Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Todd Meislahn (Business)
Vice Chair – Tyson Aldrich (Tech/Trade)

Kristen Booth (Pre-College)
Andrea Chrisman (Science)
jessamyn duckwall (Art/Com)
Annette Byers (fall sub-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 (fall sub-Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

October 1, 2026 3:30 – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Join Zoom Meeting: https://cgcc.zoom.us/j/84375115031 (members are requested to turn their cameras on)

Approval of Minutes from September 17, 2026 [1]

Old Business:

1. Request for the revision of course submission forms (moved to discussion items)
   - 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.

Submissions [2]

1. John Evans (3:35 – 3:45pm)
   - MTH 232 Elements of Discrete Mathematics II (New LDC Course)
2. Susan Lewis (3:45 – 3:55pm)
   - ENG 104Z Introduction to Fiction (Course Revision: des)
   - ENG 105Z Introduction to Drama (Course Revision: des)
   - ENG 106Z Introduction to Poetry (Course Revision: des)
3. Todd Meislahn (3:55 – 4:00pm)
   - Business Management AAS (Modified Degree Revision: title)

New Business

1. none

Discussion Items

1. Request for the revision of course submission forms
2. Mandatory requirement of FYE for AAS degrees [3]

Next Meeting: October 1, 2026: 3:30 – 5:00pm
Attachments: [1] September 17, 2026 Minutes; [2] Submissions: 1 New LDC Course, 3 Course Revisions, 1 Modified Degree Revision; [3] FYE 100 CCOG

Curriculum Committee Minutes- Orientation
Thursday, September 17, 2026; 10am – 12pm
Location: TDC Boardroom 1.162& Zoom

PRESENT:

Voting Committee Members

Chair - Todd Meislahn (Busines)
Kristen Booth (Pre-College)
Mimi Pentz (Nursing/Health)
jessamyn duckwall (Art,Cult,Comm)
Anne Kelly (Inst Dean/Dir)
Tyson Aldrich (Tech/Trades)
Stephen Shwiff (Social Science)
Andrea Chrisman (Science)
John Evans (Math)

Non-Voting Members

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Absent

Voting Members:

Non-Voting Member

Jarett Gilbert (VP Instructional Services), Cat Graham (Student Services)

Item	Discussion	Action
Call to Order: 10:05am	**Chair Todd Meislahn called the meeting to order at 10:05am.**	
1. Election of Vice Chair for AY 2026-27	Explanation of the job of the Vice Chair as well as the Chair of the Curriculum Committee. Tyson Aldrich was nominated for Curriculum Committee Vice Chair. **Motion: Elect Tyson Aldrich to be Curriculum Committee Vice Chair for Academic Year 2026-27.**	Motion: Andrea 2nds: John 8 in favor – 0 opposed – 0 abstains
1B. Committee Member Substitution	It was reminded that if a committee member has a scheduling conflict with teaching and their committee work, it is their and their department's responsibility to appoint a stand in until the original member can return. However, classes should be scheduled around their commitment to the Curriculum Committee.	
2. Review of Committee Procedural Rules	Committee quickly reviewed the Committee Procedural Rules, no changes proposed or questions.	

