Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Mimi Pentz (Nurs/Hlth Occ)
Vice Chair – Andrea LoMonaco (Business)

Kristen Booth (Pre-Coll/ESOL)   Pam Morse (Math)   Robert Wells-Clark (Tec/Trad)
Jenn Kamrar (Art/Comm)   Stephen Shwiff (Soc Sci & Ed)
Emilie Miller (Science)   Tori Stanek (Inst Dean/Dir)

Non-Voting Committee Members
Jarett Gilbert (VP Instructional Services)   Mary Martin (Student Services/Registrar)
Susan Lewis (Curriculum)

Support Staff   Guests
Sara Wade (Instructional Services) Zip Krummel, Todd Meislahn, Tina Ontiveros

February 29, 2024 3:30 – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Hood River Center, room 1.209 (conference room)
Zoom log-in: https://cgcc.zoom.us/j/84308320742; Meeting ID: 843 0832 0742; phone in: 1-253-215-8782

Approval of February 8, 2024 minutes [1] (Mimi)

Information Items (information items do not require CC vote) [2]
1. Course Inactivations: BA 111, BA 188, BA 212, BA 250, BA 256.

Old Business

1. UPDATE: Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22, 2.8.24 (Kristen & Pam)

Submissions [3]

1. Zip Krummel (3:35 – 3:50pm)
   - PSY 201A General Psychology (Course Revision: #, title, des, out, cont, txt/mat)
   - PSY 202A General Psychology (Course Revision: #, title, des, out, cont, txt/mat)
   - Associate of Arts Oregon Transfer – Elementary Education (New MTM Degree)
   - Early Childhood Education (Modified Degree/Cert Revision: electives)

2. Todd Meislahn (3:50 – 4:15pm)
   - BA 101 Introduction to Business (CCN Revision: #, des, out, cont)
   - BA 211 Principles of Accounting I (CCN Revision: #, title, des, out, cont, txt/mat)
   - BA 213 Managerial Accounting (CCN Revision: #, title, des, out, cont, txt/mat)
   - Associate of Science Transfer – Business (New MTM Degree)
   - Accounting AAS (Degree Revision: coursework, credits)
   - Accounting / Bookkeeping (Certificate Revision: coursework, credits)
   - Entry-Level Accounting Clerk (Certificate Revision: coursework)
   - Entrepreneurship / Business Management (Degree Revision: coursework)
   - Entrepreneurship (Certificate Revision: coursework, credits)
   - Administrative Assistant AAS (Degree Revision: coursework, credits)
   - Administrative Assistant (Certificate Revision: coursework, credits)

3. Pam Morse (4:15 – 4:25pm)
   - Associate of Science Transfer – Computer Science (New MTM Degree)

4. Tori Stanek and Tina Ontiveros (4:25 – 4:45pm)
   - FYE 100 College Survival Skills (Course Revision: title, des, out, cont, txt/mat)
   - FYE 100 College Survival Skills (Contact Hour Change)
   - FYE 100 College Survival Skills (Opt-Out Request)
   - FYE 100 College Planning and Survival Skills (Transferability)
   - FYE 100 College Planning and Survival Skills (General Education Request)

New Business

1. Additional Meeting – April 18 or 25?

2. Curriculum Committee Retreat scheduling – Friday, May 3, 9am – 12pm? In-person.

Discussion Items

1. none

Next Meeting: March 14, 2024

Attachments: [1] February 8, 2024 Minutes; [2] Inactivations; [3] Submissions: 6 Course Revisions, 1 Opt-Out Request; 1 Contact Hour / Credit Change Request, 1 Gen Ed Request, 3 New Degrees, 3 Degree Revisions, 4 Certificate Revisions.

Curriculum Committee Minutes
February 8, 2024
Location: Zoom Only

PRESENT:
Voting Committee Members
Chair- Mimi Pentz (Nursing/Health)
Vice Chair- Andrea LoMonaco (Business)
Pam Morse (Math)
Kristen Booth (Pre-College)

Robert Wells-Clark (Ind/Trade)
Emilie Miller (Science)
Tori Stanek (Inst Dean)

Non-Voting Committee Members
Susan Lewis (Curriculum)
Jarett Gilbert (VP Instructional Services)

Supporting Staff
Sara Wade (Instructional Services)

Guests
Robert Kovacich, Karly Aparicio, Sara Mustonen

ABSENT
Voting Members
Jenn Kamrar (Art,Cult,Comm), Stephen Shwiff (Social Science)

Non-Voting Committee Members
Mary Martin (Student Services)

Item	Discussion	Action
Call to Order: 3.33 pm	Meeting was called to order at 3:33pm by Co-Chair Andrea LoMonaco.	
Approval of January 25, 2024 minutes	**Motion: approve as written**	Motion: Robert 2nds: Pam 5 in favor – 0 opposed – 0 abstains
Old Business:	1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (placed in New Business)	
Submissions:		
FN 224 Nutrition (Course Revision)	Rob Kovacich explained why the department is removing an outcome regarding changing diet. It has been found out through research that this topic has negative effects on mental health.	Motion: Robert 2nds: Pam 5 in favor – 0 opposed – 0 abstains

