degree	"Associate of Applied Science (AAS)" means a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS degrees may also help to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	NO	YES	YES	NO	YES	YES
I	I	AASO	Associate of Applied Science Degree Option	"Associate of Applied Science degree option" means a transcribed specialization within a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. 70% of course credits must be the same as the base AAS.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	70% contained in base AAS	NO	YES	NO	YES	NO
I	I	BAAS	Business and Industry-Based Associate of Applied Science Degree	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.	90	108	Not a registered apprenticeship certificate	NO	NO	YES	NO	YES	YES
L	L	BCC	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	12	30	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BCC1	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	45	60	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	BCC0	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	31	35	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BCC0	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	36	44	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
>	>	BCC2	Business and Industry-Based Certificate of Completion	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.	61	108	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	YES
J	J	BC1R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	45	60	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
L	L	BC0R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	31	35	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	BCOR	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	36	44	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
L	L	BCR	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	12	30	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
>	>	BC2R	Business and Industry-Based Education Certificate of Completion, Related to a BAAS	"Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.	61	108	Not a registered apprenticeship certificate	YES	NO	YES	NO	YES	NO
Z	Z	CPCC	Career Pathway Certificate of Completion	"Career Pathways Certificate of Completion" means a form of certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates pertain to a grouping of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree/option or an Independent Certificate of Completion (with a minimum size of 45 credits), have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	YES	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	CC	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	CC0	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
J	J	CC0	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES



The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	CC1	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
>	>	CC2	Certificate of Completion	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	CCOR	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	CC0R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
J	J	CC1R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
>	>	CC2R	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	CCR	Certificate of Completion, Related to an AAS	"Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
#	#	NCTC	Non-Credit Training Certificate	A certificate made up of non-credit courses to provide certification for specific training that is outside of the regular "for credit" programs.	*18	*210	*These are hours. There are no credits associated with a NCTC award.	NO	NO	NO	NO	YES	NO
I	I	SAAS	Statewide Associate of Applied Science Degree	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.	90	108	If this is a Registered apprenticeship, the 7th CIP code must be "N"	NO	YES	YES	NO	YES	YES

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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
z*	O	SCPC	Statewide Career Pathway Certificate of Completion	"State-Wide Career Pathways Certificate of Completion" means a form of certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. State-Wide Career Pathways Certificates pertain to a grouping of 12 to 44 credits that are wholly contained in an approved State-Wide Associate of Applied Science (SAAS) degree/option or a State-Wide Independent Certificate of Completion (with a minimum size of 45 credits), have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.	12	44	*If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	YES	YES	NO
L	L	SCC	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
L	L	SCC0	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	SCC0	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
J	J	SCC1	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES
>	>	SCC2	Statewide Certificate of Completion	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	NO	YES	YES	NO	YES	YES

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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
J	J	SC1R	Statewide Certificate of Completion , Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	45	60	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
L	L	SC0R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	31	35	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
J	J	SC0R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	36	44	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
>	>	SC2R	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	61	108	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO

The following Awards and Credits are based upon 12 credits per term (3 terms per year) as required by financial aid. For definition of a full-time student please see Code of Federal Regulations, Title 34 - Education, Subtitle B - Regulations of the Offices of the Department of Education, Chapter VI - Office of Postsecondary Education, Department of Education, Part 668 - Student Assistance General Provisions. Full time student definition 34 CFR 668.2(b)