3. Review of Submission Requirements	Curriculum Committee Submission Deadlines • The committee discussed establishing a firm cutoff for curriculum submissions near the end of the academic year. • Department chairs will be reminded of the deadlines, with the committee also helping communicate expectations to faculty. • Discussion on being more consistent about enforcing deadlines while allowing exceptions when necessary. • There was discussion about setting an earlier deadline for CCN/MTM or other time-sensitive submissions so there is time to make corrections before the final meeting. Curriculum Committee Members Role • Committee members discussed being more involved with their departments as a resource for curriculum submissions. Members should help faculty understand the submission process and review submissions before they reach the Curriculum Committee. • The goal is to provide support and catch issues early rather than having Susan make corrections after submission. • Committee members should be a resource and knowledgeable contact for their departments, while still evaluating submissions objectively. • According to CC Procedural Rules, CC Members are not to make motions or 2nd motions for submissions from their own departments, but they are expected to vote on those submissions. • CC members will advise their departments about the addition of review by the department's Curriculum Committee member. A line will be added to the Department Review section. **Motions:** **1) Add CC rep review check off box to the Department Review section of the submission forms.** **2) Time sensitive submissions, particularly those for CCN and MTMs, will be required to be submitted no later than the penultimate CC meeting in case there is need for them to return for a second review.**	Motion: Anne 2nds: jessamyn 8 in favor-1 opposed-0 abstains
4. Accreditation EIE Update	A reminder to the committee that CGCC is currently writing our seven (7) year Evaluation of Institutional Effectiveness accreditation report. The report submission will be followed by a visit by an	

	NWCCU evaluation team April 21st thru April 23rd. The Curriculum Committee may be asked to have a meeting with the evaluators, to answer questions. The final visit schedule should be available and finalized by the end of January.	
Discussion Items:		
1. Request for revision of course submission forms • ACTION ITEM from the 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.	The committee discussed the request to review and revise the current curriculum submission forms. Members were asked to check with their departments for feedback on: • Parts of the forms that are difficult or confusing to complete. • Information that may no longer be necessary. • Any other concerns with the curriculum submission process. No specific changes were identified, additional department feedback will be gathered and brought back to the next CC meeting. The committee also mentioned the benefit of having the department assigned Curriculum Committee members work closely with their departments and serve as a resource during the submission process. This might help with questions and support between the departments and the Curriculum Committee. **ACTION ITEM CONTINUED**	
2. Requiring CCN Submissions to include a new Gen Ed Request submission	• The committee discussed whether CCN (Common Course Numbering) courses that already have a Gen Ed designation should be required to submit a new Gen Ed request when their course outcomes change. • Currently, the procedural rules allow CCN courses to change their outcomes without submitting a new Gen Ed request. • The committee discussed that when course outcomes change, the Gen Ed request should also be updated to ensure the course continues to meet Gen Ed requirements. • The committee discussed the potential impact on students and noted that teach-out plans are used when course changes affect students already working through a sequence. • The committee agreed that courses with Gen Ed designations should continue to qualify based on their updated outcomes and should submit a Gen Ed request when outcomes change.	

	Motion: All courses with Gen Ed designations submitting Course Revisions with revised outcomes, must also submit a new Gen Ed request reflecting the revised outcomes.	Motion: Andrea 2nds: John 9 in favor – 0 opposed – 0 abstains
3. Acceptance of CPL for general subject areas rather than specific courses	Carry forward from the Retreat, should Credit for Prior Learning (CPL) be awarded for general subject areas or "buckets" rather than a specific course. The committee noted that CGCC's current CPL process requires the CPL to align with a specific active course in the CGCC catalog as written in the CPL – General administrative rule. Evidence for student portfolios is evaluated against a specific course's learning outcomes and course content. The committee discussed whether there was a practical way to create a CPL process for general subject areas rather than specific courses. Member concerns included: • how prior learning would be evaluated without specific course outcomes to align with • how would number of credits be determined? • would a "bucket" be transferable to a university? Regarding suggestions that other colleges allow for this acceptance of "bucket" areas, particularly Mt Hood CC, Susan contacted CGCC's former registrar who now works in enrollment at MHCC. This individual was not aware of MHCC accepting CPL in this manner. It was noted that there is a mechanism for accepting "bucket" credits from other institutions when a student is transferring with a course that is not taught at CGCC but clearly fulfills, based on its outcomes and content, a general subject area. The MHCC representative did not think it would be appropriate to approve CPL for anything other than a specified course that existed in the catalog. **Motion: To not create a process for awarding CPL credit for general subject areas or "buckets".**	Motion: Kristen Booth 2nds: Anne Kelly 9 in favor – 0 opposed – 0 abstains
4. Mandatory requirement of FYE for AAS degrees	**Table for a future meeting.**	
Meeting Adjourned: 11:57am	**All in favor, Chair Todd closed the meeting at 11:57am**	**Next Meeting: November 6, 2025**