Course	Notes / Motion	Vote
IRW 115L Foundations of Integrated Reading and Writing (Course Revision)	State required title change for CCN corequisites. **Motion: approve as written**	Motion: Pam 2nds: Tori 5 in favor – 0 opposed – 0 abstains
WR 121L Foundations of Composition I (Course Revision)	**Motion: approve as written**	Motion: Pam 2nds: Tori 5 in favor – 0 opposed – 0 abstains
MTH 95L Foundations of Intermediate Algebra (Grade Option Change)	**Motion: approve as written**	Motion: Tori 2nds: Robert 5 in favor – 0 opposed – 0 abstains
MTH 95L Foundations of Intermediate Algebra (Course Revision)	**Motion: approve as written**	Motion: Tori 2nds: Emilie 5 in favor – 0 opposed – 0 abstains
MTH 105L Foundations of Math in Society (Grade Option Change)	**Motion: approve as written**	Motion: Tori 2nds: Robert 5 in favor – 0 opposed – 0 abstains
MTH 105L Foundations of Math in Society (Course Revision)	**Motion: approve as written**	Motion: Emilie 2nds: Tori 5 in favor – 0 opposed – 0 abstains
MTH 111L Foundations of Precalculus I: Functions (Grade Option Change)	**Motion: approve as written**	Motion: Emilie 2nds: Robert 5 in favor – 0 opposed – 0 abstains
MTH 111L Foundations of Precalculus I: Functions (Course Revision)	**Motion: approve as written**	Motion: Tori 2nds: Robert 5 in favor – 0 opposed – 0 abstains
STAT 243L Foundation of Statistics I (Grade Option Change)	**Motion: approve as written**	Motion: Tori 2nds: Robert 5 in favor – 0 opposed – 0 abstains
STAT 243L Foundation of Statistics I (Course Revision)	**Motion: approve as written**	Motion: Tori 2nds: Emilie 5 in favor – 0 opposed – 0 abstains

MTH 105Z Math in Society (Opt-Out Request)	**Motion: approve as written**	Motion: Robert 2nds: Tori 5 in favor – 0 opposed – 1 abstains
MTH 105Z Math in Society (Course Revision)	**Motion: approve as written**	Motion: Emilie 2nds: Mimi 6 in favor – 0 opposed – 0 abstains
Discussion Items: **1. Contact Hour Definitions**	Pam, Kristen, & Jarett explain what their committee has come up with after the extensive research of how other colleges define contact hours in different modalities. The group created a fillable spreadsheet that they hope the committee can help them finish. The spreadsheet is to be a key/tool for instructors to use if they need guidance on how to build a class to make sure they are providing enough contact hours for their students. This will also be helpful to instructors to find possible different activities or tasks that they can use in their courses. Discussion & explanation on how the group defines the rate of equivalency in the shared data table. And if this is just a baseline or the actual amount required. **Action Item: Kristen, Pam, & Jarett ask the committee to take this spreadsheet back to their departments and ask each instructor to take a max of 15 mins to fill out one or two examples in the spreadsheet. The group would like to see this completed by Wednesday February 28th so it can be discussed at the February 29th Curriculum Committee Meeting. Any help on this is appreciated by the group. If departments have any questions Kristen, Pam & Jarett are happy to help answer them.**	
Meeting Adjourned: 4:40pm	**Kristen motioned to end the meeting, Andrea seconded to end the meeting. The meeting ended at 4:40pm. All in favor.**	Next Meeting: February 29, 2024

Columbia Gorge Community College

Course Inactivation

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 111	Course title	Introduction to Accounting & Finance
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is substantially redundant with BA211Z. Currently required in the Entrepreneurship/Business Management AAS, Entrepreneurship Certificate, Administrative Assistant AAS, and Administrative Assistant Certificate. Will be replaced by BA211Z in all four programs.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	N/A
Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	02/15/24
Department Dean (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	2.29.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA188	Course title	Customer Service Skills
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is 2 credits and content is covered in multiple other BA courses. Required in the Accounting AAS and Entrepreneurship/Business Management AAS.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☒ Yes ☐ No If yes, provide details	BA 188 is an elective for two Early Childhood Education programs: the ECE AAS and the ECE Curriculum certificate. Dr. Zip Krummel, Psychology/Social Science Dept. Chair, has approved this inactivation.

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	N/A

Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	02/22/24
Department Dean (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☐ Yes ☐ No	

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 212	Course title	Principles of Accounting II
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course became substantially irrelevant after BA211Z was increased to 4 credits per MTM requirements. Simultaneously, BA212 was reduced to 2 credits. Currently required in the Accounting AAS and Accounting/Bookkeeping Certificate.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes   ☒ No
If yes, provide details

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	N/A

Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	02/15/24
Department Dean (unfilled position)	Approved	Date
Jarett Gilbert (interim)	☒ Yes ☐ No	2.29.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College	CC date 2.29.24 CC decision CC vote

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 250	Course title	Managing Entrepreneurial Ventures
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course always low/no-enrolled and content is better covered in BA206-Management Fundamentals. Required only in the Entrepreneurship/Business Management AAS, as is BA206.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	N/A
Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	02/15/24
Department Dean (unfilled position)	Approved	Date
Jarett Gilbert (interim)	☒ Yes ☐ No	2.29.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION			
Course prefix and number	BA 256	Course title	Income Tax
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is required only in the Accounting AAS program and no longer necessary to the program due to the increasing complexity of tax codes and the resulting specialization in tax preparation.		