D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
L	L	SCR	Statewide Certificate of Completion, Related to a SAAS	"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.	12	30	If this is a Registered Apprenticeship, the 7th CIP code must be "O"	YES	NO	YES	NO	YES	NO
X	X	CEST	Certificate of Completion - Employment Skills Training	A form of recognition awarded by a community college intended to serve as a beginning point for students in preparation for a job or to get a better job and open the door to further education to expand their employment opportunities.	12	44	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	NO
@	@	COST	Certificate of Completion - Occupational Skills Training	A form of recognition awarded by a community college for an individualized career training opportunity focused on learning on a job sit that meets a students occupational goals, abilities, skills, and interests.	36	65	Not a registered apprenticeship certificate	NO	YES	YES	NO	YES	NO
K	K	NFA	No Formal Award (PT approved programs)	Programs that do not result in any type of formal award.				NO	NO	YES	NO	YES	NO
F	F	AAOT	Associate of Arts Oregon Transfer (LDC Program only)	"Associate of Arts Oregon Transfer (AAOT) degree" means a state-approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree.	90	108		NO	NO	NO	NO	NO	NO

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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050. Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
C	C	AGS	Associate of General Studies	Associate of General Studies" means a state-approved associate degree that is intended to meet the individual student needs using a variety of collegiate-level courses to meet degree requirements.	90	108		NO	NO	NO	NO	NO	NO
D	D	AS	Associate of Science (LDC Program only)	"Associate of Science" means a state-approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.	90	108		NO	NO	NO	NO	NO	NO
F	F	ASOT	Associate of Science Oregon Transfer	"Associate of Science Oregon Transfer Degree" means any student having the Associate of Science Oregon Transfer-Business (ASOT-Business) degree or Associate of Science Oregon Transfer-Computer Science degree (ASOT-CS) recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under these agreements will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT degree. Like the AAOT (Associate of Arts Oregon Transfer degree), the intention is to recognize lower division coursework, but in these cases includes coursework taken by students intending to major in business or computer science.	90	108		NO	NO	NO	NO	NO	NO



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D4A Code	CIP 7 Code	Award	Description	Long Description (Based upon OAR Descriptions found at: OAR 589-006-0050 . Please see resources.)	Min Credits	Max Credits	Notes	Fully contained within a base AAS or AASO degree	LMI required for approval?	NOA required for approval?	Roadmap & Advisory Committee required for approval?	CCWD Approval	Commission Approval
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RESOURCES

OAR 589-006-0050: <https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=153489> OAR 589-006: <https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=2685>
Community College Handbook: <http://handbook.ccwwebforms.net/>
Acronyms: <http://handbook.ccwwebforms.net/handbook/acronyms>
CTE Information: <http://handbook.ccwwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>
CPCC Information: <http://handbook.ccwwebforms.net/handbook/other-educational-programs-models-strategies/career-pathways>

On Sun, Apr 12, 2026 at 12:24 PM Robert Kovacich <rkovacich@cgcc.edu> wrote:

Hello Kristen,

I am hoping to get the CC forms to be redesigned.

Frankly they are atrocious.

I helped build them years ago and what has happened is they just keep getting added to instead of reworked.

They probably seem fine to you, Kristen Kane, and Susan, but no to almost all faculty.

The CC committee gets push back on submitting things on time because when someone opens those forms they become overwhelmed.

I will talk with Andrea Chrisman about this in hopes that you can have this topic as a "to think about over the summer" agenda item. And a rework can happen over fall.

Thanks,
-Rob

--

Robert J Kovacich MS
Columbia Gorge Community College
Chemistry Faculty
Distance Learning Administrator (Moodle)
Science Department Chair
Union President
<https://www.cgcc.edu/rob-kovacich>
<https://cgcc.zoom.us/j/8318681406>
1730 College Way
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400 East Scenic Drive
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(541) 506 - 6174
rkovacich@cgcc.edu



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Changes to course submission forms over the years

2023-24

1. CC will no longer require that at least one university accepts a course as fulfilling a General Education requirement in order to be approved for a Gen Ed designation at CGCC. The committee will continue its requirement that a minimum of three universities are contacted requesting transferability information and that at least two of them will accept the course in transfer in any capacity. (9.21.23, 10.6.23, 10.19.23, 11.16.23, 5.14.24)

