Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Todd Meislahn (Business)
Vice Chair – TBD

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

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Ryan Brusco (sub-Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

September 17, 2026 10:00 am – 12:00 pm (CC Orientation)
The Dalles Campus, room 1.162 (Board Room next to café) – in-person attendance only)

Old Business:

1.

Submissions

1. none

New Business

1. Election of Vice-Chair for 2026-27 (Todd)
2. Review of Committee Procedural Rules [1] (Susan & Todd)
    - Opportunity for members to ask questions about any procedural rules
3. Review of Submission Requirements [2] (Susan & Todd)
    - Opportunity for members to ask questions about any submission requirements
4. Accreditation EIE update

Discussion Items

1. Request for the revision of course submission forms
    - ACTION ITEM from retreat: Every Curriculum Committee Member to get feedback from their departments on the submission forms and bring feedback regarding potential changes to the fall Orientation meeting.
2. Requiring CCN submissions to include a new Gen Ed Request submission
3. Acceptance of CPL for general subject areas rather than specific courses [3 & 4]
4. Mandatory requirement of FYE for AAS degrees [5]

Next Meeting: October 1, 2026: 3:30 – 5:00pm

Attachments: [1] Curriculum Committee Procedural Rules; [2] CCOG Development Template with CC Notations; [3] May 29, 2026 Retreat Minutes; [4] AR 040.046.000 CPL-General; [5] FYE 100 CCOG

Curriculum Committee Procedural Rules

Overview of Submission Review

The peer-elected chair will open and run the meeting using the following order: Approval of Previous Minutes, Old Business, and New Business.

For discussion and approval of curricular submissions (generally within New Business), the chair will announce the specific form to be decided upon and ask if there are any questions/discussion. Guests representing new courses, certificates or degrees are asked to give a brief description of the item and how it fits within current curriculum. Guests representing requests for certificate/degree suspensions are asked to provide a brief explanation of the reasoning behind the suspension. Otherwise, curricular revisions proceed directly to committee questions/discussion without presentation by submitter.

If committee members are satisfied with the submission as written and an amendment is not required, it will go directly to a simple majority vote for approval.

If an amendment (modification, addition or subtraction) is offered during discussion, the one proposing the change will discuss first, followed by the chair asking for any further discussion on that proposed change. If/when there is no further discussion, the chair will ask if anyone disagrees with the proposed change. If there is no disagreement, the amendment will be considered unanimously approved, and discussion on the overall form will proceed. If/when there is no further discussion, the entire form with any amendments will go to a simple majority vote for approval.

Membership

1. Representation:
    A. Voting Members:
        1) One faculty member from each academic department
        Faculty representation must include:
            a. Adjunct faculty
            b. Full-time faculty
        2) An Instructional Dean/Director
    B. Non-Voting Members
        1) Vice President of Instructional Services
        2) Curriculum Office representative
        3) Student Services representative
    C. Adjunct faculty are reimbursed at special projects wages up to 5.5 hours per scheduled CC meeting: 1.5 hours of meeting time and up to 4 hours of preparation or side committee work.
2. Eligibility and Elections
    A. Committee Members
        1) Department Chairs are responsible for recruiting faculty committee members, who are then elected by their department in the spring.
        2) Committee members are elected for three-year terms that commence with the first meeting of the fall term.

3) A Committee member may be re-elected for additional three-year terms.
4) If practical, terms shall be staggered so that no more than one-half of the Committee members are chosen yearly.

B. Officers
1) The officers of the Committee are Chair and Vice-Chair.
2) Officers are elected from among the voting faculty.
3) Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
4) The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot
5) The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
6) In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

Committee Members' Rights and Responsibilities

1. Follow and support the Curriculum Committee Charter
2. Attend scheduled Committee meetings. Notify the CC chair and the Curriculum Office at the earliest possibility in the event that a meeting cannot be attended.
3. To read through submissions and other documents prior to the meeting in order to be prepared to discuss and vote
4. Listen respectfully and with an open mind to other Committee members and guests; Find a balance for when to apply pressure and when to compromise
5. Communicate respectfully and constructively
6. Provide curriculum expertise regarding submissions from the department the member represents
7. Vote on submissions and action items
   A. Committee members should feel free to ask questions in order to form a decision to approve or not approve
   B. Committee members may amend submissions in the course of the meeting even if the submitter is not present, as long as the amendment doesn't change the general or specific intent

Meeting Schedule, Logistics, & Processes

1. The Committee shall meet eleven times per year and additionally as needed (September through June). The schedule is front loaded with two meetings in October, November and March and one meeting in December, February and April. Meetings are held on Thursday, 3:30 to 5:00 pm.
   A. A two-hour orientation meeting is scheduled in the week prior to the start of the fall term. Orientation is to include: planning, member training, and outlining

the scope of work for the year. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.