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

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean endorse this inactivation.			
Department Chair		Approved	Date
Todd Meislahn		☒ Yes ☐ No	02/15/24
Department Dean (unfilled position)		Approved	Date
Jarett Gilbert (interim)		☒ Yes ☐ No	2.29.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Revision

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Social Sciences/Ed	Submitter name Phone Email	Krummel, Zip zkrummel@cgcc.edu
Reason for Revision	Following statewide CCN requirements.		
Current prefix and number	PSY 201A	Proposed prefix and number	PSY 201Z
Current Course Title	General Psychology	Proposed Course Title (75 characters max)	Introduction to Psychology I
Current Repeatability	0	Proposed Repeatability	0

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
Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics. PSY 201Z and 202Z are not sequential and may be taken in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

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

to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - 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 - 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.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.	Upon successful completion of this course, students will be able to: 1. Identify psychological, biological, and other factors that influence behavior and mental processes. 2. Apply key theories and concepts in psychology. 3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method. 4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Identify psychological, biological, and other factors that influence behavior and mental processes.
	• Elements of behavior and thinking.
	    o Cognitive
	    o Physiological
	    o Biological
	    o Social
	    o Environmental
	    o Psychological
	• Clarify the differences between biological and physiological, social and environmental.
	    o Biological and physiological
	    o Social and environmental
	• Negative elements creating change in behavior, attitude, and thinking.
	
	Outcome #2: Apply key theories and concepts in psychology.
	• Historical development and timeline of Psychology.
	    o Introspection – William Wundt
	    o Structuralism – Titchener
	    o Functionalism – James, Dewey, & Pierce
	    o Psychoanalytical theory – Freud
	    o Gestalt psychology
	    o Behaviorism
	    o Humanism
	    o Feminist psychology
	    o Cognitive theory
	    o Biopsychology
	    o Evolutionary psychology
	• Historic transitions from theory to theory
	• Differences and similarities that exist between theories
	• Define the modern version of psychology
	
	Outcome #3: Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.
	• Psychological phenomena compared to other phenomena.
	    o Perception
	    o Reverse psychology
	    o Bystander effect
	    o Online disinhibition effect
	    o Deja vu
	• Empirical evidence.
	• Scientific method.
	    o Deductive reasoning
	    o Inductive reasoning
	    o Hypothesis and null hypothesis
	    o Falsifiable hypothesis
	• Psychological research methods.
	    o Naturalistic

- o Clinical
- o Case studies
- o Surveys
- o Archival
- o Longitudinal & cross-sectional
- o Correlational
- o Causal
- Use of quantitative vs qualitative research
- Statistical research
  - o Correlation and the correlation coefficient.
  - o Measurement of Central Tendency.
  - o Biases and negative issues that can be found in research.
    - ▪ Experimenter bias
    - ▪ Inter-rater reliability
    - ▪ Observer bias
    - ▪ Opinions
    - ▪ Reliability and validity issues
    - ▪ Lack of randomness
    - ▪ Illusory correlations
- Human behavior.

Outcome #4: Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.
- Definition of psychological.
- Ethics
  - o Applications
  - o Limits
  - o Use in psychological research
  - o Used in psychology-based therapy
  - o Tuskegee Syphilis Study
    - ▪ As it relates to professional ethics
    - ▪ As it relates to the sociocultural factors of the time
  - o Society's influence on one's personal code of ethics
  - o Ethics vs Morality – Example Dilemmas
    - ▪ Your roommate didn't heed your suggestion to study for the test, and is now trying to get you to let them copy your answers. Your choice?
    - ▪ Your parents have separated prior to divorcing. You are old enough to choose whom to live with – your choice?
    - ▪ You are a passenger on a sinking cruise ship with your significant other and your daughter. You have a lifeboat, but there is only room for two of you. The person who does not get on the lifeboat will surely drown. Who do you put on the lifeboat?
    - ▪ You apply for several jobs and two say they want to hire you. One offers more money but requires traveling and quite a few extra hours spent working. The other pays less but you have regular hours for work and for time off. Which do you choose?
  - o Making decisions

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Recommended: OpenStax Psychology 2e, Rice University (OER)
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.	

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
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 and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	2.29.24

Department Chair (enter name of department chair):   Dr. Zip Krummel

Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)

PSY 201Z: Introduction to Psychology I

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
Psychology

Course Title: Introduction to Psychology I

Course Credits: 4

Course Description:

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

Learning Outcomes:

1. Identify psychological, biological, and other factors that influence behavior and mental processes.
2. Apply key theories and concepts in psychology.
3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.
4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

Review Cycle: This Subcommittee recommends the following schedule for the reflection, maintenance, and enhancement of the recommendations made in this report:

1. **A CCN Psychology Subcommittee Check-in Winter 2026** to gather any needed data on faculty and student experiences, to make requests for institutional and statewide data, to discuss challenges, and/or to raise concerns in a review of the transfer effectiveness of the CCN PSY 201Z and PSY 202Z courses. This check-in will continue the statewide and collaborative nature of this work in order to facilitate inclusive and equitable conversations and identify potential issues that may indicate potential modifications of the Psychology CCN recommendations or framework.

2. **Triennial CCN Psychology Subcommittee Workshops beginning in Winter 2028** with the purpose of analyzing data, and if warranted, drafting and approving modifications to the CCN Psychology Recommendations to improve the effectiveness, inclusiveness, equity, and implementation of the recommendations and framework.

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	☐ Requisites	☐ Related Instruction
☒ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Social Sciences/Ed	Submitter name Phone Email	Krummel, Zip zkrummel@cgcc.edu
Reason for Revision	Complying with state CCN requirements		
Current prefix and number	PSY 202A	Proposed prefix and number	PSY 202Z
Current Course Title	General Psychology	Proposed Course Title (75 characters max)	Introduction to Psychology II
Current Repeatability	0	Proposed Repeatability	0

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
Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics. PSY 201Z and 202Z are not sequential and may be taken in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - 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 - 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.)

