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 (Nursing/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

Pam Koop

October 15, 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)

Committee's Joke of the Day!

Approval of Minutes from October 1, 2026 [1]

Old Business:

1. Old Business was moved to the Discussion Items section*

Submissions [2]

1. Todd Meislahn (3:45 – 3:55pm)
    - BA 260 Organizational Leadership (New LDC Course + transferability)
2. Pam Koop (4:15 – 4:25pm)
    - CAS 205 System Programming and Architecture (New LDC Course + transferability)

New Business

1. Use of abstentions in member voting [3-5]
2. Procedural rule regarding motions and seconds being made by representative department [3-5]

Discussion Items

1. *Request for the revision of course submission forms (continued from Retreat 5.29.26)
    - 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. *Mandatory requirement of FYE for AAS degrees [6] (continued from 10.1.26)
3. Process for changing limited entry status of a program (certificate / degree)

Next Meeting: October 29, 2026: 3:30 – 5:00pm
Attachments: [1] October 1, 2026 Minutes; [2] Submissions: 2 New LDC Courses; [3] CC Procedural Rules; [4] CC Charter; [5] Procedural Research; [6] FYE 100 CCOG

Curriculum Committee Minutes- Orientation
Thursday, October 1, 2026
Location: TDC Boardroom 1.162 & Zoom

PRESENT:

Voting Committee Members

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

Kristen Booth (Pre-College)
Annette Byers (Math- Interim)
Andrea Chrisman (Science)
jessamyn duckwall (Art,Cult,Comm)
Anne Kelly (Inst Dean/Director)
Mimi Pentz (Nursing/Health)
Stephen Shwiff (Social Science)

Non-Voting Members

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

Support Staff

Sara Wade (Instructional Services)

Guests

Absent

Voting Members:

Non-Voting Members

Item	Discussion	Action
Call to Order: 3:35PM	**Chair Todd Meislahn called the meeting to order at 3:35PM.**	
Approval of Minutes from September 17, 2026	**Motion: approve as written.**	Motion: Stephen 2nds: Mimi 9 in favor – 0 opposed – 0 abstains
Submissions:		
MTH232 Elements of Discrete Mathematics II (New LDC Course)	John shared the proposal for MTH232. This course is the second course in the discrete math sequence and is primarily intended for Computer Science Major Transfer Map. **Motion: approve as written.**	Motion: Anne 2nds: Tyson 9 in favor – 0 opposed – 0 abstains

ENG104Z Introduction to Fiction (Course Revision)	Revisions to the course descriptions to align with the changes from the state Common Course Numbering (CCN) requirements. **Motion: approve as written.**	Motion: Anne 2nds: Kristen 9 in favor-0 opposed-0 abstains
ENG105Z Introduction to Drama (Course Revision)	**Motion: approved as written.**	Motion: Mimi 2nds: Tyson 9 in favor-0 opposed-0 abstains
ENG106Z Introduction to Poetry (Course Revision)	**Motion: approve as written.**	Motion: Tyson 2nds: Mimi 9 in favor-0 opposed-0 abstains
Business Management AAS (Modified Degree Revision)	Revision is to help better reflect the entrepreneurship component of the degree. Degree name revision will reflect in AY 2027-28. **Motion: approved as amended: revision will take effect in the 2027-28 Academic Year.**	Motion: Anne 2nds: Stephen 9 in favor-0 opposed-0 abstains
BI222Z Principles of Biology: Organisms (Gen Ed Request)	The BI22Z Gen Ed request was not included in the original course approval at the retreat last spring because it was sent back to the department for further revision. • Revised Gen Ed request was clearer and more aligned with expectations from the committee for submissions. • It was emphasized to the committee the importance of making sure submissions have clear o Course Outcomes o Course Content o Assessment Strategies o Alignment with transfer degree requirements. **Motion: approve as written.**	Motion: Anne 2nds: Tyson 8 in favor-0 opposed-0 abstains
Side Discussion:	**Voting Abstentions** • Annette request to abstain from the BI22Z vote because she had not attended the retreat meeting and did not feel that she had enough information to make an informed decision. • The committee discussed whether abstentions were permitted under the committees' procedural rules.	

	- Curriculum Committee has historically followed the same practice as the CGCC Board where abstentions were not allowed unless there was a conflict of interest. - Discussion on the difference between voting “no” and abstaining noting that a “no” vote could imply opposition rather than a lack of sufficient information. And if abstentions might affect the vote. - The committee discussed whether members should have to explain or justify a decision to vote no. - Some committee members encouraged members that wanted to abstained from the vote they should excuse themselves from the meeting while the vote took place. Follow-Up: Clarify the committee’s rules and procedures regarding abstentions at a future meeting.	
Discussion Items:		
1. Request for the revision of course submission forms	Feedback from the departments include: - Clarify the language on the Gen Ed Forms to ease of understanding. - Distinguish between course content and modes of teaching sections - Simplify instructions for completing the forms. - Broaden dean/director review line to be any IS member A discussion on whether it should be a signature from the appropriate supervisor in Instructional Services or remain the Dean/Director for initial approval of the course submission. Committee asked that Andrea to go back to her department to get some clarification on what changes that are being proposed before the committee discusses further and votes on any changes. Other members will bring additional suggested revisions to the next meeting. **Table for next meeting for Clarification on recommendation and additional items coming from departments.**	
2. Mandatory requirement of FYE for AAS degrees.	Discussion about if FYE should be a mandatory requirement for all AAS degrees	

	Benefits: • Builds student cohorts and community • Provides study/college success skills • Supports financial and career planning • Helps ensure students meet certain ILOs • May be particularly valuable for students entering college directly from high school. • Fulfills General Education Social Sciences requirement Concerns: • Some AAS students are older, have previous college/work experience or already have established career goals • Some programs/degree pathways have a very tight course and credit requirements • Scheduling conflicts in first couple of terms • Mandatory FYE may feel unnecessary to some students • Potential concerns about online delivery and whether it provides enough opportunity for community building Student Service shared that advisors currently consider individual students needs when recommending FYE. Committee agreed the topic requires more discussion and exploration of alternatives rather than making an immediate decision. • Embedded FYE outcomes within CTE content courses • Different FYE requirements/exceptions for certain students or programs • Orientation before the first term • Reviewing data and different delivery/modality options **Table for next meeting as the committee agreed it is a longer discussion with many pieces.**	
Meeting Adjourned: 5:05pm	**All in favor, Chair Todd closed the meeting at 5:05pm.**	**Next Meeting: October 15, 2026**

CC date 10.15.26
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:	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Prefix and Course Number:	BA 260	Credits:	3
Course Title: (75 characters max, including spaces)	Organizational Leadership		
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	52.0213
Reason for the new course	The Business Management AAS includes BA206 – Management Fundamentals which covers leadership only briefly, so a comprehensive course focused specifically on leadership is needed to round out the curriculum.		

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

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

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

☐ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121Z.

☐ Placement into:		☐ Placement into:		
course prefix & number:	BA 206, BA 208, BA 285	☒ 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.

Examines trait, behavioral, contingency, and transformational leadership theories applied to organizational situations. Includes self-assessment of personal leadership traits and style, motivation theories and team-engagement strategies, ethical implications of power and influence tactics, and strategic leadership, innovation, and cross-cultural practice in global contexts. Culminates in a personal leadership development plan with specific, measurable goals for continued growth. Prerequisites: BA 206, BA 208, BA 285. Audit available.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply major theories of leadership — trait, behavioral, contingency, and transformational — to analyze leadership situations in organizations.
	2. Assess personal leadership traits, style, and areas for growth using structured self-assessment tools.
	3. Use theories of motivation to design strategies for leading and engaging teams.
	4. Evaluate the ethical implications of power and influence tactics to guide responsible leadership decisions.
	5. Analyze strategic leadership and innovation practices to guide organizational direction across diverse, global contexts.
	6. Design a personal leadership development plan that applies course concepts to one's own growth as a leader.
Outcomes assessment strategies:	Timed case analysis, self-assessment reflection, term project, debate, assignments

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.
Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Apply major theories of leadership — trait, behavioral, contingency, and transformational — to analyze leadership situations in organizations.
	• Trait theories
	  o Early trait research
	  o Core leadership traits
	  ▪ Self-confidence
	  ▪ Integrity
	  ▪ Emotional intelligence
	• Behavioral theories
	  o Task-oriented behaviors
	  o Relationship-oriented behaviors
	  o Leadership styles
	  ▪ Autocratic
	  ▪ Democratic/participative
	  ▪ Laissez-faire
	• Contingency and situational theories
	  o Fiedler's Contingency Model
	  o Situational Leadership
	  o Path-Goal Theory
	  o Leader-Member Exchange (LMX)
	• Transformational and charismatic leadership
	  o Vision and inspiration
	  o Individualized consideration
	  o Intellectual stimulation
	  o Charisma and its risks
	• Applying theory to practice
	  o Diagnosing organizational situations
	  o Matching leadership approach to context
	  o Evaluating leadership effectiveness
	
	Outcome #2: Assess personal leadership traits, style, and areas for growth using structured self-assessment tools.
	• Self-awareness in leadership
	  o Personality and traits
	  o Values and motives
	  o Emotional intelligence
	• Self-assessment methods
	  o Personality and style inventories
	  o 360-degree feedback
	  o Leadership style assessments
	• Identifying strengths and development needs
	  o Strengths-based analysis
	  o Gap analysis
	• Reflection and interpretation
	  o Connecting results to leadership theory
	  o Setting developmental priorities

Outcome #3: Use theories of motivation to design strategies for leading and engaging teams.