CC date 10.1.26
CC decision _____
CC vote _____

Columbia Gorge Community College

NEW COURSE
LOWER DIVISION COLLEGIATE (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Math	Submitter name: phone: email:	John Evans 541-506-6173 jevans@cgcc.edu
Prefix and Course Number:	MTH 232	Credits:	4
Course Title: (75 characters max, including spaces)	Elements of Discrete Mathematics II		
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours: Lecture: 44 Lec/lab: 0 Lab: 0
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	27.0304
Reason for the new course	To improve CS offerings and provide the 2nd track for the CS MTM.		

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 121.

☐ Placement into:		☐ Placement into:		
course prefix & number:	MTH 231	☒ 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.	
Builds on the foundations laid in MTH 231. Includes discrete probability, applications of graph theory, basic number theory, algorithmic efficiency, and proof techniques. Investigates both theoretical and applied aspects using symbolic, graphical, and numerical methods. Prerequisite: MTH 231. 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. Calculate and interpret probabilities in discrete settings. 2. Analyze and identify various types of graphs. 3. Apply principles of number theory. 4. Analyze and classify growth of functions and algorithmic efficiency.
Outcomes assessment strategies:	Quizzes, homework, tests, projects of various types to be done individually or in groups as suits the current instructor.
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):	At least one project must be included in the final grade.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Calculate and interpret probabilities in discrete settings.** • Discrete Probability o addition/multiplication rules o pigeon hole principle o combinations (with and without repetition) o Pascal's formula and binomial theorem o conditional probability and Bayes formula o independent/dependent events o expected value

	Outcome #2: Analyze and identify various types of graphs. • basics of graph theory • graph isomorphisms • Euler paths • Hamiltonian paths • shortest paths • planar graphs • graph coloring **Outcome #3: Apply principles of number theory.** • divisibility • remainder classes • properties of congruence • modular arithmetic • applications to cryptography **Outcome #4: Analyze and classify growth of functions and algorithmic efficiency.** • real valued functions and their graphs • Big O notation • exponential and logarithmic functions - graphs and orders • analysis of algorithmic efficiency
Suggested Texts & Materials (specify if any texts or materials are required):	• *Discrete Mathematics with Applications, 5th ed.* Susan S. Epp (for example) • Desmos or similar app that students can access in class.
Department Notes: (optional)	All word problems must be answered using complete sentences and include correct units.

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	Have records that at least EOU, SOU, PSU, OU, and OSU will transfer the class in various ways

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
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	Math 232, at COCC, Chemeketa, Lane, OCCC, SWOCC, Umpqua
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 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):	AST in Computer Science; AS, AGS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement: AST in Computer Science Elective: AS, AGS	
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. There is no overlap or duplication.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 9/21/2026 and on previous occasions as well ☐ 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, department dean/director, and CC department representative, and that they support Curriculum Committee review of 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 ensure the completion of, 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
John Evans	jevans@cgcc.edu	9/25/2026
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): John Evans		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Transfer/Articulation of Individual CGCC Courses

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

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

Course #: MTH232 Title: Elements of Discrete Math II

Credits: 4 Total Contact Hours: Lec: 44 Lab: _____ Lec-Lab: _____

Course Description:Builds on the foundations laid in Math 231. Includes discrete probability, applications of graph theory, basic number theory, algorithmic efficiency, and proof techniques. Investigates both theoretical and applied aspects using symbolic, graphical, and numerical methods. Prerequisite: MTH 231. Audit available.