B. A three-hour committee retreat will be held between the last meeting in April and the end of spring term. Purpose is to address curricular issues that aren't represented by submissions, resolve unfinished business, review previous year's activities, make recommendations for next year's agenda, and provide input regarding CC experience, commitment level, and responsibility. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.

2. All Committee meetings will be open to the college community

3. Definition of a quorum: A quorum is defined as 50% plus "1" of seated voting members. Seated voting members do not include members that have been granted a leave of absence for a term. A leave of absence may be granted when an instructor's teaching load changes, resulting in having a teaching assignment at the time of the Curriculum Committee meeting. Leaves of absence have also been granted to faculty who are out of the area for a term. Members who anticipate more than a one term absence should consult with their department chair to determine whether a substitute can be arranged or a new representative should be elected.

4. Agendas & Minutes
    A. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings. The agenda with attachments is posted to the Curriculum Committee website.
        1) The Curriculum Office will not accept submissions for entry on the agenda if there is disagreement between the department chair and dean regarding whether to "recommend/not recommend" the submission.
        2) The Curriculum Office will not accept submissions for entry on the agenda when resolution of intra/inter-departmental impacts is not evident. Submissions will not be placed on the CC agenda until resolution has been made and can be explained and documented.
        3) The Curriculum Office will not have the authority to make revisions to areas of the CCOG that require committee approval, no matter how minor: title, transcript title, credits, contact hours, requisites, description, outcomes.
    B. The Curriculum Office is responsible for taking minutes at each meeting.
        1) Approval of minutes will take place at the following meeting when it is held within three weeks
        2) Approval of minutes will take place via email when the following meeting is held more than three weeks later. The email procedure is:
            a. When minutes are first sent out to members, it is a request for any needed revisions or updates. After five business days, the revisions will be documented and the minutes sent out for approval.

b. Committee members have three business days to respond, recording their approval. Members that do not respond will be recorded as an abstention.

3) Approved minutes are posted to the Curriculum Committee website

5. Motions & Voting
   A. Voting members of the Committee will vote to approve or not approve each curriculum request/submission/action.
      1) Time for discussion will be provided
      2) Amendments may be proposed and included in the motion
      3) A motion supported by a second will be required prior to voting
         a. Motions and seconds may not be made by the department representative from which the submission has been presented
      4) Approval requires a simple majority with a quorum present
         a. Approved submissions will be routed to the VPIS for approval
         b. Submissions not approved may be:
            a) Postponed for further development, resubmission, and review (minor changes that can be accommodated in committee will be done at the time of submission. For example, a minor rewording of an outcome could be completed during the CC meeting rather than sending the submission back for revision and resubmission);
            b) Withdrawn; or
            c) Directed to the VPIS for arbitration. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in Special Session to find a consensus. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.

Miscellaneous Procedures / Rules

1. Consent Agenda Usage
   A. The consent agenda approval
      1) The consent agenda is voted on as a package without discussion
      2) If a member has questions for a specific item on the consent agenda and would like to discuss that item, the item may be pulled off the consent agenda for discussion and separate voting

2. Information Items
   A. Information items do not require Committee approval
   B. Information items include:
      1) Adoption of experimental courses
      2) Inactivation of courses

3. Special Sessions
   A. Special sessions will be open to the public as are regular CC meetings

B. Visitors will be asked to refrain from speaking unless invited to do so by a committee member, the VPIS, or the submission representative
C. It will be the responsibility of the committee members to keep the discussion on target

CGCC Course Content and Outcome Guide Development Template

With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at http://www.cgcc.edu/curriculum/forms. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 75 characters, including spaces)**:** Is the title descriptive? Does it align with similar courses at other colleges and universities?