- Motivation theories
    - Content theories
        - Maslow's Hierarchy of Needs
        - Herzberg's Two-Factor Theory
    - Process theories
        - Expectancy Theory
        - Goal-Setting Theory
        - Equity Theory
- Team leadership
    - Stages of team development
    - Building trust and cohesion
    - Virtual and cross-functional teams
- Engagement strategies
    - Recognition and rewards
    - Empowerment and autonomy
    - Coaching and feedback
- Measuring motivation and engagement
    - Engagement surveys
    - Performance indicators

Outcome #4: Evaluate the ethical implications of power and influence tactics to guide responsible leadership decisions.

- Foundations of leadership ethics
    - Ethical frameworks (utilitarian, deontological, virtue-based)
    - Moral development and ethical reasoning
- Power in organizations
    - Sources and types of power
    - Position power vs. personal power
    - Empowerment vs. coercion
- Influence tactics
    - Rational and inspirational appeals
    - Consultation and coalition-building
    - Pressure and legitimating tactics
- Organizational politics
    - Constructive vs. destructive politics
    - Navigating political environments
- Ethical decision-making
    - Evaluating tactics for fairness and integrity
    - Balancing organizational and individual interests
    - Social responsibility

Outcome #5: Analyze strategic leadership and innovation practices to guide organizational direction across diverse, global contexts.

- Strategic leadership
    - Vision and mission setting
    - Strategy formulation and implementation
    - SWOT and environmental analysis

	• Innovation and creativity
	  o Fostering a creative culture
	  o Leading the innovation process
	  o Managing change and risk
	• Global and cross-cultural leadership
	  o Cultural dimensions affecting leadership style
	  o Cultural intelligence
	  o Leading diverse and international teams
	• Aligning strategy with context
	  o Adapting leadership approach to global markets
	  o Balancing local and global priorities
	
	Outcome #6: Design a personal leadership development plan that applies course concepts to one's own growth as a leader.
	• Foundations for the plan
	  o Synthesizing self-assessment results
	  o Identifying developmental goals
	• Development pathways
	  o Education and training
	  o Experience and stretch assignments
	  o Mentoring and coaching
	• Planning for growth
	  o Setting SMART goals
	  o Action steps and timelines
	  o Identifying resources and support
	• Evaluation and reflection
	  o Tracking progress
	  o Adjusting the plan over time
	• Career and succession considerations
	  o Preparing for future leadership roles
	  o Building a leadership legacy

Suggested Texts & Materials (specify if any texts or materials are required):	• **Required**: *Leadership: Research Findings, Practice, and Skills*, 11th ed./ DuBrin/Cengage, 2027 • **Supplemental**: *The Leadership Experience*, 9th ed./ Daft/Cengage, 2027
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state 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	OSU, EOU, SOU, WOU, UO, PSU
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.	Klamath CC, BUS124-Leadership in Action (1 credit) Clackamas CC: BA128 Project Management: Leadership Strategies (4) Chemeketa CC: BA261 Leadership in Organizations & Business (3)
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):	Business Management & Entrepreneurship AAS	# credits: 91
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Course is a requirement. Will focus on and expand the concepts of leadership presented in BA206-Management Fundamentals	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☐ 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
Todd Meislahn	tmeislahn@cgcc.edu	9-3-2026
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 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 #: BA XXX **Title:** Organizational Leadership

Credits: 3 **Total Contact Hours: Lec:** 33 **Lab:** 0 **Lec-Lab:** 0

Course Description:
Examines trait, behavioral, contingency, and transformational leadership theories applied to organizational situations. Includes self-assessment of personal leadership traits and style, motivation theories and team-engagement strategies, ethical implications of power and influence tactics, and strategic leadership, innovation, and cross-cultural practice in global contexts. Culminates in a personal leadership development plan with specific, measurable goals for continued growth.

Course Prerequisites:
BA 206 – Management Fundamentals, BA 208 – Business Ethics, BA 285 – Human Relations in Organizations

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

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math)_____
- ☐ Requirement in major: (list major)_____
- ☒ Elective for major: (list major) Business - OSU, PSU, EOU, UO, SOU.
  Business & Organizational Leadership - WOU
- ☐ Course Equivalency: (list comparable courses; identify univ.)
- ☐ Other: _____
- ☒ Elective only SOU, EOU, OSU, UO, WOU, PSU

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**):

Transfer/Articulation of Individual CGCC Courses

Inst.	Contact	Email	Notes
EOU	Brooke Hewitt, Transfer Articulation Specialist	bhewitt@eou.edu	Course will come in as BA LDT Organizational Leadership. Would count towards 180, and 90 outside of the program for all majors other than BADM.
PSU	Suzanne Koedoot	skoedoot@pdx.edu	will transfer as BA LD, Business lower division elective, to Portland State. It will count towards the total required Business credits for our Business Administration degrees.
OSU	Rick DeBellis Articulation Compliance Team	Rick.debellis@oregonstate.edu Transfercredit@oregonstate.edu	course would likely come in as BA LDT, with no general education attributes
UO	Shelly Ehlers,	sehlers@uoregon.edu	BA 2AAT 200-level course (elective).
SOU	Racquel Berglund	transferarticultion@sou.edu	course will transfer as a lower division business elective course
WOU	Office of Registrar	registrar@wou.edu	We have an entire program for Organizational Leadership with all but two courses at the graduate level. It would transfer in as either OL 2XX(3) or BA 2XX(3). There would not be any GE attached to it.
University emails attached.			

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

Signature: _____ Date: 10.1.26

Printed Name: Todd Meislahn Title: Chair

Department: Business Pathway E-mail: tmeislahn@cgcc.edu

From: **Brooke Hewitt** bhewitt@eou.edu
Subject: [External] Re: Transferability request
Date: September 14, 2026 at 8:28 AM
To: Todd Meislahn tmeislahn@cgcc.edu

BH

Course will come in as BA LDT Organizational Leadership.
Would count towards 180, and 90 outside of the program for all majors other than BADM.

Thanks!

Brooke Hewitt, MBA
Transfer Articulation Specialist
541-962-3936 | bhewitt@eou.edu

On Fri, Sep 11, 2026 at 4:11 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

> Hello -
>
> I am contacting you in regards to establishing transfer status for our new Business course:
>
> - Organizational Leadership (200-level course)
>
> Can you verify for me whether and how this course will transfer to Eastern Oregon? Please list all that apply:
>
> - 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.
>
> ***Todd Meislahn***
> ***Professor & Chair - Business & Entrepreneurship Program***
> ---
> tmeislahn@cgcc.edu
> Columbia Gorge Community College
> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> ---
> linkedin.com/in/todd-m-65344813b/

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.

From: **Transfer Credit** TransferCredit@oregonstate.edu
Subject: [External] Re: Transferability request
Date: September 22, 2026 at 12:30 PM
To: DeBellis, Ricardo F rick.debellis@oregonstate.edu, Todd Meislahn tmeislahn@cgcc.edu

TC

Hi Todd, Rick,

Thanks for reaching out, we are happy to help! This course would likely come in as BA LDT, with no general education attributes (depending on inclusion in AAOT). I can't speak to how the college of business would treat it with regards to fulfilling major requirements.
All the best,

Articulation Compliance Team | Office of the Registrar
transfercredit@oregonstate.edu
Oregon State University CAT5

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Friday, September 11, 2026 4:31 PM
To: Todd Meislahn <tmeislahn@cgcc.edu>
Cc: Transfer Credit <TransferCredit@oregonstate.edu>
Subject: FW: Transferability request

Hi Todd,

I'm forwarding your information to our Course Articulation Team and they will review the course for transferability to OSU. Please let me know if you have any questions.

Rick

Rick F. DeBellis, Associate Director
Transfer Admissions & Degree Partnership Programs
Oregon State University
Office of Admissions
104 Kerr Administration
Degree Partnership Website
Transfer Website
541.737.2790
Schedule an admission advising appointment with Rick,
please go to http://beav.es/36M

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Friday, September 11, 2026 4:02 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: Transferability request

You don't often get email from tmeislahn@cgcc.edu. Learn why this is important
[This email originated from outside of OSU. Use caution with links and attachments.]
Hello, Rick -

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

- Organizational Leadership (200-level course)

Can you verify for me whether and how this course will transfer to Oregon State? Please list all that apply:

- 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.

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

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From: **Suzanne Koedoot** skoedoot@pdx.edu
Subject: [External] Re: Transferability request
Date: October 1, 2026 at 10:01 AM
To: Todd Meislahn tmeislahn@cgcc.edu

SK

Hi Todd,

My sincere apologies. This class will transfer as BA LD to Portland State. BA LD is Business lower division elective. It will count towards the total required Business credits for our Business Administration degrees.