Course Prerequisites: MTH 231

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

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math)_____
- ☐ Requirement in major: CS (EOU)_____
- ☐ Elective for major: Math (UO, EOU) Science (UO) CYBS (EOU) ITMG (EOU)_____
- ☐ Course Equivalency: MTH 232 (UO, EOU) _____
- ☐ Other: Transfers as Lower Division math distribution for any degree (PSU, OSU)
  Transfers as Lower Division math, can be used to meet GE Numerical Literacy (SOU)
- ☐ Elective only

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

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

Signature: John Evans Date: 9/25/2026

Transfer/Articulation of Individual CGCC Courses

Printed Name: _____ Title: _____

Department: _____ E-mail: _____

Evidence of what's written above.

Shelly Ehlers, Transfer Programs Coordinator, Office of the Registrar, University of Oregon
August 5, 2026

Columbia Gorge Community College 041519
MTH 231 = MATH 231 Elem Discrete Math I;
MTH 232 = MATH 232 Elem Discrete Math II.

Suzzane Koedoot, (no titles show in any email), Portland State University
June 29, 2026

MTH 232 if offered as written would transfer to PSU as MTH LD, and would just meet our BA/BS distribution requirements as a Math course.

Kathrine (no last name given) with Course Articulation through Rick DeBellis, Associate Director, Transfer Admissions & Degree Partnership Programs, Oregon State University
June 24, 2026

would articulate as math lower division transfer credit and would not satisfy a major or minor requirement

Racquel Berglund, Transfer Articulation Coordinator, Registration & Records. Southern Oregon University
June 23, 2026

Math got back to me today and the course will transfer as an elective course but can apply to the SOU Lower Division GE Capacity Numerical Literacy.

Brooke Hewitt, Transfer Articulation Specialist, Eastern Oregon University
June 23, 2026

It will meet institutional mathematics for all majors, can pull in to the CS, CYBS, ITMG or MATH majors/minors for program requirement, and will populate for 90 outside of major for all other majors. Could be used in other majors to satisfy requirements on a case by case basis.

Transfer/Articulation of Individual CGCC Courses

Copies of actual email trails...

John Evans <jevans@cgcc.edu>

Mon, Jun 22, 11:30 AM

to sehlers

Hello,

Shelly Ehlers

I am contacting you in regards to establishing transfer status for our new course, Math 232: Elements of Discrete Mathematics II

Can you verify for me whether this course will transfer to [Name of University] as a:

Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science

Requirement in major

Elective for major

Elective only

Other

I've attached a Course Content and Outcome Guide.

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

John Evans

Mathematics Instructor

Columbia Gorge Community College

--

Strive each day to view the world with a childlike sense of wonder and amazement.

One attachment • Scanned by Gmail

S

Thu, Jun 25, 8:07 AM

Shelly Ehlers <sehlers@uoregon.edu>

to Hayden, me

Good morning John,

Could you kindly send over the syllabi for the Discrete Math I course? Thanks so much for your help.

Sincerely,

Shelly

Shelly Ehlers

Transfer Program Coordinator

Office of the Registrar

From: Hayden Harker <harker@uoregon.edu>

Sent: Wednesday, June 24, 2026 1:39 PM

To: Shelly Ehlers <sehlers@uoregon.edu>

Subject: Re: transferability of new course math 232

Hi Shelly,

Can you get the syllabus for their Discrete Math I course? I assume it's MTH 231.

Best,

Hayden

> On Jun 23, 2026, at 12:09 PM, Shelly Ehlers <sehlers@uoregon.edu> wrote:
>
> Hi Hayden,
>
> At your earliest convenience could you take a look at this course description from Columbia Gorge CC for MTH 232 Elements of Discrete Math II? Please let me know if you need anything additional. Hope you're having a great day!
>
> Sincerely,
>
> Shelly

From: John Evans <jevans@cgcc.edu>

Sent: Monday, June 22, 2026 11:30 AM

To: Shelly Ehlers <sehlers@uoregon.edu>

Subject: transferability of new course math 232

This message originated outside the UO email ecosystem.