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content? Do they align with similar courses at other colleges and universities?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom)

Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Institutional Learning Outcomes (ILO #1 and 2 require a major designation and at least 1 additional ILO must have at least a minor designation)?
- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.
- Responses to ILOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.

- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the ILO or AAOT outcomes and criteria are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on their verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter should then revise the written submission and attend the next meeting when the submission may be rescheduled and respond verbally.

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, prerequisite/concurrent [pre/co], recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in "hidden requirements" in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably "recommended" rather than "required." The standard prerequisites (Placement into MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See Suggested Verbs for Outcomes and Descriptions.) Avoid using the phrases: "This course will…" and/or "Students will…" Include course requisites in the description. Try to keep descriptions to 100 words or less. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.) Refer to the Writing Course Descriptions guide on the CO website for format. Descriptions include requisites and availability for audit.

STUDENT 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) upon completion of the course. Begin each outcome with an active verb. (See Suggested Verbs for Outcomes and Descriptions.) The outcome should be written so that it completes the starter, "Upon completion of this course, students will be able to …." Three to six outcomes are recommended. Guidelines for writing concise and assessable student learning outcomes can be found at Writing Learning Outcomes.) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to "Related Instruction" may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc. errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an "amendment" vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (The determination of strategies used in assessing student achievement of learning outcomes is generally left to the discretion of the instructor. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated. Gen Ed courses must include examples of assessments for which the appropriate ILO Outcome Rubrics can be applied.)

Standard statement entered for all courses:

"The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios."

Outcomes Assessment Strategies are entered only if there are specific "required" assessments that all instructors are expected to integrate into their course assessment processes. If no required assessment is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single assessment method.

TEXTS & MATERIALS: (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND 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 "department required course activities" box on submission form.] 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.)

Standard statement entered for all courses:

"The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation

scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc."

Course Activities are entered only if there are specific "required" activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. The standard statement is an information item only, and included in every CCOG to encourage faculty to think beyond a single delivery method.

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support them in the development of the course.) Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare their course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course? Is it sufficiently robust?

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied <u>requires</u> Curriculum Committee approval.

Stand-alone course for RI Area (check one): communication ☐ computation ☐ human relations ☐

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) (When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)

Curriculum Committee Minutes
Friday, May 29, 2026 - RETREAT
Location: HRC 310

PRESENT:

Voting Committee Members

Chair- Kristen Booth (Pre-College)
Todd Meislahn - (Business)
Anne Kelly (Inst Dean)
Tyson Aldrich (Tech/Trade)
Andrea Chrisman (Science)
John Evans (Math)
Jessamyn Duckwall (Art, Cult, Comm)
Stephen Shwiff (Social Science)
Mimi Pentz (Nursing/Health)

Non-Voting Members

Susan Lewis (Curriculum)
Cat Graham (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Emilie Miller, Rob Kovacich, Joel Brown

Absent

Voting Members:

Non-Voting Member

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 9:15am	**Chair Kristen Booth called the meeting to order at 9:15am.**	
SUBMISSIONS:		
Advanced Manufacturing and Fabrication (Degree Revision)	Susan shared the changes only include: • Reducing the Arts & Letters requirement from 4 credits to 3 credits to better align with MFG student course selections • Adding two 1-credit courses to align the degree with recently approved certificates. These changes improve the consistency across the MFG program. **Motion: approve a written.**	Motion: Andrea 2nds: Jessamyn 8 in favor – 0 opposed – 1 abstains
Paramedic AAS + Teach Out Pan + Termination Check list (Degree Suspension)	Joel provide an overview of the proposed suspension of the Paramedic Program Degree. • Historically, CGCC has been unable to sustain a paramedic program with a degree despite many and different efforts. • The partnership with Chemeketa Community College now provides students access to an established and successful paramedic pathway.	Motion: Stephen 2nds: Anne 8 in favor – 0 opposed – 0 abstains