Best,
Suzanne

On Thu, Oct 1, 2026 at 8:35 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

> Hello -
>
> I've not heard back on this request and would like to submit the application to our Curriculum Committee as soon as possible. The submission requires confirmation from Oregon Universities that the course will transfer in some way.
>
> Could you please let me know the status? Thank you!
>
> ***Todd Meislahn***
> ***Professor & Chair - Business & Entrepreneurship Program***
> ---
> tmeislahn@cgcc.edu
> Columbia Gorge Community College
> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> ---
> linkedin.com/in/todd-m-65344813b/
>
> On Fri, Sep 11, 2026 at 4:04 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
>
> > Hello -
> >
> > I am contacting you in regards to establishing transfer status for our new Business course:
> >
> > - Organizational Leadership (200-level course)
> >
> > Can you verify for me whether and how this course will transfer to Portland State? Please list all that apply:
> >
> > - 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.
> >
> > ***Todd Meislahn***
> > ***Professor & Chair - Business & Entrepreneurship Program***
> > ---
> > tmeislahn@cgcc.edu
> > Columbia Gorge Community College
> > 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> > ---
> > linkedin.com/in/todd-m-65344813b/

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--

Suzanne Koedoot
(she, her, hers)
Assistant Registrar for Transfer Articulation & Degree Mapping
Office of the Registrar
Portland State University
503-725-5142 | skoedoot@pdx.edu

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From: **Transfer Articulation** transferarticulation@sou.edu
Subject: [External] Re: [External] Re: Transferability request
Date: October 1, 2026 at 8:55 AM
To: Todd Meislahn tmeislahn@cgcc.edu
Cc: Ian Parent parenti@sou.edu

TA

Hi Todd,

This course will transfer as a lower division business elective course.

Thank you kindly,

Racquel Berglund
Transfer Articulation Coordinator
Registration & Records
Southern Oregon University
transferarticulation@sou.edu

On Thu, Oct 1, 2026 at 8:31 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

> Hello, Racquel -
>
> I've not heard back on this request and would like to submit the application to our Curriculum Committee as soon as possible. The submission requires confirmation from Oregon Universities that the course will transfer in some way.
>
> Could you please let me know the status? Thank you!
>
> ***Todd Meislahn***
> ***Professor & Chair - Business & Entrepreneurship Program***
> ---
> tmeislahn@cgcc.edu
> Columbia Gorge Community College
> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> ---
> linkedin.com/in/todd-m-65344813b/
>
> On Fri, Sep 11, 2026 at 4:30 PM Transfer Articulation <transferarticulation@sou.edu> wrote:
>
> > Hi Todd,
> >
> > I'll have our Business faculty take a look to see if it is a direct articulation to any SOU course and will be in touch when I hear back. Any other new courses for review can be sent to transferarticulation@sou.edu
> >
> > Thank you,
> >
> > Racquel Berglund
> > Transfer Articulation Coordinator
> > Registration and Records
> > Southern Oregon University
> > transferarticulation@sou.edu
> >
> > On Fri, Sep 11, 2026 at 4:24 PM Ian Parent <parenti@sou.edu> wrote:
> >
> > > Hello Todd,
> > >
> > > I'm cc'ing our Transfer Articulation office to determine how the course may transfer.
> > >
> > > Best,
> > >
> > > Ian Parent
> > >
> > > On Fri, Sep 11, 2026 at 4:09 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> > >
> > > > Hello, Ian -
> > > >
> > > > I am contacting you in regards to establishing transfer status for our new Business course:
> > > >
> > > > · Organizational Leadership (200-level course)
> > > >
> > > > Can you verify for me whether and how this course will transfer to Southern Oregon? Please list all that apply:
> > > >
> > > > · 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.

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

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--
Ian Parent
Interim Executive Director of Enrollment Services
P. 541-552-6607 - F. 541-552-8403
See the Virtual Tour!

--
Racquel Berglund, Transfer Articulation Coordinator
Southern Oregon University

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--
Racquel Berglund, Transfer Articulation Coordinator
Southern Oregon University

From: **Shelly Ehlers** sehlers@uoregon.edu
Subject: [External] Re: Transferability request
Date: October 1, 2026 at 8:52 AM
To: Todd Meislahn tmeislahn@cgcc.edu

SE

Good morning Todd,

My sincerest apologies for not replying. Here is how this course will transfer to the University of Oregon:

Columbia Gorge Community College 041519
BA 2XX Organizational Leadership = BA 2AAT 200-level course (elective).

Please feel free to reach out if you have any questions.

Sincerely,

Shelly

Shelly Ehlers
Transfer Program Coordinator
Office of the Registrar



From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Thursday, October 1, 2026 8:35 AM
To: Registrar's Office <registrar@uoregon.edu>
Cc: Shelly Ehlers <sehlers@uoregon.edu>
Subject: Re: Transferability request

This message originated outside the UO email ecosystem.
Use caution with links and attachments. Learn more about this email warning tag.

Report Suspicious

Hello -

I've not heard back on this request and would like to submit the application to our Curriculum Committee as soon as possible. The submission requires confirmation from Oregon Universities that the course will transfer in some way.

Could you please let me know the status? Thank you!

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

On Fri, Sep 11, 2026 at 4:05 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

> Hello -
>
> I am contacting you in regards to establishing transfer status for our new Business

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

- Organizational Leadership (200-level course)

Can you verify for me whether and how this course will transfer to Oregon? Please list all that apply:

- 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.

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

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From: **Transfer Credit** transfercredit@mail.wou.edu
Subject: [External] Re: Transferability request
Date: October 1, 2026 at 9:48 AM
To: tmeislahn@cgcc.edu

TC

Good morning Todd,

We have an entire program for Organizational Leadership with all but two courses at the graduate level. It would transfer in as either OL 2XX(3) or BA 2XX(3). There would not be any GE attached to it.

On Thu, Oct 1, 2026 at 8:52 AM Office of the Registrar <registrar@mail.wou.edu> wrote:

> --
> **Office of the Registrar**
> **Western Oregon University**
> 345 Monmouth Ave N, Monmouth, OR 97361
> **Location:** Welcome Center, Room 145
> **Phone:** 503-838-8327 **Fax:** 503-838-9696
> **Email:** registrar@wou.edu **Web:** wou.edu/registrar/
>
> ---------- Forwarded message ---------
> From: **Todd Meislahn** <tmeislahn@cgcc.edu>
> Date: Thu, Oct 1, 2026 at 8:36 AM
> Subject: Re: Transferability request
> To: <registrar@wou.edu>
>
> Hello -
>
> I've not heard back on this request and would like to submit the application to our Curriculum Committee as soon as possible. The submission requires confirmation from Oregon Universities that the course will transfer in some way.
>
> Could you please let me know the status? Thank you!
>
> ***Todd Meislahn***
> ***Professor & Chair - Business & Entrepreneurship Program***
> ---
> tmeislahn@cgcc.edu
> Columbia Gorge Community College
> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> ---
> linkedin.com/in/todd-m-65344813b/
>
> On Fri, Sep 11, 2026 at 4:07 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
>
> > Hello -
> >
> > I am contacting you in regards to establishing transfer status for our new Business course:
> >
> > - Organizational Leadership (200-level course)
> >
> > Can you verify for me whether and how this course will transfer to Western Oregon? Please list all that apply:
> >
> > - 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.

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

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--
Regards,
Greg Davis
Articulation Manager I Office of the Registrar
Western Oregon University
701 Monmouth Ave N. | Monmouth, OR 97361
Phone: 503-838-9777 I Fax: 503-838-9696
wou.edu/registrar | Welcome Center Rm 207



CC date 10.15.26
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:	Mathematics	Submitter name: phone: email:	Pam Koop 541-308-8218
Prefix and Course Number:	CS 205	Credits:	4
Course Title: (75 characters max, including spaces)	System Programming and Architecture		
May this course be repeated for credit?	☐ Yes ☒ No For how many times total?	Contact hours	Lecture: 33 Lec/lab: 22 Lab: 0
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	11.0201
Reason for the new course	This is a required course for the Computer Science 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:	CS 162	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	MTH 251Z	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.	
Explores the mechanisms that connect source code to hardware execution through C programming and low-level code analysis. Investigates computer organization, binary data representation, and the role of instruction sets in controlling program behavior. Develops a foundation for future work in systems programming, cybersecurity, operating systems, and compiler design. Prerequisites: CS 162, MTH 251Z. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply the major components of computer architecture and explain their purposes and interactions and the instruction execution cycle.
	2. Apply a basic instruction set architecture, including the arithmetic, logic, and control instructions; user and control registers; and addressing modes.
	3. Perform simple arithmetic in hexadecimal, decimal, and binary notation and convert among these notations.
	4. Represent and use data types such as integers, characters, pointers, and floating-point numbers at the assembly level.
	5. Write C language programs that use control structures, functions, IO, arrays, and dynamic memory.
	6. Recognize how the information in this course applies within the overall context of computer science.
Outcomes assessment strategies:	Programming, quizzes, exams, presentations
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Apply the major components of computer architecture and explain their purposes and interactions and the instruction execution cycle.** • Systems fundamentals • Machine cycle • Memory hierarchy • Memory organization, • Stack • Heap • Call stack • Optimizations • Systems context **Outcome #2: Apply a basic instruction set architecture, including the arithmetic, logic, and control instructions; user and control registers; and addressing modes.** • Machine cycle • Machine instructions • Control structures • Functions • Bitwise operations • Arrays • Object files • Linking **Outcome #3: Perform simple arithmetic in hexadecimal, decimal, and binary notation and convert among these notations.** • Binary and hexadecimal • Signed and unsigned numbers • Floating point representations • Arithmetic in C • Bitwise operations **Outcome #4: Represent and use data types such as integers, characters, pointers, and floating-point numbers at the assembly level.** • Data types • Machine instructions • Integers • Floating point • Pointers • Stack • Heap • Arrays • Alignment