Use caution with links and attachments. Learn more about this email warning tag.

Report Suspicious

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

<MTH 232 CCOG DEVELOPMENT TEMPLATE 6.9.26.pdf>

J

Thu, Jun 25, 10:25 AM

John Evans <jevans@cgcc.edu>

to Shelly

Hi Shelly,

I assume this is what you are looking for.

https://www.cgcc.edu/courses/mth-231

John

S

Wed, Aug 5,
11:46 AM

Shelly Ehlers
<sehlers@uoregon.edu>

to me

Good morning John,

My sincerest apologies for the extremely delayed response. Here is how these courses will transfer to the University of Oregon:

Columbia Gorge Community College 041519

MTH 231 = MATH 231 Elem Discrete Math I;

MTH 232 = MATH 232 Elem Discrete Math II.

Please do reach out if you have any questions.

Sincerely,

Shelly

Shelly Ehlers

Transfer Program Coordinator

Office of the Registrar

J

John Evans <jevans@cgcc.edu>

Mon, Jun 22, 11:24 AM

to articulation

Hello,

Suzzane Koedoot

I am contacting you in regards to establishing transfer status for our new course Math 232: Elements of Discrete Mathematics II

Can you verify for me whether this course will transfer to [Name of University] as a:

Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science

Requirement in major

Elective for major

Elective only

Other

I've attached a Course Content and Outcome Guide.

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

John Evans

Mathematics Instructor

Columbia Gorge Community College

--

Strive each day to view the world with a childlike sense of wonder and amazement.

One attachment • Scanned by Gmail

R

Mon, Jun 22, 12:00 PM

RO Articulation <articulation@pdx.edu> (sent by skoedoot@pdx.edu)

to me

Hi John,

CGCC doesn't appear to have a MTH 231 yet, and I haven't received a similar request for MTH 231. Is it also going through the same process? Could you please pass along that information as well so they can be reviewed together?

Thanks,

Suzanne

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

--

Suzanne Koedoot

Assistant Registrar for Transfer Articulation & Degree Mapping

Office of the Registrar

Pronouns: she, her, hers

503-725-5142

skoedoot@pdx.edu

J

Mon, Jun 22, 12:10 PM

John Evans <jevans@cgcc.edu>

to RO

When I did math 231 I only contacted three schools (since that is the state requirement). I probably thought I had a good reason at the time, but we all know what they say about hindsight. I don't have it in the same format since it has already been approved and so on, but I will certainly send you a link to the CCOG, which is very similar to the form you received for math 232. Sorry for any inconvenience.

John

https://www.cgcc.edu/courses/mth-231

R

Mon, Jun 29, 10:59 AM

RO Articulation
<articulation@pdx.edu> (sent by skoedoot@pdx.edu)

to me

Hi John,

Thanks for the MTH 231 info. Our Computer Science department has reviewed MTH 231 and MTH 232. MTH 231 would count in place of CS 250 Discrete Structures I for Computer Science major students, but MTH 232 is missing " a good amount of the logical reasoning parts" for it to count as CS 251 Discrete Structures II within the CS major requirements.

So, MTH 232 if offered as written would transfer to PSU as MTH LD, and would just meet our BA/BS distribution requirements as a Math course.

Thanks,

Suzanne

Mon, Jun 22, 11:27 AM

John Evans <jevans@cgcc.edu>

Transfer/Articulation of Individual CGCC Courses

to rick.debellis

Hello,

Rick DeBellis

I am contacting you in regards to establishing transfer status for our new course Math 232: Elements of Discrete Mathematics II

Can you verify for me whether this course will transfer to [Name of University] as a:

Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science

Requirement in major

Elective for major

Elective only

Other

I've attached a Course Content and Outcome Guide.