	• With the partnership students continue to benefit from local access to prerequisites, testing services, and EMT certificate pathway at CGCC **Motion: approve as written.**	
BI 221Z Principles of Biology: Cells (New LDC Course: CCN- 2nd Submission)	Additional content has been added under Course Outcomes section that provide greater detail and alignment. There were still some concerns from some of the committee members if the course content has been satisfactorily addressed even with the additional revisions that have been provided. **Motion: approve as written.**	Motion: Stephen 2nds: Todd 9 in favor – 0 opposed – 0 abstains
BI 221Z Principles of Biology: Cells (Gen Ed Request- 2nd Request)	Discussed changes, revisions and improvements to the ILO mapping and the course outcome alignments. Questions about if the course narrative fulfills the AAOT outcomes or if the descriptions should emphasize course content vs specific assignments. **Motion: approve as written.**	Motion: Todd 2nds: Tyson 9 in favor – 0 opposed – 0 abstains
NEW BUSINESS		
2026-27 Curriculum Schedule	Discussion about the proposed AY 2026-27 Curriculum Committee meeting schedule. **Motion: approve 2026-27 Curriculum Committee schedule**	Motion: Anne 2nds: Mimi 9 in favor – 0 opposed – 0 abstains
Revised Degree/Certificate Submission Requirements	Proposal to have the departments when creating a degree or certificate to complete program map. • Demonstrating alignment between course outcomes and program outcomes. • Help with identifying gaps in curriculum • Assisting faculty and the committee in evaluating the strength and completeness of degree and certificate programs. • Committee agreement that this would give good feedback generally to the departments to review. **Motion #1: Approve adding program mapping to the submission adoption paperwork for any new or revised degree and certificate proposals.**	**Motion #1** Motion: Todd 2nds: Jessamyn 9 in favor – 0 opposed – 0 abstains **Motion #2** Motion: Todd

	Proposed to require submission of HECC standards with new degree / certificate submissions. The standards are needed for the submission to the HECC which comes shortly after CC and BoE approval. The standards are meant to be carried out as part of the development of a degree or certificate; therefore, should be done prior to submission to the CC. **Motion #2: Approve requirement of HECC standards documentation as part of new degree and certificate CC submissions.**	2nds: Mimi 9 in favor – 0 opposed – 0 abstains
DISCUSSION ITEMS		
1. Request for the revision of course submission forms	Committee discussed the concerns brought to Susan about the curriculum submission forms being too complex and the level of documentation required for courses and program approvals being too demanding. Concern that forms / requirements have been added to over the years to the point of being unreasonable. Examples showing that current forms are almost identical to the original forms that came from PCC in 2012/13. Minor modifications over the years to meet the needs from the State & Institution. Some revisions made the forms easier. **Discussion if a Common Course Numbering Class should or should not be required to fill out a new Gen Ed Request. (Susan will add this to the CC Orientation meeting in September)** **ACTION ITEM*: Every Curriculum Committee Member get feedback from their departments on the submission forms and bring feedback regarding potential changes to the fall Orientation meeting.***	

2. Acceptance of CPL for general subject areas rather than specific courses	Discussion on a student proposal of creating broader subject-area (Bucket) credits, as noted at least one other institution.
	• Buckets could include subjects such as
	  o Natural Sciences
	  o Biology
	  o Psychology
	• Current CGCC CPL process requires credit to align with a specific course in the catalog	

	• Committee discussed that adopting a "bucket" approach would require changes to the CPL administrative rules and procedures that have already been approved • Discussion highlighted the need for clearer communication with students regarding how transfer and CPL evaluations are conducted and why some credits are not accepted. • Members emphasized that students may not fully understand course-matching requirements and recommended developing clearer informational resources once rules and procedures are finalized. • Committee agreed that further research is needed before considering any rule changes. **ACTION ITEM: *Cat and Susan will do some research over the summer to show committee at the CC Orientation.***	
3. Mandatory requirement of FYE for AAS degrees	**Moved to CC Orientation in September.**	
4. Introduction to Workforce Pell	Susan shared a quick explanation of Workforce Pell • Workforce Pell may allow financial aid for shorter-term certificate programs. • Programs must meet specific workforce and return-on-investment requirements. • Faculty were encouraged to consider whether existing programs contain certificate-sized pathways that may qualify.	
5. Bachelor of Applied Science in Education and the Agriculture degree and certificate updates.	• Bachelor of Applied Science proposal is currently under review by NWCCU, with a tentative Fall 2027 launch timeline. • Ag-related bachelor's degree proposal is also preparing for NWCCU review, with a tentative Fall 2027 launch timeline. An instructor has been hired to help stand up this work.	
Meeting Adjourned: 4:46pm	**All in favor, Chair Kristen closed the meeting at 4:46pm**	**Next Meeting: September 17, 2026- CC Orientation- TDC In-Person ONLY**
Have a great Summer! ☼ See you all in the Fall! ❁		

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:
    - AAS and AGS degrees and certificates: A maximum of 66 percent of degree or certificate requirements may be completed using CPL.