	Outcome #5: Write C language programs that use control structures, functions, IO, arrays, and dynamic memory. • Syntax • I/O • Debugging • Control structures • Functions • Arrays • Strings • Pointers • Dynamic memory • Compiler optimizations **Outcome #6: Recognize how the information in this course applies within the overall context of computer science** • Operating systems • Memory hierarchy • Compilation • Performance • Cybersecurity • Overflow stacks • Systems programming applications
Suggested Texts & Materials (specify if any texts or materials are required):	Suggested: • Computer Systems: A Programmers Perspective, Bryant & O'Hallaron • The Hidden Language of Computer Hardware & Software, 2nd edition, Charles Petzold What is required will be up to the instructor teaching the course.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state 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	Eastern Oregon, University of Oregon

How does it transfer? Check all that apply	☒ Required or support for major ☐ General education distribution requirement ☐ General elective ☒ Other (provide details): requirement for CS MTM
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.	Chemeketa CC CS205 System Programming and Architecture Oregon Coast CC CS205 System Programming and Architecture Mt. Hood CC CS205 Systems Programming and Architecture
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):	Associate of Science Transfer: Computer Science; AS; AGS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	• Requirement: This course is required in the Associate of Science Transfer: Computer Science (MTM). It is needed by the OSU/PSU/OU cluster • 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	
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: ☐ No	

Implementation term:	☐ Start of next academic year (summer term) ☒ Specify term (if BEFORE start of next academic year): Winter, 2027
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
Pam Koop	pkoop@cgcc.edu	9/16/26
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): Jarret Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Annette Byers for 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 #: CS205 Title: System Programming and Architecture

Credits: 4 Total Contact Hours: Lec: 33 Lab: _____ Lec-Lab: 22

Course Description:
Explores the mechanisms that connect source code to hardware execution through C programming and low-level code analysis. Investigates computer organization, binary data representation, and the role of instruction sets in controlling program behavior. Develops a foundation for future work in systems programming, cybersecurity, operating systems, and compiler design. Prerequisites: CS 162, MTH 251Z. Audit available.

Course Prerequisites:
design. Prerequisites: CS 162, MTH 251Z.

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

- x Gen Ed/Distribution req. in: WOU – GenEd Attribute in Science
- x Requirement in major: Computer Science MTM for OU schools
- x Elective for major: EOU – CS, CYB, DAT & ITMG majors and minors
- x Course Equivalency: CS 271 - OSU
- ☐ Other: _____
- ☐ 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**):

School	Contact	Email	Notes
EOU	Brooke Hewitt	bhewitt@eou.edu	This course will transfer as CS LDT System

Transfer/Articulation of Individual CGCC Courses

			Programming and architecture for CS, may be used as an elective or sub in CS, CYB, DAT & ITMG majors & minors
PSU			
OSU	Chris Hunt	Chris.Hunt@OregonState.edu	Directly articulate to CS271 - intro to System Programming for CS majors
UofO			
SOU			
WOU	Kacie Ryden	rydenk@wou.edu	Would grant this as an elective credit with the GenEd attribute in Science

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: PKoop Date: 10/7/26

Printed Name: Pam Koop Title: Department Chair

Department: Mathematics & Computer Science E-mail: pkoop@cgcc.edu

COLUMBIA GORGE COMMUNITY COLLEGE

Pam Koop <pkoop@cgcc.edu>

New Course Transferability

2 messages

Pam Koop <pkoop@cgcc.edu> Thu, Sep 17, 2026 at 12:13 PM
To: WOU Registrar <registrar@mail.wou.edu>

Good Afternoon,

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

- CS 205 System Programming and Architecture

Can you verify for me whether this course will transfer to WOU 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.

I realize I sent this out June 26th but it was at the end of spring term/beginning of summer term when not many people are around.

Thank you,

Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
https://cgcc.zoom.us/j/5024612643 (zoom conferencing by appt.)
https://www.cgcc.edu/directory/pam-morse-koop-med

"Learning is a treasure that will follow its owner everywhere" - Chinese Proverb
Math isn't just about numbers, it's about any kind of abstract object that has properties we can reason about.

CS205 CCOG DEVELOPMENT TEMPLATE (2).doc
48K

Transfer Credit <transfercredit@mail.wou.edu> Thu, Oct 1, 2026 at 10:23 AM
To: pkoop@cgcc.edu

Good morning Pam,

While we do not have an equivalent, we would grant CS 2XX(4) elective credit with the GenEd attribute Science, Technology and Society.

-Greg Davis

On Thu, Sep 17, 2026 at 12:15 PM WOU Registrar <registrar@mail.wou.edu> wrote:

> Hi there,
>
> Please see the forwarded email and let us know if anything more is needed from us.
>
> Thank you,
> Kacie
>
> –
> **Office of the Registrar**
> **Western Oregon University**
> 345 Monmouth Ave N, Monmouth, OR 97361
> **Location:** Welcome Center, Room 145
> **Phone:** 503-838-8327 **Fax:** 503-838-9696
> **Email:** registrar@wou.edu **Web:** wou.edu/registrar/
>
> [Quoted text hidden]

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.

–
Office of the Registrar
Western Oregon University
701 Monmouth Ave N. | Monmouth, OR 97361
Phone: 503-838-9777 **| Fax:** 503-838-9696
wou.edu/registrar | Welcome Center Rm 207
TES Course Equivalencies



Western Oregon
UNIVERSITY

COLUMBIA GORGE COMMUNITY COLLEGE

Pam Koop <pkoop@cgcc.edu>

New Course Transferability

2 messages

Pam Koop <pkoop@cgcc.edu> Fri, Jun 26, 2026 at 12:08 PM
To: RO Articulation <articulation@pdx.edu>

Good Morning,

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

- CS 205 System Programming and Architecture

Can you verify for me whether this course will transfer to PSU 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,
Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
https://cgcc.zoom.us/j/5024612643 (zoom conferencing by appt.)
https://www.cgcc.edu/directory/pam-morse-koop-med

"Learning is a treasure that will follow its owner everywhere" - Chinese Proverb
Math isn't just about numbers, it's about any kind of abstract object that has properties we can reason about.

CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

Pam Koop <pkoop@cgcc.edu> Sun, Sep 27, 2026 at 5:26 PM
To: RO Articulation <articulation@pdx.edu>

I am following up on my email from June 26th in regards to CS205 and the possibility of transferable credits. The course outcomes are attached. Please let me know if you have any questions. I am hoping to get this in front of our curriculum committee in the next couple of weeks.
[Quoted text hidden]

CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

COLUMBIA GORGE COMMUNITY COLLEGE

Pam Koop <pkoop@cgcc.edu>

New Course Transferability

8 messages

Pam Koop <pkoop@cgcc.edu> Fri, Jun 26, 2026 at 12:09 PM
To: Rick.debellis@oregonstate.edu

Good Morning,

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

- CS 205 System Programming and Architecture

Can you verify for me whether this course will transfer to OSU 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,
Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
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CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

DeBellis, Ricardo F <rick.debellis@oregonstate.edu> Fri, Jun 26, 2026 at 2:59 PM
To: "pkoop@cgcc.edu" <pkoop@cgcc.edu>
Cc: Course Articulation <course.articulation@oregonstate.edu>

Hi Pam,

I'm forwarding your email on to our Course Articulation Team to review the course and will let you know when I hear back.

Rick

Rick F. DeBellis, Associate Director

Transfer Admissions & Degree Partnership Programs

Oregon State University

Office of Admissions

104 Kerr Administration

Degree Partnership Website

Transfer Website

541.737.2790

Schedule an admission advising appointment with Rick,

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

From: Pam Koop <pkoop@cgcc.edu>
Sent: Friday, June 26, 2026 12:10 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: New Course Transferability

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

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

[Quoted text hidden]

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CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

Pam Koop <pkoop@cgcc.edu> Fri, Jun 26, 2026 at 2:59 PM
To: "DeBellis, Ricardo F" <rick.debellis@oregonstate.edu>

Thank you so much.

Pam Koop, MEd
[Quoted text hidden]

Course Articulation <course.articulation@oregonstate.edu> Fri, Jul 10, 2026 at 1:57 PM
To: "pkoop@cgcc.edu" <pkoop@cgcc.edu>
Cc: "De Adder, Tyler" <Tyler.DeAdder@oregonstate.edu>

Hello,

Thanks for reaching out to us. Looking at the course description, this would likely be a direct articulation to our CS 271 - Intro to system Programming which is meant for our Computer Science student's major. I don't foresee this as meeting the learning outcomes for either bacc-core or core ed categories. I have also copied Tyler De Adder on this who is the head advisor for our Computer Science department to see if he has any insights on this. Please reach out if you have further questions.

Warm regards,

Chris

Course Articulation Team
course.articulation@oregonstate.edu
Oregon State University Office of the Registrar | OTR Satisfaction Survey (beav.es/JeD)

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Friday, June 26, 2026 2:59 PM
To: pkoop@cgcc.edu <pkoop@cgcc.edu>
Cc: Course Articulation <course.articulation@oregonstate.edu>
Subject: FW: New Course Transferability

[Quoted text hidden]

De Adder, Tyler <Tyler.DeAdder@oregonstate.edu> Tue, Jul 14, 2026 at 9:58 AM
To: "pkoop@cgcc.edu" <pkoop@cgcc.edu>

Hi Pam,

I am happy to take a look at your CS 205 course. Please send me the information you have on it. The information you included in your original request didn't make it to me.