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

John Evans

Mathematics Instructor

Columbia Gorge Community College

--

Strive each day to view the world with a childlike sense of wonder and amazement.

One attachment • Scanned by Gmail

r

Mon, Jun 22, 12:24 PM

DeBellis, Ricardo F <rick.debellis@oregonstate.edu>

to me

Hi John,

I have forwarded your course to our Course Articulation Team for review. I'll let you know when I hear back.

Rick

Rick DeBellis

Associate Director

Transfer Admissions

Degree Partnership Programs

Oregon State University

Get Outlook for Android

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>

Sent: Monday, 22 June 2026 12:19:24

To: Course Articulation <course.articulation@oregonstate.edu>

Subject: Fw: transferability of new course, math 232

Can you review this course for Columbia Gorge CC?

Rick DeBellis

Associate Director

Transfer Admissions

Degree Partnership Programs

Oregon State University

Get Outlook for Android

From: John Evans <jevans@cgcc.edu>

Sent: Monday, 22 June 2026 11:27:25

To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>

Subject: transferability of new course, math 232

You don't often get email from jevans@cgcc.edu. Learn why this is important

[This email originated from outside of OSU. Use caution with links and attachments.]

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

Wed, Jun 24, 12:56 PM

Course Articulation <course.articulation@oregonstate.edu>

to me

Hello John,

I asked the math department to review the syllabus provided for MTH 232. They said it would not be a direct articulation to any course at OSU. Therefore, it would articulate as math lower division transfer credit and would not satisfy a major or minor requirement. It also would likely not carry any general education attributes as the discrete math courses OSU does offer are not in our general education.

All the best,

Katherine

Course Articulation Team

course.articulation@oregonstate.edu

Oregon State University | Office of the Registrar

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>

Sent: Monday, June 22, 2026 12:19 PM

To: Course Articulation <course.articulation@oregonstate.edu>

Subject: Fw: transferability of new course, math 232

Can you review this course for Columbia Gorge CC?

Rick DeBellis

Associate Director

Transfer Admissions

Degree Partnership Programs

Oregon State University

Mon, Jun 22, 11:34 AM

John Evans <jevans@cgcc.edu>

to parenti

Hello,

Ian Parent

I am contacting you in regards to establishing transfer status for our new course, Math 232: Elements of Discrete Mathematics II

Can you verify for me whether this course will transfer to [Name of University] as a:

Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science

Requirement in major

Elective for major

Elective only

Other

I've attached a Course Content and Outcome Guide.

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

John Evans

Mathematics Instructor

Columbia Gorge Community College

--

Strive each day to view the world with a childlike sense of wonder and amazement.

One attachment • Scanned by Gmail

p

Mon, Jun 22, 11:43 AM

Ian Parent <parenti@sou.edu>

to Transfer, me

Hello John,

Thank you for your inquiry!

I've cc'd our Transfer Articulation specialist to look into the transferability of MTH 232.

Sincerely,

Ian Parent

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

--

Ian Parent

Director of Admissions

P. 541-552-6607 - F. 541-552-8403

See the Virtual Tour!



Mon, Jun 22,
11:57 AM

Transfer Articulation
<transferarticulation@sou.edu>

to me

Hello John,

Would you mind resending the attachments? They seem to have fallen off in the forward from Admissions.

Thank you,

Racquel Berglund

Transfer Articulation Coordinator

Registration & Records

Southern Oregon University

transferarticulation@sou.edu

--

Racquel Berglund, Transfer Articulation Coordinator

Southern Oregon University

J

John Evans <jevans@cgcc.edu>

Mon, Jun 22, 12:02 PM

to Transfer

No problems.

John

One attachment • Scanned by Gmail



Mon, Jun 22, 12:02 PM

Transfer/Articulation of Individual CGCC Courses

Transfer Articulation
<transferarticulation@sou.edu>

to me

Hello,

Please allow Transfer Articulation 3 business days to respond to your email.

Curious on how individual courses may transfer?