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. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.	Upon successful completion of this course, students will be able to: 1. Identify psychological, social, cultural, and biological factors that influence behavior and mental processes. 2. Apply key theories and concepts in psychology. 3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence. 4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	
	Outcome #1: Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.
	• Factors influencing behavior and thinking.
	   o Psychological
	   o Biological
	   o Social
	   o Cultural
	• Influencing factors
	   o Personality & personas
	   o Emotion & Motivation
	   o Stress
	   o Health & lifestyle
	   o Social Psychology
	   o Psychological disorders
	
	Outcome #2: Apply key theories and concepts in psychology.
	• Key theories on human development
	   o Psychosexual
	   o Psychosocial
	   o Cognitive
	   o Neuroconstructivism
	   o Sociocultural
	   o Moral
	• Theories on emotion and motivation
	   o Cognitive-mediational – Cannon-Bard
	   o Drive – James-Lange, Schacter-Singer
	• Personality
	   o Psychodynamic
	   o Neo-Freudians
	   o Learning
	   o Humanistic
	   o Biological
	   o Trait
	• Social Psychology
	   o Social exchange
	   o Triangular theory of love
	• I-O Psychology
	   o X & Y management theories
	   o Hawthorne effect
	• Theories of psychological therapies
	   o Cognitive
	   o Behavioral
	   o Cognitive-behavioral
	   o Feminist
	   o Humanist
	   o Psychoanalytic
	
	Outcome #3: Evaluate claims about psychological phenomena and human behavior

through the use of empirical evidence.
- Psychological disorders, behaviors & phenomena
    - Anxiety
    - Depressions
    - SAD
    - ADHD
    - OCD
    - Tourette's
- Stressors
    - Physical stressors
    - Psychological stressors
    - Psychosocial stressors
    - Psycho-spiritual stressors
- Social Psychology vs Sociology
    - Definitions
    - Perspectives
    - Psychometrics
- Student personalities vs personas
    - Traits
        - Unique
        - Trait-spectrum
    - Psychometric measurement
        - Myers-Briggs
        - The SAPA Project
        - Big 5
        - 16PF
    - Consistency
    - Multiple personas
        - Environment
        - Social situation
        - Social status within group
        - Emotional status

Outcome #4: Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.
- Behaviors
    - Acceptable?
    - Unacceptable?
    - Cultural perspectives
    - Abnormal?
    - Psychological intervention?
- Social Psychology
    - Historical development
        - Societal influence
        - Psychological influence
- "Normal" lifestyle
    - Ethical definition/standards
    - Sociocultural definition/standards

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Recommended: OpenStax Psychology 2e, Rice University (OER)
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.	

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
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 and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	2.29.24

Department Chair (enter name of department chair): Dr. Zip Krummel

Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)

NEXT STEPS:

PSY 202Z: Introduction to Psychology II

For more detailed information, see CCN Reports & Memos on the Resources for CCN webpage.

CCN Course/Course Information
Psychology
Course Number and Prefix: PSY 202Z
Course Title: Introduction to Psychology II
Course Credits: 4
Course Description:
Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.
Learning Outcomes: 1. Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.   2. Apply key theories and concepts in psychology.   3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.   4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.
Review Cycle: This Subcommittee recommends the following schedule for the reflection, maintenance, and enhancement of the recommendations made in this report: 1. **A CCN Psychology Subcommittee Check-in Winter 2026** to gather any needed data on faculty and student experiences, to make requests for institutional and statewide data, to discuss challenges, and/or to raise concerns in a review of the transfer effectiveness of the CCN PSY 201Z and PSY 202Z courses. This check-in will continue the statewide and collaborative nature of this work in order to facilitate inclusive and equitable conversations and identify potential issues that may indicate potential modifications of the Psychology CCN recommendations or framework.   2. **Triennial CCN Psychology Subcommittee Workshops beginning in Winter 2028** with the purpose of analyzing data, and if warranted, drafting and approving modifications to the CCN Psychology Recommendations to improve the effectiveness, inclusiveness, equity, and implementation of the recommendations and framework.

Columbia Gorge Community College

CC date	2.29.24
CC decision	_____
CC vote	_____

<table>
<tr><td colspan="5">NEW DEGREE REQUEST Check one: ☐ AAS ☐ AS ☐ ASOT ☒ MTM</td></tr>
<tr><td>Submitted by: Zip Krummel</td><td>Email: zkrummel@cgcc.edu</td><td>Phone:</td><td>Department: Education & Social Sciences</td></tr>
</table>

SECTION #1 OVERVIEW		

<table>
<tr>
<td>Proposed Title:</td>
<td colspan="2">Associate of Arts Oregon Transfer – Elementary Education</td>
<td>Proposed Credits:</td>
<td>90</td>
</tr>
<tr>
<td>Reason for new degree:</td>
<td colspan="2">The MTM in Elementary Education offers a streamlined path for CGCC students to gain credits and transfer seamlessly to any Oregon public university as a junior seeking a Bachelor of Science in Elementary Education. The MTM pathway ensures the student receives full transfer credit for the courses taken, as listed within the MTM.</td>
<td>Requested implementation term:</td>
<td>Summer 2024</td>
</tr>
<tr>
<td>Is there impact on other areas of instruction?</td>
<td>☒ Yes
☐ No</td>
<td rowspan="2">Explanation of issues and how they are being resolved:

Eliminates the need for the current Elementary Educator transfer pathway. Students currently on the transfer pathway will be advised and redirected to courses required for this MTM.
Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Elementary Education Major Transfer Map (MTM) will use the Associate of Arts Oregon Transfer degree (AAOT-ELEM ED).</td>
<td>Has the degree been validated by the Advisory Committee?</td>
<td>☐ Yes
☒ No</td>
</tr>
<tr>
<td>If yes, have you talked with impacted departments and resolved any and all possible issues?</td>
<td>☒ Yes
☐ No</td>
<td>Date of Advisory Committee meeting:</td>
<td>N/A</td>
</tr>
</table>

Is this a Statewide Degree?	☒ Yes ☐ No	If so, has the degree been approved by the consortium?	☒ Yes ☐ No
Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☒ No	If so, list all:	

SECTION #2 REQUISITES AND OUTCOMES

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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or	Critical Reading and Writing or	ABE 70 or ABE 75 or GED 70 or equiv placement	5
WR 115	Introduction to Expository Writing	placement into WR 115	4
MTH 95 or	Intermediate Algebra	Place into WR 115; MTH 65 or equiv placement	4
MTH 98	Quantitative Math	Place into IRW 115 or WR 115; place into MTH 98	

Is this a limited entry program? Students must apply, via the department for program entry.	☐ Yes ☒ No

PROPOSED 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.)

Students who successfully complete this degree will be able to:

1. Apply critical thinking to analyze social issues necessary to support the function of public education.

2. Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy.

3. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.

SECTION #3 PROPOSED COURSEWORK

All candidates for the Associate of Applied Science (AAS) Degree must complete 16 credits of General Education from the General Education/Discipline Studies list. The categories are: 1) Arts and Letters, 2) Social Science, and 3) Science/Math/Computer Science. These credits must include at least one course from each category and no more than two courses or eight credits from any one category. For information regarding Gen Ed requirements for the AS, ASOT and for MTM majors, please contact the Curriculum Office.

List all courses in the term by term order that is to be displayed in the catalog degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
Core Transfer Map Requirements (32-34 credits)			
WR 121Z	Composition I	IRW 115 or WR 115 or equiv placement	4
MTH 211	Foundations of Elementary Math I	MTH 95 or MTH 98 or equiv placement; pre/co: WR 121 or WR 121Z	4
ENG 104, ENG 105 or ENG 106	Introduction to Literature – Fiction or Drama or Poetry	Pre/co: WR 121 or WR 121Z	4
ART 230 or CAS 230	Drawing I or Design Principles	None Rec: CAS 108, CAS 133	4
HST 201, 202 or 203	History of the United States [1]	Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
ATH 103	Introduction to Cultural Anthropology [1]	Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
	General Education Elective – Natural Sciences - Select two lab science courses (one biological and one earth science)	Varied	8-10
[1] Satisfies Cultural Literacy outcomes for the AAOT			
Additional General Education (30-31 credits)			
WR 122Z	Composition II	WR 121Z	4
MTH 212	Foundations of Elementary Math II	MTH 211	4
MTH 213	Foundations of Elementary Math III	MTH 212	4
COMM 111Z	Public Speaking	WR 121Z; placement into MTH 65 or MTH 98	4
	General Education Elective – Arts & Letters [2]	Varied	3-4

PS 201 or PS 202	US Government	Place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
PSY 201Z or PSY 202Z	Introduction to Psychology	Place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
HPE 295	Health and Fitness for Life	None	3
[2] Must satisfy AAOT outcomes			

Education Courses (16 credits)

ED 216	Purpose, Structure, & Function of Education in a Democracy	Rec: ED 101. Prerequisite: place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3
HEC 226	Child Development	Place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
ED 219	Civil Rights & Multicultural Issues in Educational Settings	Rec: ED 101. Prerequisite: Place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	3
ECE 234	Inclusion of Children with Special Needs	Pre/co: IRW 115 or WR 115 or equiv placement	3
ED 293	Elementary Educator Practicum	Prereq: ED 101, ED 216, ED 219, HEC 202, HEC 226. Coreq: ED 294	1
ED 294	Education Practicum Seminar	Prereq: ED 101, ED 216, ED 219, HEC 202, HEC 226. Coreq: ED 293	2

Electives (9-12 credits) to fulfill 90 credits total

ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	None	1

Recommended Electives by University					
4-Year Licensure Programs					**Other Degree Programs**
SOU – 4-year Licensure & Non-Licensure	**WOU**-4 Yr. Licensure	**EOU**-4 Yr. Licensure	**OSU** Cascades- 4 Yr. Licensure	**OSU**-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	**UO**- 4 Yr. Non-licensure (to obtain a teaching license, students must apply to a graduate degree and licensure program)
Recommended: • WR 123	Recommend: • Children's Lit Counts as ED 230	Recommended: • Early Childhood Ed Course	Recommended: • Early Childhood Ed Course	Recommended: • Early Childhood Ed Course	Recommended: • Ethnic Studies

	Early Childhood Ed Courses • Children's Literature	(needs to be a children's literature course/not literacy methods) • Creative arts for teachers course • LING 210	• Children's Literature			• Early Childhood Ed Course • WR 123
				Credit total	90

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	2.18.24
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)		

Next steps:
1. Save the completed New Degree 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.

STATEWIDE ARTICULATION AGREEMENT: MAJOR TRANSFER MAP IN ELEMENTARY EDUCATION

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Elementary Education.