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

Definitions

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

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

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

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

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

F. *Professional and Industry Licensure*: Licensures/certifications granted by an official agency/institution that have been brought before and preapproved by the college's

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

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

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

1. AR 040.045.000 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

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Strategic Direction

Strategic Priorities:

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

Appendix

1. BP 4235 Credit for Prior Learning

COLUMBIA GORGE COMMUNITY COLLEGE

College Planning and Survival Skills

Course Number: FYE 100

Transcript Title: College Planning and Survival Skills

Created: Aug 10, 2022

Updated: Apr 26, 2024

Total Credits: 4

Lecture Hours: 30

Lecture / Lab Hours: 20

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

Grading Options A-F, P/NP, Audit

Default Grading Options A-F

Repeats available for credit: 0

Prerequisites

Prerequisite: placement into WR 115 (https://www.cgcc.edu/courses/wr-115).

Course Description

Guides the creation of financial and academic/career plans and develops strategies for navigating barriers to degree completion. Enhances communication, resource identification, and technology skills to navigate college systems. Explores community, cultural, and environmental responsibility in a chosen career path. Prerequisite: placement into WR 115. Audit available.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Evaluate CGCC Pathways and degree options to determine their potential for employment or further study.
2. Create education/career and financial plans that help meet academic, workforce, and personal goals.
3. Implement strategies to navigate barriers that arise throughout the completion of education/career plan.
4. Communicate verbally and in writing in academic and professional settings.
5. Operate CGCC technology.
6. Use cultural awareness to constructively address issues that arise in the workplace and community.
7. Explore social and environmental responsibility as part of one's chosen Pathway.

Alignment with Institutional Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical thinking and Problem-Solving)
Not Addressed	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)
Major	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Cultural Awareness)
Minor	5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

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.

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 CLO 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 CLO rubric.

Suggested Outcome Assessment Strategies

The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.

Course Activities and Design

Required activity:

Students will participate in a project that is related to their identified Pathway interest. This should reflect some engagement with their community whether it be through active participation in a service learning project or through research activities that include reaching out to local experts on a local issue. For example:

- Service learning project

- Participate in a local service learning project (examples)
    - Participate in the organization and planning of a local blood drive
    - Work with local Department of Fish & Wildlife office to conduct a habitat renewal effort
    - Work with local business organizations to promote urban growth and renewal
    - Help to organize a local cultural event
- Write a reflective essay on what you learned/discovered through your participation in this activity.

- Research project
    - Research a topic related to chosen Pathway (examples)
        - Identify a local problem that you could research and try to find a solution for.
        - Interview local experts on the subject to find out how they are promoting or managing the issue in our area.
        - Look for similar activities in other towns and how their strategies might be used to improve our local situation.
    - Write a descriptive report on your findings and proposal.

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content

Outcome #1: Evaluate CGCC Pathways and degree options, determining their potential for employment or further study.

- CGCC Pathways
  - Art, Culture & Communication
  - Business
  - Education & Social Sciences
  - Health
  - Math & Science
  - Technology & Trades
- Choosing a Pathway and/or Career Direction
  - Accessing Career Services
    - On campus
    - Employment Office
    - Websites
  - Career Aptitude and Interest Assessments
  - Elective opportunities for exploration
  - Comparing career incomes
- Degree Maps and Courses
  - Finding Pathways and program information on CGCC website

- Reading a degree map
- Reading course descriptions
    - Understanding requisites (pre, co, pre/co)
- Further Education or Direct to Career
    - Transferring to university for further education (transfer degrees)
        - Choosing a university
        - Challenges: expense, leaving home/relocating, leaving behind friends, culture changes, changes in academic difficulty, balancing responsibility, adjusting to a new environment, stress, homesickness
        - Benefits: college experience, making new friends, seeing new places, building a lifelong career, more classes/academic opportunities, build new communities
    - Completing education at CGCC (Terminal AAS degrees)
        - Challenges: fewer career options, shorter college experience, adjusting to prepare for work/finding employment
        - Benefits: financial savings, living at home, entering workforce more quickly, easier to balance current obligations