Best,

Tyler

Tyler DeAdder

(he/him/his)

Head Advisor, EECS Undergraduate Programs

541-737-4718 | tyler.deadder@oregonstate.edu

Make an appointment here

Need to speak to an advisor today? Use our virtual drop-in hours

[Quoted text hidden]

Pam Koop <pkoop@cgcc.edu> Tue, Jul 14, 2026 at 9:59 AM
To: tyler.deadder@oregonstate.edu

Here is what I sent. Sorry, I'm not on campus today so I only have what is on my phone. Let me know if this works.

Pam Koop, MEd
[Quoted text hidden]

CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

Pam Koop <pkoop@cgcc.edu> Mon, Aug 24, 2026 at 9:28 AM
To: "De Adder, Tyler" <Tyler.DeAdder@oregonstate.edu>

Hi Tyler,

I am following up on your email of July 14th. Did you get the information needed to look at CS205?

Thanks,
[Quoted text hidden]
[Quoted text hidden]

Pam Koop <pkoop@cgcc.edu> Thu, Sep 24, 2026 at 9:55 AM
To: "De Adder, Tyler" <tyler.deadder@oregonstate.edu>

Tyler,

I truly hate to be a thorn in your side, however, I am in need of knowing if this course CS205 will transfer to Oregon State and how it will.

I have the curriculum committee wanting to finish up and send this course to the state for approval.

Any questions, please let me know.

Thank you for your attention to this matter.
Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
https://cgcc.zoom.us/j/5024612643 (zoom conferencing by appt.)
https://www.cgcc.edu/directory/pam-morse-koop-med

"Learning is a treasure that will follow its owner everywhere" - Chinese Proverb
Math isn't just about numbers, it's about any kind of abstract object that has properties we can reason about.

---------- Forwarded message ---------
From: **Pam Koop** <pkoop@cgcc.edu>
[Quoted text hidden]
[Quoted text hidden]

COLUMBIA GORGE COMMUNITY COLLEGE

Pam Koop <pkoop@cgcc.edu>

[External] Re: New Course Transferability

UO Transfer Credits <transfercredits@uoregon.edu>
To: "pkoop@cgcc.edu" <pkoop@cgcc.edu>

Fri, Aug 7, 2026 at 9:30 AM

Good morning Pam,

Sincerest apologies for the extremely delayed response. Here is how this course will transfer to the UO:

Columbia Gorge Community College 041519
CS 205 = CS 2AAT 200-level course (major requirement, CS advisor assistance required)

When would CGCC begin offering this course? Please let me know if you have any questions.

Sincerely,

Shelly

Shelly Ehlers
Transfer Program Coordinator
Office of the Registrar
UNIVERSITY OF OREGON

From: "Pam Koop" <pkoop@cgcc.edu>
Sent: Friday, June 26, 2026 3:14:44 PM
To: "UO Transfer Credits" <transfercredits@uoregon.edu>

This message originated outside the UO email ecosystem.
Use caution with links and attachments. Learn more about thisemail warning tag.

Report Suspicious

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

- CS 205 System Programming and Architecture

Can you verify for me whether this course will transfer to UO 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,

Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
https://cgcc.zoom.us/j/5024612643 (zoom conferencing by appt.)
https://www.cgcc.edu/directory/pam-morse-koop-med

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COLUMBIA GORGE COMMUNITY COLLEGE

Pam Koop <pkoop@cgcc.edu>

New Course Transferability

2 messages

Pam Koop <pkoop@cgcc.edu>
To: "registrar@eou.edu" <registrar@eou.edu>

Fri, Jun 26, 2026 at 12:14 PM

Good Morning,

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

- CS 205 System Programming and Architecture

Can you verify for me whether this course will transfer toEOU 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,
Pam Koop, MEd
Chair Math Dept.
Mathematics Instructor
PTK Advisor
MAT Advisor
541-308-8218
541-645-0512 (cell/text)
https://cgcc.zoom.us/j/5024612643 (zoom conferencing by appt.)
https://www.cgcc.edu/directory/pam-morse-koop-med

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CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

Degree Works <degreeworks@eou.edu>
To: pkoop@cgcc.edu

Mon, Jun 29, 2026 at 10:47 AM

Course will transfer in as CS LDT System Programming and Architecture

Course will count as 90 outside of major for all majors other than CS & CYBS.
Could be used as and elective or a sub in CS, CYBS, DAT & ITMG majors & minors.

Thanks!

Brooke Hewitt, MBA

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

---------- Forwarded message ---------
From: **EOU Registrar** <registrar@eou.edu>
Date: Fri, Jun 26, 2026 at 12:18 PM
Subject: Fwd: New Course Transferability
To: Degree Works <degreeworks@eou.edu>

Thanks!

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

EASTERN OREGON
UNIVERSITY

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CS205 CCOG DEVELOPMENT TEMPLATE.doc
48K

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

COLUMBIA GORGE COMMUNITY COLLEGE
CURRICULUM COMMITTEE

The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of courses, program offerings, certificates and degrees. The Committee will make recommendations regarding new courses, changes, and deletions to courses, programs, certificates and degrees. The Committee will analyze congruence between content and credits, rigor, and overall effect of courses, programs, certificates and degrees. Recommendations of the Committee will be submitted to the Vice President of Instructional Services.

Article I. Membership and Meetings

Section 1.01 Members

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

Section 1.02 Eligibility and Elections

A. Committee Members
    1. Department Chairs are responsible for recruiting 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 at least one-half of the Committee members are chosen yearly.

B. Officers
    1. The officers of the Committee are Chair and Vice-Chair.
    2. Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
    3. The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot.

4. The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
5. In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

Section 1.03 Meetings

A. The Committee shall meet eleven times per year and additionally as needed (September through June).
B. A quorum for taking action shall be 50%+1 of seated voting members.
C. Motions are passed by a simple majority of the members present.
D. 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.
E. All Committee meetings will be open to the college community.
F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

Robert's Rules of Order: 6 reasons why board members abstain

Theresa Sintetos
July 14, 2023

Procedures are fundamental when it comes to nonprofit voting , and Robert's Rules for voting abstentions ensures boards count votes accurately. Handling abstentions correctly reduces the chance that a vote could be challenged or dismissed.

An abstention sends a passive messag when a board member has a valid reason for

Welcome to BoardEffect! I'm Grace, an AI Agent here.

To improve your understanding of abstentions, this article outlines the following topics:

- What is an abstention?
- Abstentions according to Robert's Rules of Order
- Reasons for nonprofit board members to abstain from a vote
- How to abstain from a vote
- How to record an abstention in nonprofit board meeting minutes
- Abstaining vs. recusing: what's the difference
- Tips for handling abstentions

What is an abstention?

Simply put, an abstention refers to the decision by a board member (or member of another body) to not vote. Abstention doesn't mean the board member is in favor of or against a vote – it simply means the board member made a conscious decision to not vote.

Board members should always have a sound reason for not voting as they must serve the nonprofit's mission and act in its best interest.

Abstentions according to Robert's Rules of Order

Robert's Rules of Order explains the right way to do things when a board member is in doubt about voting rules. Usually, the bylaws for nonprofit boards will specify whether the issues will pass according to a simple majority or a two-thirds vote.

According to Robert's Rules, abstention votes don't count as a "yea" or "nay." As a rule, abstentions don't count and do not affect the outcome of the vote.

What about a case where there are abstentions on a unanimous vote? Robert's Rules doesn't define the term unanimous vote, so an abstention in this situation could be left open to the board's interpretation.

The Robert's Rules of Order Cheat Sheet is available in a downloadable format here . Print or download this to keep at your fingertips for running even more effective board meetings.

6 reasons for nonprofit board members to abstain from a vote

Voting is a duty and a privilege, so why would a board member want to abstain from a vote? Depending on the situation, it may be appropriate for a board member to abstain from voting. Also, board members may have their own reasons for not voting on a matter.

Here are 6 reasons a board member may choose not to vote:

1. Conflict of interest

A conflict of interest exists when a board member serves to benefit from certain actions or decisions they make as a member of the board. Such a situation could cloud a board member's judgment when voting and harm the nonprofit.

Most nonprofits have a conflict of interest policy that clearly outlines how the board should handle actual conflicts of interest and potential or perceived conflicts of interest. Your board management system gives board members continual access to your conflict of interest policy as well as all other board policies.

2. Fear of having a lone or minority opinion

Being the odd person out is hard when all other board members share differing opinions. Peer pressure and groupthink can cause a board member to vote the same as other board members even when they want to oppose an issue.

By abstaining from voting, a board member could avoid having to reveal they have a dissenting opinion.

3. Disagreeing with other board members

A board member may have openly or forcefully disagreed with another board member during meetings causing them to be at odds with one or more board members. By abstaining from a vote, a board member may avoid creating additional discord within the board.

Nonetheless, board members must present their opinions to the board and actively engage in board discussions as diverse perspectives set the stage for good decision-making. Board discussions where there are differing opinions should be recorded and held for safekeeping on your board management system.

4. Internal conflict on an issue

Each person's culture and experiences help them to form opinions about issues. Facts, along with varying opinions sometimes sways a board member's opinion which may cause an internal conflict with other issues in their lives. Also, board members may be on the fence about an issue causing uncertainty about making a responsible vote.

5. Lack of sufficient information

Certain board members may feel the board hasn't done its due diligence on researching a matter they've been asked to vote on. A board member who requests delaying a vote on an issue until the board has received further information could be overruled by the rest of the board.

In this case, the board member asking for more information may opt to abstain from the vote as a matter of principle. As a matter of convenience, boards and committees can keep research on various topics in their board management systems to make the information accessible around the clock.