Statewide Transfer Articulation Agreement:

Major Transfer Map in Elementary Education

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

<u>Introduction</u>: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e., AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Elementary Education Major Transfer Map (MTM) will use the Associate of Arts Oregon Transfer degree (AAOT-ELEM ED).

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).[1]

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e., an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").

2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.

3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.

4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:

- Students should first follow their home institution's internal complaint process (e.g., talk to their academic advisor, academic unit, Registrar, or Provost)
- The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
- While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.

5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

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[1] Sections of this contract are modified versions of contracts from Colorado and Washington.

Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

2. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

5. 5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- General Education Courses in the MTM:

  AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

  Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

  The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The Elementary Education MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to
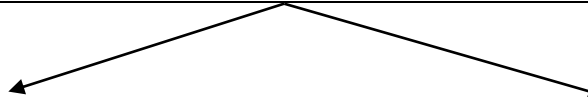
student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

CORE TRANSFER REQUIREMENTS *See an advisor for recommended courses and to learn about professional Elementary Education application processes*		
Writing		
1 course	WR121* ** A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course*	3-4
Arts & Letters		
1st course	ENG 104, 105, or 106	3-4
2nd course	Intro to Drawing or Intro to Design	3-4
Social Sciences		
1st course	HST 201, 202, or 203	3-4
2nd course	World/Cultural Geography or Cultural Anthropology	3-4
Natural Sciences		
1st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2nd course	Earth Sciences w/lab	4-5
Mathematics		
1 course	MTH 211	4-5
At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT ** Courses must total minimum of 30 credits, can be filled by an elective credit if needed*		
Core Transfer Requirement Total		***30-35***
ADDITIONAL GENERAL EDUCATION COURSES *See an advisor for recommended courses and to learn about professional elementary education programs and application processes*		
Writing	WR 122* ** A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course*	3-4
Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes • *Students interested in the WOU 4 Yr. licensure program can also take linguistics* • *200-level world languages also recommended*	3-4

3rd Social Science	American Government	3-4
4th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38

EDUCATION COURSES*
* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education. All five courses are required for the MTM.   *See an advisor for recommended courses and to learn more about professional elementary education programs and application processes*

Education Foundations/Introduction to Education	3-4
Child Development/ Learning & Development	3-4
Multicultural Education/Culturally Responsive Pedagogy	3-4
Special Education	3-4
Practicum	3
Section Total	15-19
Grand Total	**74-92**
ELECTIVES	
Elective courses to reach 90 credits (See recommended electives on page 3)	0-16
MAJOR TRANSFER MAP TOTAL	90-100

4 Yr. Licensure and Non-Licensure Programs					
See an advisor for recommended courses and to learn more about these programs and the application processes					
4 Yr. Licensure Programs					**Other Degree Programs**
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades- 4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
SOU requires a 2.75 GPA for entrance and nothing less than a C- in any	All "ED" prefix courses (or courses that sub in for ED prefix courses)	Preference for cumulative GPA of 3.0, exceptions made on a case by	Preference for cumulative GPA of 3.0, exceptions made on a case by	Minimum course grade is a C and GPA requirement is 3.0. Exceptions	Minimum cumulative GPA for admissions consideration is

required course (education or otherwise). Exceptions made on a case by case basis.	must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year.	case basis. Education courses must have a C- or better to transfer.	case basis. Education courses must have a C or better to transfer.	may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students support to help them reach their goals	2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer.

Recommended Electives					
See an advisor for recommended courses and to learn more about these programs and the application processes					
4 Yr. Licensure Programs					**Other Degree Programs**
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades- 4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
Recommended: • WR 123 • Early Childhood Ed Courses • Children's Literature	Recommend: • Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) • Creative arts for teachers course • LING 210	Recommended: • Early Childhood Ed Course • Children's Literature	Recommended: • Early Childhood Ed Course	Recommended: • Early Childhood Ed Course	Recommended: • Ethnic Studies • Early Childhood Ed Course • WR 123

[1] OSU College of Education also has a double-degree licensure program. This program requires students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (36 extra credits). This program may take more than four years to complete and some of the required courses differ from the course path on the MTM. Students interested in the Double Degree should seek advising from the OSU College of Education.

Elementary Education Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on October 18, 2019, and forwarded it for approval by the chief academic officers of Oregon's public universities offering the Elementary Education degree and the chief academic officer of Oregon's community colleges *(Note: Signatures are on file at the Higher Education Coordinating Commission)*

Signatures on file:

_____		_____	
Eastern Oregon University	Date	Oregon State University	Date
_____		_____	
Southern Oregon University	Date	Western Oregon University	Date
_____		_____	
University of Oregon	Date	Blue Mountain Community College	Date
_____		_____	
Central Oregon Community College	Date	Chemeketa Community College	Date
_____		_____	
Clackamas Community College	Date	Clatsop Community College	Date
_____		_____	
Columbia Gorge Community College	Date	Klamath Community College	Date
_____		_____	
Lane Community College	Date	Linn-Benton Community College	Date
_____		_____	
Mt. Hood Community College	Date	Oregon Coast Community College	Date
_____		_____	
Portland Community College	Date	Rogue Community College	Date

_____   _____
Southwestern Community College   Date   Tillamook Bay Community College   Date

_____   _____
Treasure Valley Community College   Date   Umpqua Community College   Date

Part 6: Elementary Education Major Transfer Map Participants

Group Coordinators:

Public Universities:

Ronda Fritz	Eastern Oregon University
Matthew Nyman	Oregon State University
Rachael Schuetz	Oregon State University-Cascades
Susan Faller	Southern Oregon University
Alison Schmitke	University of Oregon
Angel Dorantes	University of Oregon
Marie LeJeune	Western Oregon University
Kristin Mauro	Western Oregon University

Community Colleges:

Daniel Anderson	Blue Mountain Community College
Dawn Kennison-Kerrigan	Blue Mountain Community College
Angie Cole	Central Oregon Community College
Amy Howell	Central Oregon Community College
Cecelia Monto	Chemeketa Community College
Laurette Scott	Clackamas Community College
Celeste Petersen	Clatsop Community College
Kanoe Bunney	Lane Community College
Christy Stevens	Linn-Benton Community College
Lisa George	Portland Community College
Deborah Murphy	Rogue Community College
Jamie Jennings	Klamath Community College
Susan Bolyard	Treasure Valley Community College
Gwen Soderberg-Chase	Umpqua Community College
Maidie Rosengarden	Southwestern Oregon Community College

Teacher Standards and Practices Commission:

Anthony Rosilez	Executive Director

Oregon Department of Education:

Holly Dalton	Office of Teaching, Learning, and Assessment

Higher Education Coordinating Commission Staff:
  Kia Sorensen   Office of Academic Policy & Authorization
  Julia Steinberger   Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College
Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association
Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents
Sal Castillo, Director, Institutional Research, Oregon State University
Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University
Carrie Randall, Academic Advisor, Linn-Benton Community College
Frances White, Professor and Department Head, Anthropology, University of Oregon
Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon
Seth Anthony, Associate Professor, Oregon Institution of Technology
Ann Cary, Instructor math, Portland Community College
Blake Hausman, English and Native American Studies Instructor, Portland Community College
Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College
John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College
Susan Faller, Senior Instructor II, Southern Oregon University
Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University
Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University
Kathy Smith, Associate Professor of Math, Central Oregon Community College
Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College
Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College
Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University
Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services
Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University
Linda Samek, Provost, George Fox University
David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College
Patrick Crane, Director, Community Colleges and Workforce Development
Veronica Dujon, Director, Academic Policy and Authorization

NOTES

1. CIP: 13.1202
2. CIP 7 = &
3. Professional Learning Outcomes (PLOs)
   a. Apply critical thinking to analyze social issues necessary to support the function of public education.
   b. Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy.
   c. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.

Columbia Gorge Community College

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:	Zip Krummel	**Email:** zkrummel@cgcc.edu	**Phone:**

Title of Degree/Certificate:	• Early Childhood Education AAS • Early Childhood Education Curriculum certificate	**Requested Implementation Term:**	Summer, 2024

What type of change are you requesting?	☐ Course title change ☐ Degree or certificate title change	☐ Course number change ☒ Addition/deletion of electives

Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			

Current Course Title:	N/A	**Revised Course Title:**	N/A
Current Course Number:	N/A	**Revised Course Number:**	N/A
Current degree or certificate title:	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**
BA 188	Customer Service Skills	2	☐ add ☒ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.eud	2.29.24
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)		

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

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Revision	Common Course Numbering requirement by Transfer Council and HECC		
Current prefix and number	BA 101	Proposed prefix and number	BA 101Z
Current Course Title	Introduction to Business	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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 business operations in the local, national, and global marketplace. Studies the integration of the various functional areas of business such as management, finance, accounting, marketing, human resources, production, information technology, investments and other areas of general business interest. Introduces evolution from entrepreneurial origins to mature corporations. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.	Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. 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.

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

Standard requisites - 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 - 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.)

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. Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. 2. Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. 3. Apply ethical decision-making when operating a business as part of a private enterprise system. 4. Analyze and outline how to be successful in an environment characterized by uncertainty and risk. 5. Communicate effectively about and within the business environment.	Upon successful completion of this course, students will be able to: 1. Explain the role of business in society. 2. Identify the different forms of business. 3. Describe the importance of entrepreneurship in the economy. 4. Explain the main functional areas of business, including accounting, finance, human resources, management and leadership, and marketing. 5. Explain the importance of ethics and social responsibility in business contexts. 6. Describe how economics and globalization impact business decisions and operations.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	 Outcome #1: Explain the role of business in society.
	 • Business definitions
	      o Organization
	      o Corporation
	      o Entrepreneurship
	      o Small business
	      o Franchise
	 • Business environment

- o Internal and external stakeholders
- o Competition (direct and indirect)
- o Legislation
- o Implications of American multi-cultural society
- o Business risk
- Economic Contribution
  - o Job Creation
  - o Wealth Generation
  - o Innovation and Efficiency
- Social Impact
  - o Enhancing Quality of Life
  - o Social Change
  - o Cultural Influence
- Environmental Stewardship
  - o Sustainable Practices
  - o Environmental Innovation
- Ethical Leadership
  - o Setting Standards
  - o Advocacy and lobbying
- Community Engagement
  - o Local Development
  - o Global Connectivity

Outcome #2: Identify the different forms of business.
- Legal structures
  - o Sole proprietorship
  - o Partnership
  - o Corporation
  - o Limited Liability Company (LLC)
  - o Cooperative (Co-op)
  - o Social enterprises and non-profits
  - o Mergers & acquisitions
- Market/supply-chain positioning
  - o Business-to-Business (B2B)
    - ▪ Natural resource extraction (e.g., oil & gas, mining, logging)
    - ▪ Manufacturing
    - ▪ Wholesaling and Distributing
  - o Business-to-Consumer (B2C)