2022-23

1. Addition of Outcomes Assessment Strategies standard language for CCOGs and curriculum submission forms. Departments may still include department specific requirements or suggestions. (9.22.22)
2. The CC reaffirmed its stance that the Suggested Text/Material section is a required entry for all submission to be approved by the CC. (1.26.23, 2.9.23, 2.16.23)
3. For Common Course Numbering submissions only, the CC will suspend the requirement for Gen Ed course revisions that include outcomes revisions to submit an accompanying updated Gen Ed Request form. (1.26.23)

2021-22

1. Requisite revision, changing the language of requisites across all courses & non-limited entry programs, removing requisite courses that no longer exist (MTH 20, RD 90, etc). The Curriculum Office given permission to apply the revised language to all impacted courses, degree and certificate requisites without having each submit a revision to the Curriculum Committee. (5.12.22)

2020-21

1. Departments should develop a separate CCOG for courses even those often taught in combination, i.e. a combination of two levels of math; however, when teaching these courses in combination, an additional CCOG is required to reflect the accelerated nature of the combo, the desire to move students through two levels in one term. The combo course would represent a third version of the courses. (9.24.20)
2. To reflect actual current use, the Consent Agenda was revised to be a Modified Degree/Certificate Revision form which can be used to update/revise degrees/certificates for the revisions that don't require a full submission: course titles, course numbers, degree/certificate title change, addition/deletion of degree/certificate electives. The Consent Agenda will no longer be an official form. Items may be placed on a Consent Agenda if appropriate without there being a specific form. (2.11.21, 3.4.21)

2019-20

1. New Program Adoption Guidelines / Curriculum Development – guidelines approved and posted to website. Curriculum Development Administrative Rule and Operating Procedures updated to reflect guidelines. (9.19.19)

2. Related Instruction Standalone Courses: Criteria and Course Options – developed definitions and criteria/outcomes for determining eligibility of courses to fulfill standalone Related Instruction requirements. Identified and approved list of specific courses that qualified for each of the three categories of RI. (9.19.19, 11.07.19, 11.21.19, 3.05.20, 6.12.20)

2018-19

1. New Gen Ed courses – submitter must meet with Susan Lewis (Curriculum Office) at beginning of development process. (11.1.18)
2. The content section of all new course submissions will be organized by course outcomes. (11.15.18)
3. "Course Activities and Design" section on the course submission form removed and replaced with suggestions for types of activities a faculty member may incorporate into their instruction. Retain an "optional" fill-in field so that departments may list any "required" activities. (11.15.18)
4. Submissions are now required to include suggested texts and materials, including any OER, or explain why nothing is listed. (11.15.18)
5. Revision of submission requirements/forms when updating outcomes (1.24.19)
 - a. Submission required to provide course content organized by outcomes.
 - b. Outcomes revision for Gen Ed courses will result in a required submission of an updated Gen Ed Request as well as an updated Cultural Literacy Request if applicable. (1.24.19)
6. Academic policy in the AAS limiting number of Gen Ed courses that may be designated as required by the program was dropped. Programs may determine specific courses to fulfill the required 16 credits of Gen Ed. Language in catalog to be updated for 2019-20 academic year. (4.05.19)

2017-18 none

2016-17

1. Create and adopt a new Core Learning Outcome (CLO) for Quantitative Literacy so that all RI areas are addressed in the CLOs. RI will then be assessed as the CLOs are assessed, eliminating the need for a separate assessment process in degrees. (9/22/16, 11/3/16, 5/5/17)
2. Remove Gen Ed transferability research requirement from Gen Ed Request submission. Make Gen Ed transferability research a requirement of the New Course submission form/process. (5/5/17)