Outcome #2: **Create education/career and financial plans that help meet academic, workforce, and personal goals.**

- Goal Setting
    - Short term goals
    - Long term goals
- Components of an education/career plan
    - Personal time availability
        - other commitments (work, family, self-care)

    - Personal emotional availability (capacity for coursework)
    - CGCC course offerings based on schedule
- Components of a financial plan
    - Monthly budget based on expenses and income
    - Availability of Financial Aid
    - Projected future wages and expenses (based on career choice or transfer institution)
    - Return on investment (long-term and short-term)

Outcome #3: **Implement strategies to navigate barriers that arise throughout the completion of education/career plan.**

- Barriers/Challenges
    - Work
    - Family
    - Health
    - Living/housing
    - Discrimination and biases based on social identity(ies)
    - Language barriers
    - Academic hardships
- Campus resources (may consider using passport activity in which students visit/contact each campus resource)
    - Tutoring Center
    - Library

- Resource Navigator
- Advising
- Registration
- Student Life
- Financial Aid
- Business Office
- Campus Store (Slingshot)
- Food Pantry
- SNAP
- Child Care Partners
- Student Support Services/Accommodations
- Workforce Readiness
- Residence Hall
- Gorge Literacy

- Community resources (https://www.cgcc.edu/resources)
  - Employment Office
  - The Next Door Inc.
  - Employment Related Day Care (ERDC)
  - Oregon Career Information System
- Strategies for overcoming barriers
  - Growth mindset

- Test taking
- Study skills

Outcome #4: **Communicate verbally and in writing in academic and professional settings.**

- Verbal communication
  - Getting Interviewed
  - Confidentiality, privacy
  - Professional vs. casual conversation
  - Participation (in classroom and work settings)
- Written communication
  - Texts
  - Emails
  - Memos / course announcements
  - Use of social media
  - Confidentiality, privacy
  - Professional vs. casual conversation
  - Reflective essay

Outcome #5: **Operate CGCC technology.**

- Use various college technologies to assist in fulfillment of academic/career plan (Anthology)
- Financial aid/college payments

- Adopt or opt out of textbook procurement (Slingshot)
- Website
- G-suite
- Email
- Moodle Shells
- Flash Alert

Outcome #6: **Use cultural awareness to constructively address issues that arise in the workplace and community.**

- Cultural awareness
  - Valuing diversity
  - Self-awareness
  - Consciousness of the dynamics inherent when cultures interact.
- Strategies for cross-cultural communication;
  - Etiquette
  - Active listening
  - Building a sense of belonging and inclusion
  - CGCC guiding principles and statements

Outcome #7: **Explore social and environmental responsibility as part of one's chosen Pathway.**

- Defining social and/or environmental responsibility

- Service Learning Project (SLP)
  - Identifying and choosing a SLP
    - Reaching out to local groups, agencies, and/or individuals
    - Preparing a project proposal
    - Comparing potential commitment and personal availability
  - Project responsibility
    - Responsibility to a commitment / promise
    - Paid employee responsibilities vs. volunteer responsibilities
    - Timeliness of work
- Research Project (RP)
  - Choosing a topic / broad topic research
  - Narrowing topic to scope/ specific topic research
    - Using library resources: research librarian, internet, books, articles, videos
    - Interviewing experts from the community: contacting,
    - preparing for interview, conducting interview
  - Making an outline
- Write up for SLP or RP
  - Tying project/research to learning outcome
  - Components of a reflective essay
  - Components of an introductory level research report/essay

Suggested Texts and Materials

- FYE Resource Portfolio (https://sites.google.com/cgcc.edu/fye-100-resources?usp=sharing)
- CGCC Student Handbook (https://www.cgcc.edu/sites/default/files/student-services/Student-Handbook.pdf)PDF
- How to cultivate a sense of belonging on your campus (https://www.campuswell.com/cultivate-belonging-on-campus/)
- Service Learning Manual (https://oercommons.org/courseware/lesson/98096/student/)
- Blueprint for Success in College: Career Decision Making (https://press.rebus.community/blueprint3/)
- Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies (https://press.rebus.community/blueprint1/)

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COMMUNITY COLLEGE



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