Check the Course Equivalencies guide. Most college level academic courses from regionally accredited colleges/universities will transfer to SOU.

If you are student who has not yet been admitted to SOU, you can email Admissions@sou.edu and SOU Admissions can help you through the process. Admissions Counselors can also take a look at your transfer courses and provide an unofficial evaluation of your courses.



Mon, Jun 22,
12:10 PM

Transfer Articulation
<transferarticulation@sou.edu>

to me

Thank you! Do you have documents for MTH 231? I don't see that we have reviewed that course either and I suspect whoever is tasked to review this over in our math department will ask for that.

J

Mon, Jun 22, 12:14 PM

John Evans <jevans@cgcc.edu>

to Transfer

The document for math 231 will look a little different since it has already gone through the process, but here is a link to the current approved CCOG. It contains the same information and probably a little bit more since it is the full, approved version. Hope this helps!

John

https://www.cgcc.edu/courses/mth-231



Mon, Jun 22, 12:17 PM

Transfer Articulation <transferarticulation@sou.edu>

to me

Thank you!



Tue, Jun 23, 2:28 PM

Transfer Articulation <transferarticulation@sou.edu>

to me

Hello John,

SOU Math got back to me today and the course will transfer as an elective course but can apply to the SOU Lower Division GE Capacity Numerical Literacy.

Thank you,

Racquel Berglund

Transfer Articulation Coordinator

Registration & Records

Southern Oregon University

transferarticulation@sou.edu

J

John Evans <jevans@cgcc.edu>

Mon, Jun 22, 11:36 AM

to registrar

Hello,

Brooke Hewitt

I am contacting you in regards to establishing transfer status for our new course, Math 232: Elements of Discrete Mathematics II

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

Gen Ed/Distribution requirement in: Arts & Letters, Social Science, or Science/Math/Computer Science

Requirement in major

Elective for major

Elective only

Other

I've attached a Course Content and Outcome Guide.

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

John Evans

Mathematics Instructor

Columbia Gorge Community College

--

Strive each day to view the world with a childlike sense of wonder and amazement.

One attachment • Scanned by Gmail



Brooke Hewitt <bhewitt@eou.edu>

Tue, Jun 23, 9:28 AM

to me

Hi John,

This course will come in as MATH LDT Discrete Mathematics II.

It will meet institutional mathematics for all majors, can pull in to the CS, CYBS, ITMG or MATH majors/minors for program requirement, and will populate for 90 outside of major for all other majors.

Could be used in other majors to satisfy requirements on a case by case basis.

Thanks!

Brooke Hewitt, MBA

Transfer Articulation Specialist

541-962-3936 | bhewitt@eou.edu

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

From: **EOU Registrar** <registrar@eou.edu>

Date: Mon, Jun 22, 2026 at 11:42 AM

Subject: Fwd: transferability of new course, math 232

To: Brooke Hewitt <bhewitt@eou.edu>

Thanks

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

Transfer/Articulation of Individual CGCC Courses



CC date 10.1.24
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts, Culture & Communication	Submitter name Phone Email	
Reason for Revision	State directive to make ENG 104, 105 and 106 CCN course descriptions match exactly those in the CCNAP		
Current prefix and number	ENG 104Z	Proposed prefix and number	No change
Current Course Title	Introduction to Fiction	Proposed Course Title (75 characters max)	No change
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	23.1401

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

Current Description (required whether being revised or not)	Proposed Description
The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. Provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Introduces a variety of types of fiction, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Invites us to enter imaginative narratives and confront the challenges of being human. Provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 4. Articulate the specific demands, parameters and rewards of fiction prose, and how they produce meaning in prose texts.	Upon successful completion of this course, students will be able to: No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change in outcomes.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.
Department Required Course Activities (optional)	(update as needed) No change.
Department Notes (optional)	(update as needed) No change.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☐ Start of next academic year (summer term) ☒ Specify term (if BEFORE start of next academic year) Explain reason for mid-year start: October 15, 2026 as directed by HECC
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of 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 ensure the completion of, 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
Susan Lewis	slewis@cgcc.edu	9.24.26
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Jessamyn Duckwall		

