Curriculum Committee Meeting Agenda

Voting Committee Members

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

Kristen Booth (Pre-College)
Andrea Chrisman (Science)
jessamyn duckwall (Art/Comm)
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
Kalie Brunton, Ed Thomas

October 29, 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 15, 2026 [1]

Old Business:

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

Submissions [2]

1. Ed Thomas (3:40 – 3:45pm)
    - AG 103 Agricultural Operations and Management I (Course Revision: des, out, cont)
    - AG 104 Introduction to Fruit Crop and Dryland Wheat (Course Revision: des, out, cont)
2. Kalie Brunton (3:45 – 3:55pm)
    - UAS 101 Introduction to Uncrewed Aircraft Systems (Course Revision: cred, des, out, cont, txt/mat)
    - Electro-Mechanical Technology AAS (Degree Revision: cred, coursework)
3. Tyson Aldrich (3:55 – 4:00pm)
    - Aviation Maintenance Technology AAS (Degree Revision: cred, coursework)
4. Todd Meislahn (4:00 – 4:05pm)
    - Business Management & Entrepreneurship AAS (Degree Revision: coursework)
5. Susan Lewis (4:05 – 4:15pm)
    - ED 391 Classroom Adventure I: Beginning the Journey (Course Revision: title)
    - ED 392 Classroom Adventure II: Exploring Practice (Course Revision: title)
    - ED 393 Classroom Adventure III: Deepening Skills (Course Revision: title)
    - ED 481 Lead Planning & Unit Design Practicum (Course Revision: title)
    - ED 482 Multiple Subjects Practicum (Course Revision: title)
    - ED 483 Go Time: The Residency – Multiple Subjects (Course Revision: title)
    - ED 491 Classroom Adventure IV: Leading Instruction (Course Revision: title)
    - ED 492 Classroom Adventure V: Sustaining Practice (Course Revision: title)
    - ED 493 Capstone Seminar: Action Research & Advocacy (Course Revision: title)

- SPED 482 Special Education Practicum (Course Revision: title)
- SPED 483 Go Time: The Residency – Special Education (Course Revision: title)
- SPED 463 Know Your Rights (And Everyone Else's): Law & Ethics in Schools (Course Revision: #)
- Education BAS (Modified Degree Revision: course titles, course number)

New Business

1. none

Discussion Items

1. (4:15 – 4:30pm) *Request for the revision of course submission forms [3] (continued from 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. (4:30 – 4:45pm) *Mandatory requirement of FYE for AAS degrees [4] (continued from 10.1.26)
3. (4:45 – 5:00pm) Process for changing limited entry status of a program (certificate / degree)

Next Meeting: November 12, 2026: 3:30 – 5:00pm

Attachments: [1] October 15, 2026 Minutes; [2] Submissions: 15 Course Revisions, 3 Degree Revisions; [3] New LDC Course, Gen Ed Request, Transferability Directions, Transfer/Articulation of Individual CGCC Courses; [4] FYE 100 CCOG

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Technology & Trades Agriculture	Submitter name Phone Email	Ed Thomas 541.506.6187 ethomas@cgcc.edu
Reason for Revision	Consolidation of overlapping outcomes to streamline curriculum and allow for a more in-depth exploration of the material.		
Current prefix and number	AG 103	Proposed prefix and number	No change
Current Course Title	Agricultural Operations and Management I	Proposed Course Title (75 characters max)	No change
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	210	CIP Code (Curriculum Office)	01.0101

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

Current Description (required whether being revised or not)	Proposed Description
Examines the agriculture systems of the Pacific Northwest and Columbia Basin. Covers regional products, transportation and distribution networks, weather and climate, soils and soil testing, plant science fundamentals, and pest management. Includes field experiences to a variety of regional agriculture businesses and producers. Audit available.	Examines the agriculture systems of the Pacific Northwest and Columbia Basin. Covers regional products, transportation and distribution networks, weather and climate, irrigation, and plant science fundamentals. Includes field experiences to a variety of regional agriculture businesses and producers. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.)
*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply predictive measurements in order to evaluate local weather conditions, and recognize forces that influence shifting climate patterns. 2. Differentiate between commodity production and niche marketing in relationship to regional production and distribution. 3. Conduct basic soil sampling, identification and testing. 4. Develop conservation-minded irrigation plans that suit production needs and available water resources. 5. Apply knowledge of plant life-cycles and limiting factors in crop management. 6. Identify problems and create plans for leaf and stalk pest management.	Upon successful completion of this course, students will be able to: 1. Apply predictive weather and climate tools alongside principles of crop phenology to develop resilient management strategies for regional agricultural systems. 2. Differentiate between commodity production and niche marketing in relationship to regional production and distribution. 3. Design and manage conservation-minded irrigation systems for regional crop production. 4. Apply knowledge of plant life-cycles and limiting factors in crop management.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Apply predictive weather and climate tools alongside principles of crop phenology to develop resilient management strategies for regional agricultural systems. ● Short-term weather events and long-term climate dynamics (including the water cycle). Interpret predictive data using resources such as NOAA databases, trend models, local forecasts, and frost reports to generate accurate local evaluations. ● Key seasonal indicators—such as temperature and humidity ranges, historical extremes, wind patterns, and frost dates. ● How elevation, slope, and topography create microclimates that influence agricultural viability. ● Identifying plant developmental stages to successfully manage regional crop systems. Parameters of acceptable conditions for crucial phases like seasonal chill accumulation and fruit set. ● Proactive responses to climate shifts and seasonal variations through: ○ Strategic species and varietal selection. ○ Structural adaptations, including greenhouse and cold-frame production. ○ Active crop abatement technologies, such as the deployment of heaters, fans, and protective covers to mitigate extreme weather events. **Outcome #2:** Differentiate between commodity production and niche marketing in relationship to regional production and distribution. ● Differences between commodity production and niche marketing ● Path to consumers for local products (beer, wine, wheat, apples, pears, cherries etc.) ● Business development factors as scale factors occur (growth issues and funding, employee needs, land acquisition) **Outcome #3:** Design and manage conservation-minded irrigation systems for regional crop production. ● Specific irrigation requirements of permanent crop production versus irrigated field systems. Appropriate design types and products (e.g., center pivots, low-flow systems, drip lines, and timers) to align with production needs and water availability. ● System requirements, including pipe sizing, flow rates, pump selection, and the mechanics of gravity-fed systems. ● Construction techniques for both above-ground and below-ground water delivery systems across various agricultural setups. ● Technological advances in water efficiency. Soil moisture testing and sensor-driven automation to monitor demands, minimize waste, and ensure precise water application.