2015-16

1. Acceptance of submissions when there is disagreement between the DC and Director regarding "recommending/not recommending" a submission. Approved Motion (7 in favor, 0 opposed, 0 abstentions): "All submissions must come to the Curriculum Committee with the Department Chair and the Director in agreement." (9/18/15)
2. Acceptance of submissions in which resolution of intra/inter-departmental impacts is not evident. Approved Motion (8 in favor, 0 opposed, 0 abstentions): "It is the responsibility of submitters to research potential impacts of their curriculum submission on any and all courses, degrees and certificates within their own department and in other departments. Resolution must be found for any subsequent impacts, and submissions are required to provide an

explanation of these resolutions. Submissions will not be placed on the CC agenda until resolution has been made and can be explained and documented.” (12/1/15)

2014-15

1. Course submission form and CCOG revision: Remove fee information (9/18/14)
2. CCOG revision: Added 1) repeats available for credit; 2) course delivery mode; and 3) alignment with Core Learning Outcomes. (4/14/15)
3. Course submission form and CCOG revision: remove response requirements for available options regarding mode of delivery. The committee will no longer take responsibility for the determination of whether a course may/should be taught face-to-face/hybrid/online. (6/16/15)

2013-14

1. Discussion regarding revision of submission forms to provide clarity about content that is within the purview of the committee and that which is not. Particular area of concern being the Department Notes. Various suggestions considered; however, no change approved. (1/14/14)
2. To be included on list of acceptable issues to submit via consent agenda: addition/deletion of degree or certificate electives. (2/11/14)

2012-13

1. Experimental courses: initial agreement that experimental courses do not need to be approved by the CC, rather they would be information items to the committee. Experimental courses may be offered for only two terms within a five-term period. After being offered twice or the passage of five terms, the course would have to go through the CC new course approval process in order to be offered again. Referred to the Academic Standards and Practices Committee (ASPC) for drafting of AR
2. CEU Courses will complete CEU request forms to be reviewed by the Curriculum Office (CO) in a timely manner. The CO will report as an information item to the CC any new courses that have been entered in the Course Master. (1/15/13)
3. General education designation to be based on Educational Philosophy Statement and the 5 Core Learning Outcomes. Gen Ed courses will be required to show that their course outcomes map in depth to at least three of the 5 core learning outcomes and partially to one additional core learning outcome. (7/10/13)
4. Cultural Literacy designation to be based on meeting the AAOT Cultural Literacy outcome and criteria as described in the JBAC guidelines. (7/10/13)
5. Course description addendums will remain the purview of the department. The name will be changed to “department notes” and the section on the CCOG will be moved lower on the form and grouped with sections that are available for departments to revise without CC approval. (7/10/13)

2011-12

1. CC members researched course descriptions at other Oregon colleges. A sub-committee was formed to take these findings and develop course description guidelines. It was determined that a course description should do three things:
 - a. Tell the student what they are about to take/learn (reflect the outcomes of the course)

- b. Provide information on what is covered for use in determining transferability of course
- c. Be a marketing tool for the course.

In addition, a description may have an addendum that is not published, but is informative to the instructor (i.e. the course may include a field trip or service learning options) Guidelines were presented to the CC, approved, and to be posted on the CO website. (11/8/11, 12/6/11, 2/14/12)

2010-11

1. Committee determined that a certificate or degree revision submission was not necessary for movement of classes between terms. (11/30/10)
2. As new courses are brought on that are currently part of PCC's offerings, the CC is not permitted to revise the outcomes, descriptions, etc. However, the committee recognized its authority to approve a new offering for CGCC with a qualifying statement that would require a course to come back to the committee upon independent accreditation for review and update of outcomes, description, etc. (1/11)
3. Committee agreed to adopt PCC approved courses upon independent accreditation. In preparation, priority courses may come through CC prior to accreditation for approval of changes to outcomes, descriptions, requisites, title, and/or number; however, implementation of these approved changes will have to wait until accreditation is granted. If no revision is approved prior to accreditation, courses currently listed in the CGCC catalog will roll-over as approved courses. (3/11)

2009-10

1. Role-over of courses/degrees/certificates upon accreditation: discussion is still fluid (3/09/10, 4/13/10, 5/11/10).
 - Department Chairs to complete lists of courses with priority ratings for processing by CC (3/09/10).
 - Course review/revision will be categorized in three ways: 1) courses that have been revised and are ready to launch upon accreditation; 2) courses not in need of review; and 3) courses approved/acceptable now, but in need of review with the timeline to be determined. Order for processing still under discussion (5/11/10).
 - Limit changes prior to accreditation to stay within mandatory alignment with PCC (5/11/10).