6. Lack of focus on board activities

Board members have various reasons for wanting to serve on a nonprofit board, and some of them may have to do with personal reasons such as boosting their resumes and gaining experience. There's nothing wrong with that, yet board

members must have the time and willingness to engage in board meetings and other board activities.

Board members who lose the focus of the nonprofit's mission may not engage in the board's work as they should. As a result, the lack of involvement in board activities may motivate a board member to refuse to vote rather than vote irresponsibly.

How to abstain from a vote

There are a few ways to abstain from a board vote.

Active abstention refers to a board member who verbally and clearly states their intention not to vote on a motion.

By contrast, passive abstention refers to veiling the decision not to vote. A board member might decide to cast an invalid vote by voting for an option that isn't listed on the ballot or clicking the box marked "abstain."

Abstaining can also refer to a board member who doesn't show up to vote at all.

How to record an abstention in nonprofit board meeting minutes

Abstentions may or may not be recorded in board meeting minutes, depending on the board's preference.

If your board chooses to record abstentions, you can record them one of three ways:

1. Record votes as pass or fail and add the names of abstainers and the reason for the abstention (conflict of interest, etc.).
2. Record votes as pass or fail with numbers (For example, the motion passed with 6 votes in favor, 2 against, and 1 abstention).
3. Record a roll call vote with each board member's vote and yea/nay or aye/no after it or abstention with the reason. Note whether the motion passed or failed.

Abstaining vs. recusing: What's the difference?

Some boards use the terms abstention and recusal interchangeably, yet they have different meanings. Abstention refers to withholding a vote. By contrast, recusal refers to board members who remove themselves from a particular matter, especially regarding a conflict of interest.

It's a bit of a technicality, although, you could think of abstention as deciding not to vote on a particular matter. In contrast, recusal refers to withdrawing from the entire matter.

A Robert's Rules cheat sheet can answer common questions about the rules for abstention and parliamentary procedure to help streamline meetings.

Tips for handling abstentions

Any board member can voice their concerns about how votes are being taken during a board meeting. Board members have a responsibility to do so if they don't believe a vote was recorded correctly.

A question that often surfaces is whether the board chair should verbally ask if there are any abstentions. Governance experts generally suggest that board chairs should not ask if there are any abstentions. Here is why. Board members must vote on important matters, but the board can't require them to vote if they don't want to.

Suppose the board chair asks them to state whether they voted. In that case, it's like asking them to make a record of a voting decision they never intended to be on the record at all.

One exception is when the voting board members don't have enough members to meet the quorum requirements. By recording the number of abstentions, you can demonstrate that your board established a quorum before the vote took place.

Another issue that can come up is when trying to determine a majority. Robert's Rules defines a majority as those who are present and voting. Therefore, since

abstainers aren't voting, they aren't counted as part of the majority.

Bylaws may define a majority differently and can complicate things even more. A majority may be based on the number of individuals present or the number of total members. If a majority is based on the number of total members, abstentions count as no-votes because the basis for the majority is a fixed number.

Nonprofit board members have a fiduciary duty to vote responsibly

To wrap things up, voting is an essential part of your board's work, and BoardEffect offers board software to help you streamline your voting procedures and record abstentions, as well as provide a survey tool to poll board members on an issue before a vote takes place.

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Robert's Rules of Order
The Basics for Small Boards

Parliamentary procedure is a set of rules for conducting orderly meetings that accomplish goals fairly. Benefits of parliamentary procedure include the following:

- Justice and courtesy for all
- Maintenance of order
- Consideration of one item at a time
- All sides get heard
- Ability for each member to provide input
- Majority rule
- Protection of the rights of all members including the minority

Basic Principles

- A quorum must be present for business to be conducted
- All members have equal rights, privileges and obligations
- [No person should speak until recognized by the chair]
- Personal remarks or side discussions during debate are out of order
- Only one question at a time may be considered, and only one person may have the floor at any one time
- Members have a right to know what the pending question is and to have it restated before a vote is taken
- Full and free discussion of every main motion is a basic right
- A majority decides a question except when basic rights of members are involved or a rule provides otherwise.
- Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
- [The Chair should always remain impartial.]

Basic Definitions

Motion – A formal proposal made to bring a subject before an assembly for its consideration and action. Begins with "I move that..."

Second – A statement by a member who agrees that the motion made by another member be considered. Stated as "Second," or "I second the motion."

Amendment – Before the vote is taken on a motion, it may be amended by:

- Striking out words
- Inserting or adding words
- Striking out words and inserting others in their place
- Substituting one (1) paragraph or resolution for another

Presiding officer/Chair – The individual who facilitates the meeting, usually the Chair [President]. In the absence of the Chair [President], the Vice Chair [President] is next. If neither are present, the Clerk [Secretary] calls the meeting to order and conducts an election for a Chairman Pro Tem (a presiding officer for that meeting only).

Role of the Presiding officer

- To introduce business in proper order per the agenda
- To recognize speakers

- To determine if a motion is in order
- To keep discussion focused on the pending motion
- To maintain order
- To put motions to a vote and announce results

General procedure for Handling a Main Motion

- A member [must] may obtain the floor by being recognized by the chair
- Member makes a main motion
- A motion must be seconded by another member before it can be considered
- If the motion is in order, the chair will restate the motion and open debate
- The maker of a motion has the right to speak first in debate
- The main motion is debated along with any secondary motions that are debatable.
- Debate on Subsidiary, Privileged and Incidental motions (if debatable or amendable) take precedence over debate on the main motion and must be decided before debate on the main motion can continue.
- Debate is closed when: Discussion has ended, or A [2/3] majority vote closes debate.
- The chair restates the motion, and if necessary clarifies the consequences of affirmative and negative votes
- The chair calls for a vote by asking "All in favor?" Those in favor say "Aye." Then asking "All opposed?" Those opposed will say "no"
- The chair announces the result

General rules of Debate for small Boards

- All discussion must be relevant to the immediately pending question
- No member should speak more than once [twice] to each debatable motion until [. The second time takes place after] everyone wishing to debate the motion has had an opportunity to speak once
- [All remarks should be addressed to the chair – no cross debate is permitted]
- Debate must address issues not personalities
- When possible, the chair should let the floor alternate between those speaking in support and those speaking in opposition to the motion
- Members may not disrupt the assembly
- Rules of debate can be changed by a [2/3] majority vote or general consent without objection

Parliamentary Procedure for Meetings

Robert's Rules of Order is the standard for facilitating discussions and group decision-making. Copies of the rules are available at most bookstores. Although they may seem long and involved, having an agreed-upon set of rules makes meetings run easier. ***Robert's Rules*** will help your group have better meetings, not make them more difficult. Your group is free to modify them or find another suitable process that encourages fairness and participation, unless your bylaws state otherwise.

Here are the basic elements of ***Robert's Rules***, used by most organizations:

1. ***Motion:*** To introduce a new piece of business or propose a decision or action, a motion must be made by a group member ("I move that.....") A second motion must then also be made (raise your hand and say, "I second it.") After limited discussion the group then votes on the motion. A majority vote is required for the motion to pass (or quorum as specified in your bylaws.)
2. ***Postpone Indefinitely:*** This tactic is used to kill a motion. When passed, the motion cannot be reintroduced at that meeting. It may be brought up again at a later date. This is made as a motion ("I move to postpone indefinitely..."). A second is required. A majority vote is required to postpone the motion under consideration.
3. ***Amend:*** This is the process used to change a motion under consideration. Perhaps you like the idea proposed but not exactly as offered. Raise your hand and make the following motion: "I move to amend the motion on the floor." This also requires a second. After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted. Then a vote is taken on the amended motion. In some organizations, a "friendly amendment" is made. If the person who made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.
4. ***Commit:*** This is used to place a motion in committee. It requires a second. A majority vote must rule to carry it. At the next meeting the committee is required to prepare a report on the motion committed. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established.
5. ***Question:*** To end a debate immediately, the question is called (say "I call the question") and needs a second. A vote is held immediately (no further discussion is allowed). A two-thirds vote is required for passage. If it is passed, the motion on the floor is voted on immediately.
6. ***Table:*** To table a discussion is to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time ("I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue.") A second is needed and a majority vote required to table the item being discussed.
7. ***Adjourn:*** A motion is made to end the meeting. A second motion is required. A majority vote is then required for the meeting to be adjourned (ended).

Note: If more than one motion is proposed, the most recent takes precedence over the ones preceding it. For example if #6, a motion to table the discussion, is proposed, it must be voted on before #3, a motion to amend, can be decided.

In a smaller meeting, like a committee or board meeting, often only four motions are used:

- To introduce (motion.)
- To change a motion (amend.)
- To adopt (accept a report without discussion.)
- To adjourn (end the meeting.)

Remember, these processes are designed to ensure that everyone has a chance to participate and to share ideas in an orderly manner. Parliamentary procedure should not be used to prevent discussion of important issues.

Board and committee chairpersons and other leaders may want to get some training in meeting facilitation and in using parliamentary procedure. Additional information on meeting processes, dealing with difficult people, and using ***Robert's Rules*** is available from district office staff and community resources such as the League of Women Voters, United Way and other technical assistance providers. Parliamentary Procedure at a Glance, by O. Garfield Jones, is an excellent and useful guide for neighborhood association chairs.

Tips in Parliamentary Procedure

The following summary will help you determine when to use the actions described in ***Robert's Rules***.