	Outcome #4: Apply knowledge of plant life-cycles and limiting factors in crop management. ● Differences between perennial and annual life cycle traits ● Plant form, function and reproduction cycles (Key production species of the Pacific Northwest and Columbia Basin: wheat, cherries, pears, grapes, hops, annual vegetables) ● Key nutrition needs for main crops of the Pacific Northwest and the Columbia Basin (Adjust ph - gypsum, lime, Calcium, Magnesium) ● Key disruptors to the growth process (storms, wind, hail, excessive rain, soil issues, timing with supplements, pesticides)
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) n/a
Department Notes (optional)	(update as needed) n/a

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

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

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time

slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Ed Thomas	ethomas@cgcc.edu	10.29.26
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Tyson Aldrich		

NEXT STEPS:

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

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Technology & Trades Agriculture	Submitter name Phone Email	Ed Thomas 541.506.6187 ethomas@cgcc.edu
Reason for Revision	Consolidation of overlapping outcomes to streamline curriculum and allow for a more in-depth exploration of the material.		
Current prefix and number	AG 104	Proposed prefix and number	No change
Current Course Title	Introduction to Fruit Crop and Dryland Wheat	Proposed Course Title (75 characters max)	No change
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	210	CIP Code (Curriculum Office)	01.0101

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

Current Description (required whether being revised or not)	Proposed Description
Delves into specific and regional information for two of the area's largest agricultural production crops: dryland wheat systems in Wasco and Morrow counties and fruit crops in Wasco and Hood river counties. Introduces the vast breadth of skills and tools needed to operate within these two giant industries, while investigating the timing, technology and productivity of each production cycle, from pruning and grafting to irrigation and seed drills. Includes historical background as well as modern changes, and examines current market trends. Provides opportunities to meet with key players in research,	Delves into specific and regional information for two of the area's largest agricultural production crops: dryland wheat systems in Wasco, Sherman, and Morrow counties and fruit crops in Wasco and Hood River counties. Introduces the vast breadth of skills and tools needed to operate within these two giant industries, while investigating the timing, technology and productivity of each production cycle, from pruning and grafting to soils and seed drills. Includes historical background as well as modern changes, and examines current market trends. Provides opportunities to meet with key players in research,

production, packaging, support services, oversight, marketing, and distribution during onsite field trips. Audit available.	production, packaging, support services, oversight, marketing, and distribution during onsite field trips. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)

☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply understanding of complex phenology needed to manage fruit crops and dryland wheat systems. 2. Articulate form and function of plant parts and cycles as they apply to fruit crops and dryland wheat. 3. Identify problems and create plans for soil and root pest management. 4. Design and manage common irrigation systems used in tree production and irrigated field systems. 5. Provide appropriate seasonal tree care skills for orchards. 6. Develop field management plans for annual wheat crops. 7. Evaluate and manage N-P-K and C-cycles in the soil, and recognize issues around deficiencies for specific crops.	Upon successful completion of this course, students will be able to: 1. Articulate form and function of plant parts and cycles as they apply to fruit crops and dryland wheat. 2. Diagnose pest issues across plant systems (i.e. soil, root, stalk, and leaf) and apply control methods. 3. Provide appropriate seasonal tree care skills for orchards. 4. Develop field management plans for annual wheat crops. 5. Leverage soil testing to evaluate physical soil profiles and essential nutrients, to diagnose crop deficiencies and develop soil health strategies.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Articulate form and function of plant parts and cycles as they apply to fruit crops and dryland wheat. ● Plant anatomy and function ● Identifying healthy root structures and soil measures ● Increasing production using pollination strategies (Bees/bee business, Options in the area) ● Seeding cycles and perennial lifespans ● Species transition processes **Outcome #2:** Diagnose pest issues across plant systems (i.e. soil, root, stalk, and leaf) and apply control methods. ● Field diagnostic skills to identify pests affecting both above-ground and below-ground crop structures. ● Differences between the life cycles, habitats, and behaviors of key pest species versus beneficial (prey) species. ● Key pest species and established control models specific to the Columbia Basin agricultural region. ● Preventative practices to limit pest introduction and mitigate cross-contamination in the field. ● Local agricultural networks (OSU Extension Office, agricultural sales agents) for accurate pest data, and evaluate real-world management strategies through case studies provided by local field managers. **Outcome #3:** Provide appropriate seasonal tree care skills for orchards. ● Maintenance of orchard crops (Planting, pruning, pest identification, pollination, fruit set, Spray cycle vs pest life cycle considerations, Technological advances in trellis and tree production) ● Harvest skills and techniques ● Soil water sensors for irrigation needs **Outcome #4:** Develop field management plans for annual wheat crops. ● Wheat crop management (stages of wheat development, predictive factors for health and harvest timing) ● Harvest skills and techniques ● Soil water sensors for irrigation needs **Outcome #5:** Leverage soil testing to evaluate physical soil profiles and essential nutrients, to diagnose crop deficiencies and develop soil health strategies. ● Soil types and profiles. Inherent benefits and challenges of each. ● Soil sampling and testing (including specific N-P-K and Carbon tests). Accuracy of field data vs formal laboratory results. ● Cycles, sources, and desired levels of Nitrogen, Phosphorus, Potassium, and Carbon. ● Mechanics of nitrogen fixation.