Columbia Gorge Community College

New Course Career Technical Education (CTE)

Save this document as the course prefix and number
Send completed form electronically to curriculum@cgcc.cc.or.us

(double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Early Education & Family Studies	Submitter name phone and email	Mary Kramer 541-506-6033 mkramer@cgcc.cc.or.us	
Prefix and Course Number:	ECE 135	Credits:	3	
Course Title: (60 characters max)	Practicum 3	Transcript Title (30 characters max)	Practicum 3	
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: Lec/lab: Lab: 90 hrs per term
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		☒	☒	
Pass/No pass		☐	☐	
Audit in consultation with faculty		☐	☐	
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)				
Covers the development of advanced intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and evaluation of environments and curriculum; and facilitation of classroom management. Prerequisites: ECE 134, ECE 123. Pre/Corequisites: ECE 124, HEC 201. Corequisite: ECE 130.				
Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: ECE 130		☐ Prerequisite	☒ Corequisite	☐ pre/co

course prefix & number: ECE 124, HEC 201		☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: ECE 134, ECE 123		☒ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course description:				
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), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.				
Outcomes: (Use observable and measurable verbs)	1. Understand the multiple influences on early development and learning in order to support young children and families. 2. Support the engagement of families and communities in the education of young children through respectful, reciprocal relationships. 3. Use assessment partnerships with families and with professional colleagues to build effective learning environments for young children. 4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children’s learning. 5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children. 6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth – 5 years.			
Course activities and design: (from CCOG)	1. Prepare mid-term and final self-evaluations of progress on the Associate Standards for Early Childhood Professional Preparation. 2. Attend Mid-term and final conferences with the mentoring team (viz., supervising faculty and mentor teacher) to review progress on the Associate Standards. 3. Engaging in the activities and tasks related to the Practicum 3 Module. 4. Create a developmental portfolio documenting integration and achievement of the Practicum 3 level Associate Standards for Early Childhood Professional Preparation			
Outcomes assessment strategies: (from CCOG)	• Complete mid-term and final self-evaluations of progress on the Associate Standards for Early Childhood Professional Preparation. • Participate in mid-term and final conferences with the mentoring team (viz., supervising faculty and mentor teacher) to review progress on the Associate Standards. • Complete all tasks and activities related to the Practicum 3 Module. • Compile and present a developmental portfolio documenting integration and achievement of the Associate Standards for Early Childhood Professional Preparation for Practicum 3.			
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Students will acquire and demonstrate skills and abilities relating to the following Associate Standards for Early Childhood Professional Preparation: • Promoting Child Development and Learning • Building Family and Community Relationships • Observing, Documenting, and Assessing to Support Young Children and Families • Teaching and Learning • Becoming a Professional			

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Practicum sequencing change from 3 levels of practica to 5 levels as a means to comply with requirements of PCC registrar and federal financial aid guidelines.	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Early Education & Family Studies Certificate	# credit: 39
Name of degree(s):	Early Education & Family Studies AAS Degree	# credit: 92
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If no is selected continue to part three.		
If yes is selected complete the related instruction form available on the curriculum office website.		