- **A main motion must be moved, seconded, and stated by the chair before it can be discussed.**
- **If you want to move, second, or speak to a motion,** *stand and address the chair.*
- **If you approve the motion as is**, *vote for it.*
- **If you disapprove the motion**, *vote against it*.
- **If you approve the idea of the motion but want to change it**, *amend it or submit a substitute for it*.
- **If you want advice or information to help you make your decision**, *move to refer the motion to an appropriate quorum or committee with instructions to report back.*
- **If you feel they can handle it better than the assembly**, *move to refer the motion to a quorum or committee with power to act.*
- **If you feel that there the pending question(s) should be delayed so more urgent business can be considered**, *move to lay the motion on the table*.
- **If you want time to think the motion over**, *move that consideration be deferred to a certain time*.
- **If you think that further discussion is unnecessary**, *move the previous question.*
- **If you think that the assembly should give further consideration to a motion referred to a quorum or committee**, *move the motion be recalled*.
- **If you think that the assembly should give further consideration to a matter already voted upon**, *move that it be reconsidered.*
- **If you do not agree with a decision rendered by the chair**, *appeal the decision to the assembly*.
- **If you think that a matter introduced is not germane to the matter at hand**, *a point of order may be raised*.
- **If you think that too much time is being consumed by speakers**, *you can move a time limit on such speeches.*
- **If a motion has several parts, and you wish to vote differently on these parts**, *move to divide the motion*.

PARLIAMENTARY PROCEDURE AT A GLANCE

TO DO THIS	YOU SAY THIS	MAY YOU INTERRUPT SPEAKER	MUST YOU BE SECONDED	IS MOTION DEBATABLE	WHAT VOTE REQUIRED
Adjourn meeting*	I move that we adjourn	No	Yes	No	Majority
Recess meeting	I move that we recess until...	No	Yes	No	Majority
Complain about noise, room temperature, etc.*	Point of privilege	Yes	No	No	No vote
Suspend further consideration of something*	I move we table it	No	Yes	No	Majority
End debate	I move the previous question	No	Yes	No	2/3 vote
Postpone consideration of something	I move we postpone this matter until...	No	Yes	Yes	Majority
Have something studied further	I move we refer this matter to committee	No	Yes	Yes	Majority
Amend a motion	I move this motion be amended by...	No	Yes	Yes	Majority
Introduce business (a primary motion)	I move that...	No	Yes	Yes	Majority
Object to procedure or personal affront*	Point of order	Yes	No	No	No vote, Chair decides
Request information	Point of information	Yes	No	No	No vote
Ask for actual count to verify voice vote	I call for a division of the house	No	No	No	No vote
Object consideration of undiplomatic vote*	I object to consideration of this question	Yes	No	No	2/3 vote
Take up a matter previously tabled*	I move to take from the table...	No	Yes	No	Majority
Reconsider something already disposed of*	I move we reconsider our action relative to...	Yes	Yes	Yes	Majority
Consider something already out of its schedule*	I move we suspend the rules and consider	No	Yes	No	2/3 vote
Vote on a ruling by the Chair	I appeal the Chair's decision	Yes	Yes	Yes	Majority

*Not amendable

PARLIAMENTARY PROCEDURE AT A GLANCE

		Debatable	Amendable	Can Be Reconsidered	Requires 2/3 Vote
Privileged Motions	Fix Time at Which to Adjourn	No	Yes	No	No
	Adjourn	No	No	Yes	No
	Question of Privilege	No	Yes	Yes	No
	Call for Order of Day	No	No	Yes	No
Incidental Motions	Appeal	Yes	No	Yes	No
	Objection to Consideration of a Question	No	No	Yes	Yes
	Point of Information	No	No	No	No
	Point of Order	No	No	No	No
	Read Papers	No	No	Yes	No
	Suspend the Rules	No	No	No	Yes
	Withdraw a Motion	No	No	Yes	No
Subsidiary Motions	Lay on the Table	No	No	Yes	No
	The Previous Question (close debate)	No	No	Yes	Yes
	Limit or Extend Debate	No	Yes	Yes	Yes
	Postpone to a Definite Time	Yes	Yes	Yes	No
	Refer to Committee	Yes	Yes	Yes	No
	Amend the Amendment	Yes	No	No	No
	Amendment	Yes	Yes	Yes	No
	Postpone Indefinitely	Yes	No	Yes	No
Main Motion	Main or Procedural Motion	Yes	Yes	Yes	No

This table presents the motions in order of precedence. Each motion takes precedence over (i.e. can be considered ahead of) the motions listed below it. No motion can supersede (i.e. be considered before) any of the motions listed above it.

PLEASE NOTE: many organizations use only the Main Motion and Subsidiary Motions, handling other matters on an informal basis.

IN THE MEETING

TO INTRODUCE A MOTION:

Stand when no one else has the floor.
Address the Chair by the proper title.
Wait until the chair recognizes you.

- Now that you have the floor and can proceed with your motion say "I move that...," state your motion clearly and sit down.
- Another member may second your motion. A second merely implies that the seconder agrees that the motion should come before the assembly and not that he/she is in favor of the motion.
- If there is no second, the Chair says, "The motion is not before you at this time." The motion is not lost, as there has been no vote taken.
- If there is a second, the Chair states the question by saying "It has been moved and seconded that ... (state the motion). . ., is there any discussion?"

DEBATE OR DISCUSSING THE MOTION:

- The member who made the motion is entitled to speak first.
- Every member has the right to speak in debate.
- The Chair should alternate between those "for" the motion and those "against" the motion.
- The discussion should be related to the pending motion.
- Avoid using a person's name in debate.
- All questions should be directed to the Chair.
- Unless there is a special rule providing otherwise, a member is limited to speak once to a motion.
- Asking a question or a brief suggestion is not counted in debate.
- A person may speak a second time in debate with the assembly's permission.

VOTING ON A MOTION:

- Before a vote is taken, the Chair puts the question by saying "Those in favor of the motion that ... (repeat the motion)... say "Aye." Those opposed say "No." Wait, then say "The motion is carried," or "The motion is lost."
- Some motions require a 2/3 vote. A 2/3 vote is obtained by standing
- If a member is in doubt about the vote, he may call out "division." A division is a demand for a standing vote.
- A majority vote is more than half of the votes cast by persons legally entitled to vote.
- A 2/3 vote means at least 2/3 of the votes cast by persons legally entitled to vote.
- A tie vote is a lost vote, since it is not a majority.

AMENDMENTS ILLUSTRATED

Any main motion or resolution may be amended by:

1. Adding at the end
2. Striking out a word or words
3. Inserting a word or words
4. Striking out and inserting a word or words
5. Substitution

A member rises, addresses the chair, receives recognition, and states the motion:

"I move that. . . "

MAIN MOTION

Another member seconds the motion.

The Chair repeats the motion and says, "Is there any discussion?"

Must be germane to the main motion

To improve the motion, a member rises, receives recognition and says, "I move to amend the motion by . . . "

PRIMARY AMENDMENT

Another member seconds the amendment.

The Chair repeats the amendment and says, "Is there any discussion on the amendment?"

Must be germane to the primary amendment

To improve the amendment, a member rises, receives recognition, and says, "I move to amend the amendment by . . . "

SECONDARY AMENDMENT
(not amendable)

Another member seconds the amendment.

The Chair repeats the amendment to the amendment and says, "Is there any discussion on the amendment to the amendment?"

- When discussion ceases, the Chair says, "Those in favor of the amendment to the amendment say 'Aye.' Those opposed say 'No.'"
- If the vote was in the affirmative, the amendment is included in the primary amendment. The Chair then says, "Is there any discussion on the amended amendment?"
- If there is no discussion, a vote is taken on the amended amendment. If the vote in the affirmative, the amendment is included in the main motion. The chair then says, "Is there any discussion on the amended motion?"
- At this place, the motion can again be amended.
- If there is no further discussion, a vote is taken on the amended motion.
- Even though the amendments carried in the affirmative, the main motion as amended can be defeated.

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Abstentions, Quorum, and Nuance

April 2025
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It is time to vote on an important agenda item after months of work that included discussions, a workgroup bringing back recommendations, passionate debate, the whole experience. When voting, some choose to "abstain." What does it mean to abstain? How might abstentions affect the voting process such as quorum?

This article explores abstentions in the framework of Robert's Rules of Order Newly Revised (RONR; currently the 12th edition), also known as parliamentary procedure, and is commonly adopted as a procedural guide by local academic senates. Local bylaws and other adopted procedures may sometimes deviate from RONR and take precedence. The Ralph M. Brown Open Meetings Act (California Government Code §54950 et seq.) also places some legal constraints on local academic senates and their committees that are subject to the Brown Act, and these legal constraints also supersede both locally adopted procedures and RONR. Many participants in meetings that are conducted under RONR may not have a clear understanding of some of the terminology associated with the guidelines and voting processes.

WHAT IS AN ABSTENTION?

When academic senates vote on important agenda items, some members may choose to abstain. For this reason, all members of voting bodies should understand what an abstention means. RONR states near the end of section 4:35,

> The chair does not call for abstentions in taking a vote, since the number of members who respond to such a call is meaningless. To "abstain" means not to vote at all, and a member who makes no response if "abstentions" are called for abstains just as much as one who responds to that effect (see also 45:3).

This quote both defines an abstention as not to vote at all and suggests that no reason exists to call for abstentions, especially in the case of a voice vote or any time that the votes are not being counted and recorded.