	• Plant signs of nutrient deficiencies. • Methods to amend soils to achieve ideal nutrient balances. • Long-term maintenance of soil health (i.e. carbon sequestration, increasing organic matter, no-till strategies, etc.).
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) n/a
Department Notes (optional)	(update as needed) n/a

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Ed Thomas	ethomas@cgcc.edu	10.29.26
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Tyson Aldrich		

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Electro-Mechanical Technology	Submitter name Phone Email	Kalie Brunton 541-506-6182 kbrunton@cgcc.edu
Reason for Revision	• Accommodating credit requirements and desired course content for AMT program • Aligning UAS 101 credits with MFG 210 to expand course options for EM-Tech students		
Current prefix and number	UAS 101	Proposed prefix and number	No change
Current Course Title	Introduction to Uncrewed Aircraft Systems	Proposed Course Title (75 characters max)	No change
Current Course Credits	5	Proposed Course Credits	3
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	210	CIP Code (Curriculum Office)	36.0207

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the fundamentals of Uncrewed Aircraft Systems (UAS), including their history and developing role in modern aviation history. Includes UAS applications, UAS systems, human factors, UAS design, power systems, communications systems, FAA regulations, public policies and the future potential of the UAS. Covers FAA exam requirements. Prerequisites: placement into IRW 115 or WR 115, MTH 65 or MTH 98. Audit available.	Introduces the components that make up an Uncrewed Aerial System (UAS), including the aircraft, control station, software, and human crew members. Presents the history and applications of UAS. Provides training in basic UAS maintenance and best working practices. Prepares students to pass the Federal Aviation Administration's (FAA) 107 commercial drone pilot's exam as well as the National Institute of Standards and Technology's (NIST) level 1 flight exam. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☒ Placement into: IRW 115 or WR 115, MTH 65 or MTH 98			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify the function of UAS components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms 3. Prepare a mission plan using the components of the UAS mission planning process. 4. Understand the civil applications of UAS. 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization for Remote Pilot License. 6. Identify hazards associated with UAS operations and prescribe risk controls. 7. Identify ethical issues related to UAS and determine professional responses. 8. Understand autonomous flight for effective photogrammetry.	Upon successful completion of this course, students will be able to: 1. Identify common UAS components and their functions. 2. Recognize common civil applications of UAS. 3. Apply safe working practices throughout a simple UAS mission. 4. Perform basic maintenance on a UAS. 5. Perform basic flight maneuvers using a UAS. 6. Pass practice exams modeled after the FAA's 107 commercial drone pilot's exam and the NIST's level 1 flight operator's exam.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome 1**: Identify common UAS components and their functions. • Common types and models of aircraft • Ground control stations and software • Peripheral support equipment (RTKs, relays, GCPs, etc.) **Outcome 2:** Recognize common civil applications of UAS. • Cinematography • Inspection • Agriculture **Outcome 3:** Apply safe working practices throughout a simple UAS mission. • Preflight checklist • Mission planning • Flight execution • Post mission debrief **Outcome 4:** Perform basic maintenance on a UAS. • Inspection • Battery care • Circuit board care • Part replacement • Partial teardown/rebuild of a UAS **Outcome 5:** Perform basic flight maneuvers using a UAS. • Multiple flights practicing positioning and travel **Outcome 6:** Pass practice exams modeled after the FAA's 107 commercial drone pilot's exam and the NIST's level 1 flight operator's exam. • FAA exam modules o Regulations o Pre-flight o In-flight o Weather o National Airspace System (NAS) • At least two NIST maneuvers practice flights
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • ASA Remote Pilot Test Prep Book (updated every two years)
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No
Please provide details, who was contacted and the resolution.	
Tyson Aldrich spoke to me about reducing this course from five credits to three credits so that he can add it to the Aviation Maintenance Technology AAS course requirements, increasing total credits to 107. The EM-Tech AAS will be decreased to 95 credits. Jim Pytel is aware of this request and approves.	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, 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
Kalie Brunton	kbrunton@cgcc.edu	10-2-2026
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Tyson Aldrich		

NEXT STEPS:

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

CC date	10.29.26
CC decision	_____
CC vote	_____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Kalie Brunton	Email: kbrunton@cgcc.edu	Phone: 541-506-6182	Department: Electro-Mechanical Technology

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	97	Proposed Credits:	95
Overview and rationale for proposed changes:	UAS101 is currently a requirement for the EM-Tech two-year degree. This has been a five-credit course, and a course revision is being submitted along with this degree revision form to drop UAS101 down to three credits so that the Aviation Maintenance Technology program can fit UAS101 within their degree program. This change also allows EM-Tech students to have the option of taking MFG210 (three credits) instead of UAS101, giving them more options for tailoring their degree		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. UAS101 being dropped to three credits instead of five 2. MFG210 listed as an alternative to UAS101, where students can fill that slot with either course 3. Overall credits reduced from 97 to 95		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No

Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology		
Does the revision impact other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: This change intentionally impacts the Aviation Maintenance Technology AAS degree, allowing them to fit UAS101 in their program.		Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No			Date of Advisory Committee meeting:	11-16-26
				CIP Code (Curriculum Office)	15.0303
Requested Implementation Term	Summer, 2027				

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	☐ Yes ☒ No

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

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 completed with a "B" or higher	Beginning Algebra II	placement into MTH 65	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing degree outcomes?	☐ Yes ☒ No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
Students who successfully complete this degree will be able to:	
1. Apply knowledge of electrical, mechanical, hydraulic, pneumatic, and semiconductor devices concepts to install, test, service and repair electromechanical, power electronics, power generation, and power transmission systems.	
2. Demonstrate proper and safe use of an ohmmeter, voltmeter, ammeter, oscilloscope, and other electrical instrumentation to measure electrical properties in an electrical circuit.	
3. Interpret electrical and fluid power schematic diagrams and ladder logic diagrams.	
4. Program a PLC using industry recognized programming languages using hard wired and networked digital and analog devices.	
5. Demonstrate knowledge of closed loop control of electro-mechanical systems.	
6. Effectively interpret and communicate technical information using graphs, charts, tables, and data sheets.	
7. Use critical thinking and problem-solving skills to troubleshoot electro-mechanical systems.	
PROPOSED DEGREE OUTCOMES	
Students who successfully complete this degree will be able to:	
1. No change	