Section #3 Additional Information for new CTE courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)	
Transferability: Will this course transfer to another academic institution? Identify	Not as a standalone course, but as part of the AAS degree.	
Impact on other Programs and Departments		
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.		
If yes, explain and/or describe the nature of	No impact	

acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	8-28-12
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.cc.or.us	8-28-12

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	CTE	Submitter name phone and email	Grace Windsheimer gwindsheimer@cgcc.edu
Prefix and Course Number:	ECE 124	Credits:	3
Course Title: (60 characters max, including spaces)	Multicultural Practices: Exploring Our Views	Transcript Title: (30 characters max, including spaces)	Multicultural Practice: Views
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:
Reason for the new course.	Fulfilling IICA requirement. Required for certificate and degree		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
☐ standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ placement into:	☐ placement into:		
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			

Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other people's histories, values and belief systems into child-and-family-centered practices. 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), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify the influences on self-identity, including culture, race, language, gender, sexual orientation, physical ability, and class.
	2. Recognize others' identities as the product of cultural, linguistic and class influences.
	3. Assess cultural-, linguistic-, and class-related experiences and needs in learning communities for young children (infancy - school age) and their families.
Outcomes assessment strategies: (from CCOG)	Assessments may include: written observations, journal reflections, service learning experience, group discussions, in-class presentations and written assignments
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: reading online and in textbooks, discussion, reflective writing, interview, observation, assignments
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Students will acquire knowledge, skills, and abilities relating to: • Identification of concepts such as oppression, internalized oppression, white privilege, stereotypes and biases. • Identity development and the effects of internalized oppression and white privilege on identity. • Personal identities of race, cultural, language, gender, ableism, and classism. • The variety of ways of how institutions oppress individuals based on culture, language, gender, ableism, and classism in the United States. • Personal experiences with oppression as well as the oppression of other identity groups. • Theories in Early Childhood and developmentally appropriate and culturally relevant practices from a social and political perspective. • Oppression of staff, children and families by Early Childhood institutions. • Becoming allies to a diverse group of staff, child and families.
Department Notes (optional)	NAEYC standards that relate are Standard #2. Building Family and Community Relationships Core Knowledge categories – Diversity (D)

Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of an existing, currently approved CGCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	EEFS	# credit: 38
Name of degree(s):	EEFS	# credit: 92
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required for certificate and degree.	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If yes , the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ On campus ☒ Hybrid ☒ On-line ☐ Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A
Is there any potential impact on another department?	☐ Yes

		☒ No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No	
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:	
Allow 3-4 months to complete the new course approval process before the course can be scheduled.		

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	gwindsheimer@cgcc.edu	12-12-2014
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.edu.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Writing, Literature and Foreign Language		Submitter name: phone: email:	Tim Schell 541-506-6171 tschell@cgcc.edu
Prefix and Course Number:	ENG 105		Credits:	4
Course Title: (60 characters max)	Introduction to Literature - Drama		Transcript Title: (30 characters max)	Intro to Literature - Drama
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours 	Lecture: 40 Lec/lab: Lab:
Reason for the new course	IICA requirement			
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)		☒	☒	
Pass/No pass		☒	☐	
Audit in consultation with faculty		☒	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual CGCC fees		N/A		

Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, 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 Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number:	WR 115 and RD 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

Section #3 Course Description and Outcomes	
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. 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), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.
	2. Articulate ways in which the text contributes to self-understanding.
	3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.
	4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms.
	5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation.
	6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.
Outcomes assessment strategies:	Acknowledge the possibility of multiple interpretations of a text; articulate various possible interpretations of a text; recognize that not all interpretations of a text are equally valid. Assessment tools may include responses to study questions; evaluation of small and full-group discussion; in-class and out-of-class writing exams and essays; and reviews of plays. Performance of scenes from plays may also be included as an assessment task.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Lecture; Discussion; Group Work; Student Presentation
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	Themes, Concepts, and Issues • Tragedy • Comedy • Romance • Satire • Allegory • Morality play • Revenge tragedy • Tragic comedy • Comedy of manners • Commedia dell'arte • Myth