CC date 10.1.24
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts, Culture & Communication	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	State directive to make ENG 104, 105 and 106 CCN course descriptions match exactly those in the CCNAP		
Current prefix and number	ENG 105Z	Proposed prefix and number	No change
Current Course Title	Introduction to Drama	Proposed Course Title (75 characters max)	No change
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	23.1401

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

Current Description (required whether being revised or not)	Proposed Description
Introduces texts with the power to shock, inspire, enlighten, and delight; drama can be an empowering and transformative journey toward keener engagement with the world, local community, and an intended path. Provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Includes a variety of types of drama, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Exposes us to texts with the power to shock, inspire, enlighten, and delight; can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. Provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 4. Articulate the specific demands, parameters and rewards of plays, and how they produce meaning.	Upon successful completion of this course, students will be able to: No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change in outcomes.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.
Department Required Course Activities (optional)	(update as needed) No change.
Department Notes (optional)	(update as needed) No change.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☐ Start of next academic year (summer term) ☒ Specify term (if BEFORE start of next academic year) Explain reason for mid-year start: October 15, 2026 as directed by HECC
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of 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 ensure the completion of, 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
Susan Lewis	slewis@cgcc.edu	9.24.26
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Jessamyn Duckwall		

CC date 10.1.24
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts, Culture & Communication	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	State directive to make ENG 104Z, 105Z and 106Z CCN course descriptions match exactly those in the CCNAP		
Current prefix and number	ENG 106Z	Proposed prefix and number	No change
Current Course Title	Introduction to Poetry	Proposed Course Title (75 characters max)	No change
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	23.1401

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

Current Description (required whether being revised or not)	Proposed Description
Poetry delves into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. Provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Includes a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. Provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 4. Articulate the specific demands, parameters and rewards of poetry and how they produce meaning in poetry texts.	Upon successful completion of this course, students will be able to: No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change in outcomes.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.
Department Required Course Activities (optional)	(update as needed) No change.
Department Notes (optional)	(update as needed) No change.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☐ Start of next academic year (summer term) ☒ Specify term (if BEFORE start of next academic year) Explain reason for mid-year start: October 15, 2026 as directed by HECC
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of 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 ensure the completion of, 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
Susan Lewis	slewis@cgcc.edu	9.24.26
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Jessamyn Duckwall		

Columbia Gorge Community College

CC date	10.1.26
CC decision	
CC vote	

Modified Degree/Certificate Revision

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

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

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

Submitted by:	Todd Meislahn	**Email:** tmeislahn@cgcc.edu	**Phone:** 541-506-6124
Title of Degree/Certificate:	Business Management AAS	**Requested Implementation Term:**	Winter 2027
What type of change are you requesting?	☐ Course title change ☒ Degree or certificate title change	☐ Course number change ☐ Addition/deletion of electives	
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	N/A	**Revised Course Title:**	N/A
Current Course Number:	N/A	**Revised Course Number:**	N/A
Current degree or certificate title:	Business Management AAS		
Proposed degree or certificate title:	Business Management and Entrepreneurship AAS		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	**Course Title** (If you need more lines for listing courses, right click and insert rows.)	**Credits**	**Add or Delete**
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of 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 ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	9-28-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Todd Meislahn		

Next steps:

1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

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/)

COLUMBIA GORGE
COMMUNITY COLLEGE



The Dalles Campus
400 East Scenic Drive
The Dalles, OR 97058
Click address for directions/map. (https://maps.google.com/?q=400%20East%20Scenic%20Drive%0D%0AThe%20Dalles%2C%20OR%209
(541) 506-6000 (tel:5415066000)