SECTION #3 COURSE BY COURSE COMPARISON
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below. If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line. If you want to rearrange the order of courses within the term-by-term sequence, do so on this form. If you are removing a course, identify the course with (remove) and bold the text. If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Fall Yr 1 (15 credits)			Fall Yr 1 (15 credits)		
EET 111	Electrical Circuit Analysis 1 MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5	EET 111	Electrical Circuit Analysis 1 MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5
MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5	MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5
SAF 188	Industrial Safety and OSHA 10 none	1	SAF 188	Industrial Safety and OSHA 10 none	1
MTH 110	Technical Math (or higher) MTH 65 or equiv placement	4	MTH 110	Technical Math (or higher) MTH 65 or equiv placement	4
Winter Yr 1 (18 credits)			Winter Yr 1 (18 credits)		
EET 112	Electrical Circuit Analysis 2 EET 111	5	EET 112	Electrical Circuit Analysis 2 EET 111	5
EET 181	Industrial Computing MTH 65 or equiv place	3	EET 181	Industrial Computing MTH 65 or equiv place	3
MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5	MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5
CG 209	Job Finding Skills none	1	CG 209	Job Finding Skills none	1
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Yr 1 (17 credits)			Spring Yr 1 (17 credits)		
EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5	EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5
EET 141	Motor Control EET 112	5	EET 141	Motor Control EET 112	5
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3	MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4

Fall Yr 2 (14 credits)			Fall Yr 2 (14 credits)		
EET 221	Semiconductor Devices and Circuits 1 EET 113	5	EET 221	Semiconductor Devices and Circuits 1 EET 113	5
EET 251	Digital Logic & PLCs 1 EET 113, EET 141	5	EET 251	Digital Logic & PLCs 1 EET 113, EET 141	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
Winter Yr 2 (19 credits)			Winter Yr 2 (19 credits)		
EET 231	Semiconductor Devices and Circuits 2 EET 221	5	EET 231	Semiconductor Devices and Circuits 2 EET 221	5
EET 252	Digital Logic & PLCs 2 EET 251	5	EET 252	Digital Logic & PLCs 2 EET 251	5
RET 223	Power Generation EET113	5	RET 223	Power Generation EET113	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
Spring Yr 2 (14 credits)			Spring Yr 2 (12 credits)		
UAS 101	Introduction to Uncrewed Aircraft Systems Place into IRW 115 or WR 115, MTH 65 or MTH 98.	5	**UAS 101 or MFG 210**	Introduction to Uncrewed Aircraft Systems **(DECREASE CREDITS)** Place into IRW 115 or WR 115, MTH 65 or MTH 98. *or* Introduction to Computer Aided Design and Tolerancing **(ADD)**	**3**
EET 273	Industrial Control and PLCs EET 219	5	EET 273	Industrial Control and PLCs EET 252	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	Credit Total	**97**		**Credit Total**	**95**

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	NONE				

SECTION #4 DEPARTMENT REVIEW		
I vouch that this submission has been reviewed by the affiliated department chair, 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
Kalie Brunton	kbrunton@cgcc.edu	10-12-2026
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Tyson Aldrich		

Next steps:

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

CC date	10.29.26
CC decision	_____
CC vote	_____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Tyson Aldrich	Email: taldrich@cgcc.edu	Phone:360-913-4942	Department: AMT

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Aviation Maintenance Technology	Proposed Title:	No change
Current Credits:	104	Proposed Credits:	107
Overview and rationale for proposed changes:	The addition of UAS 101 to the AMT program will incorporate drone technology and the FAA part 107 certification into the AMT program. The FAA has not yet required and AMT certificate to maintain drones, however based on tightening regulations by the FAA there is a high likelihood regulation will require AMT certification for drone maintenance within the next 5 years. It is the position of the AMT département that students should have the knowledge and 107 certification prior to this potential change so that they are better prepared for industry needs in advance of regulatory change.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Addition of UAS 101 to second year fall term 2. Increase in overall credits from 104 to 107		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☒ No

Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Aviation Maintenance Technology, AMT Airframe, AMT Powerplant		
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☒ No			Date of Advisory Committee meeting:	
				CIP Code (Curriculum Office)	47.0607
Requested Implementation Term	Summer 2027				

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	☐ Yes ☒ No

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

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra	Placement into MTH 65	4
IRW 115 *or* WR 115	Critical Reading and Writing *or* Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115	5 4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing degree outcomes?	☐ Yes ☒ No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
Students who successfully complete this degree will be able to:	
1. Service, maintain, troubleshoot and repair airplanes and rotorcraft.	
2. Perform proficient, entry-level aviation maintenance skills.	
3. Apply knowledge of FAA regulations and industry standards.	
4. Apply math and physics principals in solving problems associated with aviation maintenance.	
5. Communicate effectively verbally and in writing.	
6. Use critical thinking and problem solving skills to identify and resolve aviation maintenance issues.	
7. Work effectively in a team and/or group setting.	
8. Sit for the Federal Aviation Administration (FAA) certification exams (written, oral and practical) for the airframe and powerplant (A&P) airman certificate.	
PROPOSED DEGREE OUTCOMES	
Students who successfully complete this degree will be able to:	
1. No change	

SECTION #3 COURSE BY COURSE COMPARISON
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below. If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line. If you want to rearrange the order of courses within the term-by-term sequence, do so on this form. If you are removing a course, identify the course with (remove) and bold the text. If the course title is changed, identify the course with (title change) and bold the text. If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Fall Term (16 Credits)			Fall Term (16 Credits)		
AMT 191	Aviation Maintenance: General 101 MTH 65, (IRW 115 or WR 115), or equiv placement	6	AMT 191	Aviation Maintenance: General 101 MTH 65, (IRW 115 or WR 115), or equiv placement	6
AMT 192	Aviation Maintenance: General 102 AMT 191	6	AMT 192	Aviation Maintenance: General 102 AMT 191	6
MTH 105 or Higher	Math in Society MTH 65 or MTH 98 or equivalent placement; place into WR 115	4	MTH 105 or Higher	Math in Society MTH 65 or MTH 98 or equivalent placement; place into WR 115	4
Winter Term (16 Credits)			Winter Term (16 Credits)		
AMT 193	Aviation Maintenance: General 103 AMT 192	6	AMT 193	Aviation Maintenance: General 103 AMT 192	6
AMT194A	Aviation Maintenance: General 104A AMT 193	3	AMT194A	Aviation Maintenance: General 104A AMT 193	3
AMT 194B	Aviation Maintenance: General 104B AMT 194A	3	AMT 194B	Aviation Maintenance: General 104B AMT 194A	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Term (22 Credits)			Spring Term (22 Credits)		
AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6	AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6
AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6	AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6
AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6	AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6
PSY 101	Psychology and Human Relations place into MTH 65 or MTH 98; pre/co: WR121 or WR 121Z	4	PSY 101	Psychology and Human Relations place into MTH 65 or MTH 98; pre/co: WR121 or WR 121Z	4
Summer Term (15 Credits)			Summer Term (15 Credits)		
AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6	AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6
AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6	AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6

AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3	AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3
Fall Term (12 Credits)			Fall Term (12 Credits)		
AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6	AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6
AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6	AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6
			UAS 101	Introduction to Uncrewed Aircraft Systems **(ADD)** Place in IRW 115 or WR 115, MTH 65 or MTH 98.	**3**
Winter Term (15 Credits)			Winter Term (15 Credits)		
AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6	AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6
AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6	AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6
AMT 282	Aviation Maintenance: Powerplant Return to Service AMT 274	3	AMT 282	Aviation Maintenance: Powerplant Return to Service AMT 274	3
Spring Term (8 Credits)			Spring Term (11 Credits)		
	General Education Elective: Arts & Letters Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4		General Education Elective: Arts & Letters Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4
	General Education Elective (any discipline area) Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4		General Education Elective (any discipline area) Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4
	Credit Total	**104**		**Credit Total**	**107**

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	none				

SECTION #4 DEPARTMENT REVIEW		
I vouch that this submission has been reviewed by the affiliated department chair, 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
Tyson Aldrich	taldrich@cgcc.edu	10/09/2026
Department Chair (enter name of department chair): James Pytel		
Department Dean/Director (enter name of department dean/director): James Pytel		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Tyson Aldrich		

Next steps:

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

CC date	10.29.26
CC decision	_____
CC vote	_____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Business Management & Entrepreneurship	Proposed Title:	No change
Current Credits:	91	Proposed Credits:	No change
Overview and rationale for proposed changes:	1) BA 228-QuickBooks for Business (3 credits) is being deleted from the AAS to make room for a new, higher-priority course (BA 260) and still maintain total credit count at 91 for the AAS. 2) New LDC course BA 260-Organizational Leadership (3 credits) is being added into the same term as BA 228.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. REMOVE: BA 228 2. ADD: BA 260 6.7% change		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No

Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Business Administration certificate

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	5.13.26
			CIP Code (Curriculum Office)	520703
Requested Implementation Term	Summer, 2027			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites? ☐ Yes ☒ No

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

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 65 or MTH 98	Placement into Beginning Algebra or Quantitative Math	Placement into MTH 65 Placement into MTH 98 and (IRW 115 or WR 115)	4 4
IRW 115 or WR 115	Critical Reading and Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement Placement into WR 115	5 4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES

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

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

Does the revision involve changing degree outcomes?	☐ Yes ☒ No

CURRENT DEGREE OUTCOMES
(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			**Proposed Degree Information**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4

BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (19 credits)			SPRING TERM (15 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4
BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4	BA 169Z	Data Analysis Using Microsoft Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into	3

	MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133			MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	
FALL TERM (15 credits)			FALL TERM (15 credits)		
	General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4	CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4
	General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (12 credits)			WINTER TERM (14 credits)		
EC 201Z	Principles of Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201Z	Principles of Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
BA 228	**QuickBooks for Business (DELETE)** BA 111 or BA 211Z. Rec: BA 104, CAS 133	**3**	**BA 260**	**Organizational Leadership (ADD)** BA 206, BA 208, and BA 285	**3**
BA 280A	Workplace Experience Completion of 12 BA credits and instructor permission; Concurrent BA 280B	3	BA 280A	Workplace Experience Completion of 12 BA credits and instructor permission; Concurrent BA 280B	3
BA 280B	Workplace Readiness Instructor permission required; Concurrent BA 280A	1	BA 280B	Workplace Readiness Instructor permission required; Concurrent BA 280A	1
SPRING TERM (13 credits)			SPRING TERM (16 credits)		
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4
EC 202Z	Principles of Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202Z	Principles of Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4

BA 226Z	Introduction to Business Law IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226Z	Introduction to Business Law IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4	BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4
[1] Fulfills a Social Science General Education Elective			[1] Fulfills a Social Science General Education Elective		
	Credit Total	91		**Credit Total**	91

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	None				

SECTION #4 DEPARTMENT REVIEW		
I vouch that this submission has been reviewed by the affiliated department chair, 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	10-09-2026
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Todd Meislahn		

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 3rd year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 391	Proposed prefix and number	No change
Current Course Title	Classroom Adventure I: Beginning the Journey	Proposed Course Title (75 characters max)	Virtual Seminar I: Beginning the Journey
Current Course Credits	1	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Launches the statewide BASE seminar series connecting pre-service teachers across Oregon's community colleges. Provides a collaborative space to reflect on early field experiences, share insights, and explore the professional responsibilities of educators. Focuses on developing habits of reflection, collaboration, and professional growth while building a statewide community of practice dedicated to inclusive, student-centered teaching. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Reflect on professional identity, ethics, and the dispositions of effective educators. (MS 15) 2. Engage in collaborative dialogue with peers, mentors, and faculty to enhance professional learning and practice. (MS 16, MS 15) 3. Demonstrate emerging skills in communication, teamwork, and professional reflection through statewide seminar participation. (MS 16) 4. Identify strategies for ongoing professional growth and community engagement in the teaching profession. (MS 15, MS 16)	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change

Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 3rd year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 392	Proposed prefix and number	No change
Current Course Title	Classroom Adventure II: Exploring Practice	Proposed Course Title (75 characters max)	Virtual Seminar II: Exploring Practice
Current Course Credits	1	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Continues the statewide BASE seminar series that brings pre-service teachers together to reflect, collaborate, and deepen their professional practice. Focuses on developing reflective habits, professional growth, and educator identity through connection with peers and mentors across Oregon. Provides a supportive, statewide virtual community for discussing field experiences, challenges, and successes while strengthening the professional dispositions of effective educators. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Reflect on teaching experiences to identify strengths, challenges, and areas for professional growth. (MS 15) 2. Demonstrate reflective and ethical practices that support continuous improvement as an educator. (MS 15) 3. Engage in statewide collaborative dialogue to share insights, refine instructional strategies, and strengthen educator identity. (MS 15)	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change

Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 3rd year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 393	Proposed prefix and number	No change
Current Course Title	Classroom Adventure III: Deepening Skills	Proposed Course Title (75 characters max)	Virtual Seminar III: Deepening Skills
Current Course Credits	1	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Continues the statewide BASE seminar series, supporting teacher candidates in reflecting on advanced field experiences and refining their professional practice. Emphasizes educator social-emotional competencies, collaboration, and professional growth. Provides a statewide virtual forum for pre-service teachers to share insights, explore challenges, and strengthen their skills in reflective teaching and continuous improvement. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply educator social-emotional competencies to enhance communication, reflection, and professional relationships. (SEL 2) 2. Demonstrate reflective practices that support ongoing professional growth and self-evaluation. (MS 15) 3. Engage collaboratively in statewide dialogue to deepen understanding of teaching practices and professional identity. (MS 15)	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change

Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year Clinical experiences		
Current prefix and number	ED 481	Proposed prefix and number	No change
Current Course Title	Lead Planning & Unit Design Practicum	Proposed Course Title (75 characters max)	Clinical Field Experience IV: Lead Planning & Unit Design
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Provides an advanced field experience focused on unit planning, lead teaching, and instructional leadership. Candidates take increasing responsibility for planning, delivering, and assessing instruction across multiple content areas while collaborating with mentor teachers and school teams. Emphasizes data-informed decision-making, differentiation, and reflective practice to ensure meaningful learning for all students. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Design and implement comprehensive instructional units that integrate content knowledge, pedagogy, and assessment. *(MS 9, MS 14)* 2. Adapt instruction and learning environments to meet the needs, strengths, and interests of diverse students. *(MS 10, MS 12)* 3. Facilitate active, inquiry-based learning that develops students' critical thinking and problem-solving skills. *(MS 11, MS 12)* 4. Collaborate with mentor teachers, families, and colleagues to support student learning and community connections. *(MS 13, MS 16)* 5. Reflect on professional practice, leadership, and growth as an emerging educator. *(MS 15, MS 9, MS 14)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year Clinical experiences		
Current prefix and number	ED 482	Proposed prefix and number	No change
Current Course Title	Multiple Subjects Practicum	Proposed Course Title (75 characters max)	Clinical Field Experience V: Multiple Subjects
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	2	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Provides an advanced practicum experience focused on teaching in elementary general education settings. Candidates apply integrated knowledge across literacy, mathematics, science, and social studies while demonstrating leadership, reflection, and inclusive practice. Emphasizes planning, instruction, assessment, and collaboration in diverse classrooms. Candidates assume increasing responsibility for designing and delivering instruction that engages all learners through evidence-based and SEL-informed strategies. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-

out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Plan and implement comprehensive, standards-based instruction across multiple subject areas. *(MS 9–14, Lit 1–7)* 2. Differentiate instruction to meet the needs of multilingual learners, students with disabilities, and advanced learners. *(SpEd 2, Lit 5, SEL 3)* 3. Demonstrate professional communication, reflection, and collaboration with mentor teachers, families, and colleagues. *(MS 13, MS 15–16, SEL 2)* 4. Apply formative and summative assessment data to inform instruction and measure student learning. *(MS 14, Lit 4, SpEd 4)* 5. Exhibit professional growth, ethical practice, and leadership as an emerging educator. *(MS 15, SEL 2, SpEd 6)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year Clinical experiences		
Current prefix and number	ED 483	Proposed prefix and number	No change
Current Course Title	Go Time: The Residency – Multiple Subjects	Proposed Course Title (75 characters max)	Clinical Field Experience VI: Lead Teaching, Multiple Subjects
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	3	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Serves as the culminating clinical residency for the Multiple Subjects endorsement, providing full-time, lead teaching experience in elementary general education settings. Candidates assume primary responsibility for instruction, planning, and assessment under the supervision of a cooperating teacher and college faculty mentor. Emphasizes integration of literacy, mathematics, science, and social studies through inclusive, data-informed, and SEL-based practices. Candidates demonstrate professional readiness, reflective decision-making, and leadership in managing instruction and supporting diverse learners. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website for examples.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Plan and deliver standards-aligned, integrated instruction across multiple subject areas. *(MS 9–14, Lit 1–7)* 2. Differentiate instruction to meet the needs of multilingual learners, students with disabilities, and gifted learners. *(SpEd 2, Lit 5, SEL 3)* 3. Implement classroom management and engagement strategies that foster belonging and active participation. *(MS 12–13, SEL 3)* 4. Use formative and summative data to evaluate learning and guide instructional adjustments. *(MS 14, Lit 4)* 5. Collaborate with mentors, colleagues, and families to enhance learning outcomes and classroom community. *(MS 16, SEL 2)* 6. Demonstrate professional reflection, ethical practice, and readiness for independent teaching. (*MS 15, SEL 4)*	Upon successful completion of this course, students will be able to: No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 491	Proposed prefix and number	No change
Current Course Title	Classroom Adventure IV: Leading Instruction	Proposed Course Title (75 characters max)	Virtual Seminar IV: Leading Instruction
Current Course Credits	1	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Continues the statewide BASE seminar series, supporting teacher candidates as they step into greater leadership within their field experiences. Focuses on the intersection of professional growth, reflection, and educator social-emotional competencies during the transition to lead teaching. Provides a statewide virtual space for collaboration, shared problem-solving, and exploration of strategies that strengthen instructional practice and professional confidence. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply educator social-emotional competencies to manage the challenges of leading instruction and professional collaboration. *(SEL 2)* 2. Reflect on professional growth, teaching impact, and next steps toward independent practice. *(MS 15)* 3. Collaborate with peers and mentors in statewide discussions to refine instructional decision-making and leadership skills. *(SEL 2, MS 15)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change

Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

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

SECTION #3 DEPARTMENT REVIEW

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Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 492	Proposed prefix and number	No change
Current Course Title	Classroom Adventure V: Sustaining Practice	Proposed Course Title (75 characters max)	Virtual Seminar V: Sustaining Practice
Current Course Credits	2	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Continuation of the statewide virtual seminar for teacher candidates during their practicum experience. Focuses on sustaining effective, reflective practice through community dialogue, problem-solving, and peer collaboration. Candidates explore strategies for maintaining professional balance, ethical reflection, and emotional resilience while deepening their sense of purpose and belonging as educators. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Reflect on professional growth and the ongoing development of instructional and relational skills during practicum. *(MS 15, SEL 2)* 2. Apply self-awareness and social-emotional strategies to sustain personal well-being and professional effectiveness. *(SEL 2)* 3. Collaborate with peers and mentors to analyze teaching experiences, celebrate progress, and identify areas for continued growth. *(MS 15–16, SEL 3)* 4. Integrate reflective insights into next steps for professional learning and preparation for residency. *(MS 15, SEL 4)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change

Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year seminar courses – adding Virtual Seminar		
Current prefix and number	ED 493	Proposed prefix and number	No change
Current Course Title	Capstone Seminar: Action Research & Advocacy	Proposed Course Title (75 characters max)	Virtual Seminar VI: From Candidate to Classroom
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Serves as the final capstone seminar in the BASE program, guiding teacher candidates to integrate their learning through inquiry, reflection, and advocacy. Candidates design and conduct an action research project that connects educational theory to classroom practice, using data to inform decisions and promote equitable outcomes. In parallel, they refine their professional portfolios, strengthen communication and leadership skills, and develop strategies for sustaining effective and ethical practice as emerging educators. Emphasis is placed on continuous improvement, collaboration, and advocacy for students, families, and communities. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the

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

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Design and implement an action research project that investigates and addresses a relevant problem of practice in education. *(MS 9–15, Lit 4, SpEd 4–5, SEL 4)* 2. Analyze classroom and school data to evaluate instructional impact and inform equitable, evidence-based decisions. *(Lit 4, SpEd 4, SEL 3)* 3. Integrate learning across coursework, field experiences, and program standards into a cohesive professional teaching philosophy and portfolio. *(All Domains)* 4. Demonstrate ethical practice, professional reflection, and wellness strategies that sustain effective teaching. *(MS 15, SpEd 6, SEL 1–3)* 5. Advocate for inclusive, just, and research-informed educational practices within classrooms, schools, and communities. *(MS 16, SpEd 2, SEL 3h)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year Clinical experiences		
Current prefix and number	SPED 482	Proposed prefix and number	No change
Current Course Title	Special Education Practicum	Proposed Course Title (75 characters max)	Clinical Field Experience V: Special Education
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	2	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Provides an advanced practicum experience in special education settings, emphasizing individualized instruction, collaboration, and advocacy. Candidates apply knowledge of exceptionalities, IEP processes, and inclusive teaching to support students with disabilities in general and specialized environments. Focuses on data-informed instruction, co-teaching, and communication with families and multidisciplinary teams. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the Curriculum Office webpage..

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Design and implement individualized instruction based on assessment data, IEP goals, and evidence-based practices. *(SpEd 1–5)* 2. Collaborate with general educators, specialists, and families to promote inclusion and student success. *(MS 13, MS 16, SpEd 7, SEL 3h)* 3. Apply strategies that foster emotional regulation, self-advocacy, and belonging within inclusive learning environments. *(SEL 1–4, SpEd 2)* 4. Use data from multiple assessments to guide instruction and evaluate learning outcomes. *(MS 14, Lit 4, SpEd 4)* 5. Reflect on professional growth, ethical responsibilities, and advocacy as part of special education practice. *(MS 15, SpEd 6, SEL 2)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium updated titles to better reflect the nature of 4th year Clinical experiences		
Current prefix and number	SPED 483	Proposed prefix and number	No change
Current Course Title	Go Time: The Residency – Special Education	Proposed Course Title (75 characters max)	Clinical Field Experience VI: Lead Teaching, Special Education
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	3	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Serves as the culminating clinical residency for the Special Education endorsement, emphasizing individualized instruction, advocacy, and collaboration across inclusive and specialized settings. Candidates assume lead teaching responsibilities under the supervision of a licensed special educator and college faculty mentor. Focuses on IEP implementation, progress monitoring, behavior support, and family collaboration. Candidates demonstrate professional competence and reflective leadership in applying evidence-based practices that promote equity, access, and student growth. Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the

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

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Design and implement individualized instruction aligned with IEP goals and research-based practices. *(SpEd 1–5)* 2. Collaborate with general educators, specialists, and families to foster inclusion and student success. *(MS 13, MS 16, SpEd 7, SEL 3h)* 3. Apply trauma-informed, SEL-based, and culturally responsive strategies to support behavior and engagement. *(SEL 1–4, SpEd 2)* 4. Use multiple forms of assessment to inform instruction and monitor student progress. *(MS 14, Lit 4, SpEd 4)* 5. Demonstrate professional ethics, advocacy, and reflective growth as a special educator. *(SpEd 6–7, SEL 2, MS 15)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW

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Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

CC date 10.29.26
CC decision _____
CC vote _____

Columbia Gorge Community College

COURSE REVISION

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Education & Social Sciences	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.edu
Reason for Revision	BASE Consortium revised the course number with move from 4th to 3rd year.		
Current prefix and number	SPED 463	Proposed prefix and number	SPED 353
Current Course Title	Know Your Rights (And Everyone Else's): Law & Ethics in Schools	Proposed Course Title (75 characters max)	No change
Current Course Credits	3	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	600	CIP Code (Curriculum Office)	13.1202