- Aristotle's definition of tragedy
- Tragic Hero
- Classical Drama
- Elizabethan/Renaissance Drama
- Restoration Drama
- Realism
- Modernism
- Theater of the Absurd
- Postmodernism
- Monologue
- Dialogue
- Soliloquy
- Staging
- Stage directions
- Setting
- Scenes
- Acts
- Plot
- Climax
- Characters
- Protagonist
- Antagonist
- Antihero
- Theme
- Chorus
- Odes
- Prologue
- Epilogue
- Strophe/antistrophe
- Choragos
- Blank verse
- Free verse
- Iambic pentameter
- Couplet
- Prose verse
- Irony
- Symbolism
- Images
- Conceits
- Diction
- Tone
- Intertextuality
- Structuralism/post-structuralism
- Feminist criticism
- Marxist criticism
- New criticism/formalism
- Psychoanalytic theory and criticism

	Competencies and Skills • Analysis • Writing about drama. • Understanding drama through various contexts, such as social, historical, artistic convention, intertextual, playwright's vision. • Critical interpretation of dramatic performance on video or live theater. • Critical reading of reviews. • Speaking and listening reflectively. • Small-group collaboration.
Department Notes (optional)	

Section #4 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? 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, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Portland State, Oregon State, University of Oregon, University of Portland.
How does it transfer? Check all that apply	☐ Required or support for major ☒ General education distribution requirement ☒ General elective ☐ Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence Previously vetted by PCC
Identify comparables at Oregon schools	
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

Section #3 Additional Information for new LDC courses		
How or where will the course be taught? Check all that apply.	☒ On campus ☒ Hybrid ☒ On-line	☐ Other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	All certificates with general education electives	# credits: varied

Name of degree(s):	All degrees with general education electives	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It serves as a general education 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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No	
Implementation term:	☒ Next available term after approval ☐ Specify term:	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	5/16/14
Department Director	Email	Date
Cody Yeager	tschell@cgcc.edu	5/16/14

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.

2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Tim Schell (541) 506-6171 tschell@cgcc.edu
Course Prefix and Number:	ENG 105	Course Title:	Introduction to Literature: Drama
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.		
	2. Articulate ways in which the text contributes to self-understanding.		
	3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.		
	4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms.		
	5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation.		
	6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.		

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 two OUS schools must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

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

2. CGCC Core Learning Outcomes (CLO):

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

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving)
3. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences 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 are required to demonstrate that 3 of the CLOs are addressed in depth, and 1 additional CLO is addressed at least minimally.

2. Address CGCC Core Learning Outcomes:	
For each CLO addressed, provide the following: 1) list the course outcome that clearly reflects the CLO; and 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO.	
Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication) ☒ in depth ☐ minimally	Outcome: Articulate ways in which the text contributes to self-understanding. Outcome: Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. Outcome: Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text. This course addresses all four areas of communication. Students read and analyze plays, and they partake in class discussions in analysis of the elements of drama. Students are required to write responses to all the plays read during the term. Students also write a research paper.
Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving) ☒ in depth ☐ minimally	Outcome: Articulate ways in which the text contributes to self-understanding. Outcome: Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. Outcome: Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text. Students analyze drama through a variety of critical theoretical lenses including reader-response theory, and they conduct research in which they evaluate information, utilizing it to write a research paper.
Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence) ☒ in depth ☐ minimally	Outcome: Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. Outcome: Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.

	In this introductory course, students read a variety of plays, and they discuss various interpretations of each play while acquiring knowledge and critical skills which will serve them in pursuing advanced degrees in literature.
Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness) ☐ in depth ☒ minimally	Outcome: Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. Outcome: Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. Students read and discuss literature from around the world in an effort to understand the context in which the text was constructed.
Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility) ☐ in depth ☒ minimally	Outcome: Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. Outcome: Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. Students read drama that reflects human interaction with both the social and natural world.