While this assertion is accurate in the context of RONR, the Brown Act complicates the matter for academic senates or any legislative body in California. The Brown Act states in Government Code §54953(c),

1. No legislative body shall take action by secret ballot, whether preliminary or final.
2. The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

This section of the Brown Act requires all votes by legislative bodies to be recorded and reported, indicating how each member of the body voted. Therefore, for bodies that fall under the Brown Act such as academic senates, recording the vote of members who abstain is required, even though the abstention may not be seen as a vote under RONR. Academic senates may therefore need to call for abstentions after calling for those in favor and those against the motion in question, although this information might also be captured through other methods.

WHAT IS QUORUM?

RONR states that "a quorum in an assembly is the number of members (see definition, 1:4) who must be present in order that business can be validly transacted. The quorum refers to the number of members present, not to the number actually voting on a particular question." Typically, a majority of members being present is required to meet quorum, but no formal definition is recommended by RONR. Local academic senate bylaws and other foundational documents may therefore determine their own number or standard for establishing a quorum.

Abstentions do not affect quorum because quorum must be established before a vote occurs, not after, and depends on the number of members present. Local academic senates should have mechanisms in place to monitor quorum over the course of a meeting to ensure that actions and votes are valid.

WHY MIGHT ONE ABSTAIN?

Members might abstain on a vote for various reasons, but the following are examples that local academic senates might typically encounter. If a member does not fully object to the motion or fears to be the lone dissenter, an abstention may appear softer than a no vote. If a member was absent for discussions or debate, then that member might not have enough information to make an informed decision either way. Finally, if a member has a conflict of interest, that member might abstain; however, in such a case, fully recusing oneself from the discussion, debate, and vote might be considered, as one's presence may influence the discussion, debate, or vote.

HOW DO ABSTENTIONS AFFECT VOTING OUTCOMES?

In the case of a typical majority vote, which requires greater than 50% of voting members under RONR, abstentions do not count toward the outcome of the vote. For example, if twenty voting members are present, one member abstains, ten vote yes, and nine vote no, then the motion carries because a majority voted yes. Some might argue that in such a case, the abstention does matter because if one abstains from voting due to concerns with the issue being voted on, voting no instead would have led to a tied vote of ten

yes and ten no and thus the motion would not have carried because it did not garner majority support. However, while the abstention might be significant in a logical sense, it is still not considered when the chair determines whether the vote passed or not.

If local academic senate documents instead specify that the requirement for a motion to pass is a majority of members present, then ideally the same documents would specify how to treat abstentions. Abstentions could be presumed to be a vote of no or presumed to be a yes. For the presumed no case, in the above example where twenty voting members are present, one member abstains, ten vote yes, and nine vote no, the motion would not carry because the body failed to achieve a majority. In this case, the abstention is treated as a no, so there are ten yes votes and ten no votes, the tie failing to reach the eleven majority votes required when twenty members are present. Local academic senates are not bound by RONR and can establish rules for defining abstentions and majorities, but such variations from RONR should always be codified in local documents for clarity.

DOES THE CHAIR VOTE?

Chairs who are members of the voting body have the same rights and privileges, including that of voting, as any other member of the body. Chairs often vote for small deliberative bodies with only a few members, such as boards of trustees. For larger deliberative bodies, the chair typically only votes to change the outcome of the vote, either to break a tie or to create a tie. This practice helps the chair maintain a neutral position, largely being a facilitator of discussions. For any body of which the chair is designated only as a facilitator and is not a formal member of the body, such as perhaps certain academic senate sub-committees, the chair may not have voting rights unless such rights are indicated in local processes. Whether and when a chair votes, therefore, should be clearly stated in academic senate bylaws or foundational documents.

SAMPLE SCENARIO

A local academic senate of thirty voting members sets quorum as a majority of the voting members. Seventeen voting members are present for a vote. Eight members vote yes, six members vote no, and three members abstain. What is the result in each of the following cases:

1. Motions require a majority of voting members present to pass?
2. Motions require a majority vote of voting members to pass?

The answers depend in part on whether and how local bylaws address abstentions and whether abstentions are treated as yes votes or no votes. In the first instance, under RONR, abstentions are ignored, and the motion would pass with a majority of the members present voting yes: eight of the fourteen who voted, since those who abstained are not counted. The motion would also pass if local bylaws designate an abstention as a yes vote. However, if the local process considers an abstention to be a no vote, then the

motion would fail. In the second instance, since the motion requires a majority of all voting members rather than just those present—thirty, and thus a majority of sixteen—the motion would fail regardless of whether or how an abstention is defined.

Extreme Case

Under RONR, quorum may be established with a majority of members present, and motions typically require a majority of those voting. However, if a large number of members abstain, then the total number of yes and no votes could be well under quorum. For example, for a body with thirty seats, all of whom are present, if five vote yes, two vote no, and twenty-three abstain, then the motion passes. In such a case, seven members would determine the outcome of a vote by a deliberative body of thirty members, which effectively means a minority decided the outcome. This case would contradict a general principle of parliamentary procedure. Such an extreme scenario would be a clear sign of larger issues to be addressed within the deliberative body before proceeding.

Faculty have many privileges and forms of influence, particularly in the areas of academic and professional matters. However, they only exert that influence if they show up, participate, and choose to vote rather than abstain.

Note: Articles submitted to the Senate Rostrum do not serve as official statements of the Academic Senate for California Community Colleges. While the views expressed in the Rostrum do not necessarily reflect the adopted positions of the ASCCC, the Senate Rostrum intends to support and uplift faculty voices and issues that directly impact faculty. Published articles are intended to engender discussion and consideration by local colleges but should not be seen as the endorsement of any position or practice by the ASCCC.

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who should make motions in a meeting

Any regular member of the meeting who has the right to participate and vote can make a motion. iBabs Board Portal +1

Who Can Make Motions

- **Voting Members:** Only individuals with full membership rights—including the right to vote and participate—may make motions. YouTube · Perfect Rules... +2
- **Non-Members and Guests:** Generally cannot make motions or vote unless the assembly temporarily suspends the rules by a two-thirds vote (or operates by unanimous consent) to grant that privilege. robertsrules.forumflash.c...
- **The Presiding Officer (Chair):** The chair of a regular meeting should **not** make motions while presiding, as they must maintain impartiality. *(Exception: In small committee meetings, the committee chair is usually allowed to make motions, speak in debate, and vote.)* NOAA (.gov) +1

How Motions Are Made

1. **Obtain the Floor:** Address the chair (e.g., raise your hand or go to a microphone) and wait to be recognized.
2. **State the Motion:** Phrase the proposal clearly by saying, *"I move that..."* (avoid saying "I make a motion that...").
3. **Wait for a Second:** Another voting member must second the motion (unless it is exempt, such as in small committees or unanimous consent scenarios). BoardEffect +5

Ask anything

Curriculum Committee at a Community College

In a **community college Curriculum Committee**, the rules for making motions depend closely on how the committee is structured and which parliamentary authority (usually *Robert's Rules of Order*) it follows. Because curriculum committees are typically classified as **standing committees**, their rules are much more flexible than a large legislative body or a full Board of Trustees.

Here is who can make motions in a community college curriculum committee:

1. Voting Faculty and Admin Members

- **Academic Administrators:** Deans or vice presidents who have been granted designated voting seats in the committee's bylaws.

2. The Committee Chair (With Caveats)

Unlike the chair of a large assembly, a **committee chair** in a small committee (usually fewer than about 12 members) **can make motions, participate in debate, and vote** on all questions.

- However, many college curriculum chairs prefer to remain neutral to facilitate the meeting smoothly and will wait for a division representative to make the motion instead.

3. Originators of the Proposal (Non-Members)

Often, the faculty member who *wrote* the new course or program proposal is invited to the meeting to explain it.

- **If they are not a member of the committee:** They **cannot** formally move their own proposal.
- **The Process:** A voting member of the curriculum committee must officially "move to approve" the course or program so that the committee can legally discuss and vote on it.

Standard Procedure for Curriculum Actions

Because curriculum committees handle a high volume of similar items (approving new courses, course revisions, or program modifications), they often use a streamlined process:

- **The Single Motion:** A voting member obtains the floor and says, *"I move to approve [Course Alpha/Number] as presented."*
- **The Consent Agenda:** To save time, many colleges place non-controversial items

- Are you trying to figure out if **ex-officio members (like the Registrar or Articulation Officer)** can make motions?
- Do you need help drafting a **specific amendment** to a curriculum proposal?

May a motion be made by the individual who has made the submission under review, if they are a voting member of the ...

Yes, a voting member may make a motion to approve a curriculum proposal they submitted themselves.

Under *Robert's Rules of Order*, a member's right to make motions, participate in debate, and vote is not restricted simply because they authored or submitted the proposal under review.

Key Rules to Keep in Mind:

- **No Automatic Conflict of Interest:** Proposing a new course or program is a standard professional duty, not a personal or financial conflict of interest that would require a member to abstain.
- **The Advantage of Moving Your Own Proposal:** It is often practical for the submitter to make the motion because the person who makes a motion has the automatic right to speak *first* in the debate to explain and defend the proposal.
- **Local Bylaws Override:** While parliamentary law allows this, you should check your specific college's **Curriculum Committee bylaws** or **Academic Senate rules**. A few institutions have local rules stating that a submitter should recuse themselves from moving or voting on their own items to maintain total neutrality, though this is not standard *Robert's Rules*.

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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