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

Current Description (required whether being revised or not)	Proposed Description
Explores the legal and ethical foundations of special and general education practice, with an emphasis on the rights and responsibilities of educators, students, and families. Examines key legislation, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), as well as professional codes of ethics and state standards. Candidates analyze real-world scenarios to apply legal principles and ethical decision-making in diverse, inclusive school contexts. Prerequisite: Acceptance into the BAS in Education Program, or instructor approval.	No change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the

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

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Explain the major federal and state laws governing special and general education practice. *(SpEd 1–2)* 2. Apply ethical and legal principles to professional decision-making in complex educational settings. *(SpEd 6)* 3. Analyze case studies involving student rights, due process, confidentiality, and equity in education. *(SpEd 3–5, SEL 4)* 4. Evaluate the role of advocacy and collaboration in supporting compliance, access, and fairness for all learners. *(SpEd 7, MS 16)* 5. Demonstrate understanding of professional responsibilities related to documentation, communication, and ethical conduct. *(SpEd 6–7, SEL 2)*	Upon successful completion of this course, students will be able to: No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

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

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to slewis@cgcc.edu.

Columbia Gorge Community College

CC date	10.29.26
CC decision	
CC vote	

Modified Degree/Certificate Revision

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

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

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

Submitted by:	Susan Lewis	**Email:** slewis@cgcc.edu	**Phone:** 541-506-6047
Title of Degree/Certificate:	Education BAS	**Requested Implementation Term:**	Summer, 2027
What type of change are you requesting?	☒ Course title change ☐ Degree or certificate title change	☒ Course number change ☐ Addition/deletion of electives	
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	• Classroom Adventure I: Beginning the Journey • Classroom Adventure II: Exploring Practice • Classroom Adventure III: Deepening Skills • Lead Planning & Unit Design Practicum • Multiple Subjects Practicum • Go Time: The Residency – Multiple Subjects	**Revised Course Title:**	• Virtual Seminar I: Beginning the Journey • Virtual Seminar II: Exploring Practice • Virtual Seminar III: Deepening Skills • Clinical Field Experience IV: Lead Planning & Unit Design • Clinical Field Experience V: Multiple Subjects • Clinical Field Experience VI: Lead Teaching, Multiple Subjects

	• Classroom Adventure IV: Leading Instruction • Classroom Adventure V: Sustaining Practice • Capstone Seminar: Action Research & Advocacy • Special Education Practicum • Go Time: The Residency – Special Education		• Virtual Seminar IV: Leading Instruction • Virtual Seminar V: Sustaining Practice • Virtual Seminar VI: From Candidate to Classroom • Clinical Field Experience V: Special Education • Clinical Field Experience VI: Lead Teaching, Special Education
Current Course Number:	SPED 463	**Revised Course Number:**	SPED 353
Current degree or certificate title:	n/a		
Proposed degree or certificate title:	n/a		

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

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair, department dean/director, and CC department representative, and that they support Curriculum Committee review of this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to ensure the completion of, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Susan Lewis	slewis@cgcc.edu	10.23.26
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		
Department Rep. to the Curriculum Committee (enter name of the dept. rep): Stephen Shwiff		

CC date _____
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:		Submitter name: phone: email:	
Prefix and Course Number:		Credits:	
Course Title: (75 characters max, including spaces)			
May this course be repeated for credit? ☐ Yes ☐ No	For how many times total?	Contact hours	Lecture: Lec/lab: Lab:
ACTI Code (Curriculum Office)		CIP Code (Curriculum Office)	
Reason for the new course			

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

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

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

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

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

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

☐ Placement into:		☐ Placement into:		
course prefix & number:		☐ 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.	
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.
	2.
	3.
	4.
	5.
	6.
Outcomes assessment strategies:	
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):	
Suggested Texts & Materials (specify if any texts or materials are required):	
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	
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.	
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):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
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.	
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
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		
Department Rep. to the Curriculum Committee (enter name of the dept. rep):		

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.

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

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

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

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Knowledge & Competence*)
   5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☐ major ☐ minor ☐ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

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

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

And each course should also do at least one of the following: 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a	

student to "apply analytical skills to social phenomena in order to understand human behavior"?	
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	

Science or Computer Science	
Outcomes:	
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
Criteria:	
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order	

to explore ideas, models, and solutions and generate further questions"?	
How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?	
How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?	

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
Criteria:	
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all seven criteria.	
How does the course enable a student to "use appropriate	

mathematics to solve problems"?	
How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?	

SECTION #4 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
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		
Department Rep. to the Curriculum Committee (enter name of the dept. rep):		

NEXT STEPS:

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

Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least two Oregon public universities will accept our new LDC course in transfer. We anticipate that the state will soon require further evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more Oregon public universities to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?
4. Will the course be accepted as a general elective?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course.

Some suggestions for how you may go about your research:

- First, look at the catalogs from Oregon universities to see if there are comparable courses. (Catalogs should be available online at university websites.)
- Next, email university transfer specialists / registrars at each university (contact information on "Contact for Transfer" document) using the suggested email wording and attaching a copy of the CCOG Development Template. Transfer specialists may be able to answer you directly, or they may refer you to department faculty for deciding about transferability.
- Keep a record of all conversations/email. You will be required to submit copies of these with your transferability form. Make sure that you provide the date of contact on any write-ups of undocumented conversations as well as the name and title/position of the person contacted.

Which Oregon universities to call:

We consider the top three universities for CGCC transfer to be: Portland State, Oregon State, and Eastern Oregon. These three universities should be contacted, at a minimum.

In addition, you may consider contacting University of Oregon, Southern Oregon, Western Oregon, Oregon Health & Science, Oregon Institute of Technology.

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 have been contacted requesting transferability information, and at least two of these universities will confirm that the course will transfer in any capacity. 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 #: _____ Title: _____

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

Course Description:

Course Prerequisites:

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

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

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			
PSU			
OSU			
UofO			

Transfer/Articulation of Individual CGCC Courses

SOU			
WOU			

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: _____

Printed Name: _____ Title: _____

Department: _____ E-mail: _____

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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