3. Address the AAOT Discipline Studies Outcomes and Criteria:	
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
Arts and Letters	
Outcomes:	
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
Criteria:	
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. And each course should also do at least one of the following: 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Outcome: Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. Outcome: Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. Outcome: Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in

	written response to a literary text. Outcome: Articulate ways in which the text contributes to self-understanding. Outcome: Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students utilize creative skills in their analysis of a given play utilizing more than one critical approach. For example, in analyzing a play, students debate which critical approach might be best utilized in understanding the play, and they discuss the different interpretations of the play using different critical lenses such as the Marxist and Feminist approaches.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students gain a perspective on the power of language in human expression, and how that expression reflects the human condition. By reading authors from around the world, students better understand how drama reveals an understanding of other societies and cultures both locally and globally. By reading authors from different time periods, students gain an understanding of the historical context of a play's setting. Students learn to build their own unique expression through critical evaluation, observation and application. In writing journal responses to plays, students critically analyze not only the elements of drama, but also its societal context.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	5/18/14
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	5/18/14

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.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.



ADMINISTRATIVE RULE

Approved Date: MM/DD/YY

Effective Date: MM/DD/YY

Last Revised: MM/DD/YY

Rule Number/Name:	040.043.000 Credit for Prior Learning - General
Responsible Department:	Instructional Services
Authority:	Dean of Teaching & Learning Foundations

Overview

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

Applicability

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

Administrative Rule Statement

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

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

Guidelines:

- Maximum number of Credit for Prior Learning (CPL) allowable for any degree or certificate:
 - o AAS and AGS degrees and certificates: A maximum of 66 percent of degree or certificate requirements may be completed using CPL.

- o AAOT, AS, AAT, AST: A maximum of 25 percent of degree requirements may be completed using CPL.
- CPL may not be used to fulfill CGCC residency requirements.
- The awarding of partial course credit for any form of CPL is not allowed.
- CPL may only be granted for active courses that exist within the college's catalog at time of application for CPL credit. Not all courses may be eligible for CPL credit.
- Students may not request CPL for a course they have already taken or received transfer credit for at CGCC.
- Students must have an established transcript at CGCC before CPL credit can be awarded.
- CPL credit is awarded as Pass/No Pass only.
- CPL credit recorded on the official institutional transcript should be notated as CPL.
- Documentation used to support CPL credits awarded will be maintained as part of the student's official institutional academic record in accordance with institutional records retention standards.
- Fees are applied for transcription of course credits awarded via CPL.
- CPL credit is not covered by financial aid funds or tuition waivers.

Definitions

- A. CPL Portfolio: Portfolio is a process by which students can earn credit for active Columbia Gorge Community College (CGCC) course offerings, as described in the current CGCC catalog. Credit is awarded based on demonstration of mastery of subject matter via a prepared Portfolio using the college's approved Portfolio Template.
- B. Course Challenge Exams: Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.
- C. College Level Examination Program (CLEP) Exams: Subject matter examinations that are nationally normed.
- D. Advanced Placement (AP) and International Baccalaureate (IB) Exam Scores: National and internationally normed exams that may, potentially, translate to college credit.
- E. American Council on Education (ACE): Provides skill and competency frameworks for aligning educational credits with time on task in training and occupations.
- F. Professional and Industry Licensure: Licensures/certifications granted by an official agency/institution that have been brought before and preapproved by the college's

Curriculum Committee as fulfilling specified course credits within the college's course offerings.

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

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

1. AR 040.045.000 Credit for Prior Learning – Portfolio
2. AR 040.046.000 Credit for Prior Learning – Licensure/Certification
3. AR 040.044.000 Credit for Prior Learning – Challenge Exams

Further Information

Dean of Teaching & Learning Foundations

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541-506-6047

Strategic Direction

Strategic Priorities:

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

Appendix

1. BP 4235 Credit for Prior Learning