Outcome #3: Describe the importance of entrepreneurship in the economy.
- New business creation
  - o The entrepreneurial mindset
  - o Traits, habits, & skills of successful entrepreneurs
  - o Reasons for business failure
- Innovation and creativity
  - o New solutions to problems
  - o Technological advancement
  - o Stimulating research and development

- Economic growth and development
  - Job creation
  - Diversifying employment
  - Wealth generation & distribution
- Market competition and efficiency
  - Market dynamics
  - Consumer benefits
- Regional development and social impact
  - Local and regional growth
  - Social innovation
- Global competitiveness
  - Export growth
  - Fostering resilience

Outcome #4: Explain the main functional areas of business, including accounting, finance, human resources, management and leadership, and marketing.
- Management
  - Planning
  - Organizing
  - Leading & motivating
  - Span of management & delegation
  - Controlling
- Accounting
  - Determining information requirements
  - Functions of an information system
  - Financial statement preparation and analysis
    - Balance Sheet
    - Income Statement
    - Statement of Cash Flows
    - Managerial accounting reports
  - Importance of timely and accurate accounting information
- Financial management
  - Planning process
  - Short- and long-term needs
  - Financing alternatives
    - Short- and long-term debt
    - Equity
  - Capital investments
- Sales and marketing
  - Strategic planning:
    - Target market and segmentation
    - Marketing mix
  - Sales forecasting and marketing plan
  - Product line, product mix, and pricing strategies
  - Branding and public relations
  - Value proposition
  - Consumer buying decision process and influences
  - Customer relationship management

- Distribution channels
- Competition
- Human Resources
  - Planning, job analysis, recruiting, selection, hiring, training & development, appraisal & feedback, discipline, and termination
  - Compensation & benefits
  - Cultural diversity
  - Legislation and legal environment
- Information technology in each functional area.

Outcome #5: Explain the importance of ethics and social responsibility in business contexts.
- Evolution of social responsibility & business ethics
  - Consumer movement
  - Ethical dilemmas and conflicts of interest
  - Decision-making framework:
- Building trust and reputation
  - Corporate culture
  - Enhancing brand image
  - Maintaining reputation
- Stakeholder orientation and relationships
  - Engagement and Collaboration
  - Mutual Benefit
- Compliance and legal considerations
  - Legislation
    - Competition
    - Consumer protection
    - Equity and safety
  - Avoiding legal issues
  - Mitigating legal and reputational risks
  - Anticipating future trends
- Employee satisfaction and retention
  - Attracting and retaining talent
  - Appealing to values-driven individuals
  - Employee engagement and productivity
- Customer loyalty and brand differentiation
  - Enhancing customer loyalty
  - Brand Differentiation
- Long-term sustainability and profitability
  - Creating shared value
  - Importance of profitability
- Social impact and contribution
  - Positive impact on communities
  - Addressing global challenges

Outcome #6: Describe how economics and globalization impact business decisions and operations.
- Market expansion and competition

	- o Global reach - o Increased competition - Cost management and efficiency - o Outsourcing - o Cost of production - o Supply chain efficiency and complexity - Access to capital and investment - o Global investment - o Cross-border collaborations - o Foreign Direct Investment (FDI) - Regulation and policy adaptation - o Compliance with multiple regulatory standards - o Trade agreements and tariffs - Economic fluctuations and risk management - o Geopolitical risks - o Exposure to economic cycles - o Currency exchange and other financial risk - Social and cultural considerations - o Consumer preferences - o Cultural sensitivity and adaptation - o Corporate Social Responsibility (CSR) - Innovation and technology adoption - o Intellectual property protection - o Leveraging technology for global operations
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.
Degrees/certificates that include BA 101 and will need to be updated to show the correct course number: ASOT-BUS, Accounting AAS, Entrepreneurship / Business Management AAS, Accounting / Bookkeeping cert, Entry-level Accounting Clerk cert, Entrepreneurship cert.

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-09-2024

Department Chair (enter name of department chair): Todd Meislahn

Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)

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.

BA 101Z Introduction to Business

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
Business
Course Number and Prefix: BA 101Z
Course Title: Introduction to Business
Course Credits: 4
Course Description: Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges.
Course Learning Outcomes: - Explain the role of business in society.   - Identify the different forms of business.   - Describe the importance of entrepreneurship in the economy.   - Explain the main functional areas of business, including accounting, finance, human resources, management and leadership, and marketing.   - Explain the importance of ethics and social responsibility in business contexts.   - Describe how economics and globalization impact business decisions and operations.
Review Cycle: We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the 24 two- and four-year schools in the state. We propose that this review take place in winter term 2027.   Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years.   We recommend that as many members of the original subcommittee be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

CC date   _____
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	☐	Requisites	☐	Related Instruction
☒	Title	☒	Outcomes	☒	Content
☒	Description	☐	Repeatability	☒	Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu

Reason for Revision	Common Course Numbering requirement by Transfer Council and HECC

Current prefix and number	BA 211	Proposed prefix and number	BA 211Z
Current Course Title	Principles of Accounting I	Proposed Course Title (75 characters max)	Principles of Financial Accounting
Current Repeatability	0	Proposed Repeatability	No change

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 financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with generally accepted accounting principles. Recommended: placement into MTH 65. Prerequisite: IRW 115 or WR 115 or equivalent placement. Audit available.	Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making. Recommended: placement into MTH 65. Prerequisite: IRW 115 or WR 115 or equivalent placement. 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.

Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - 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 - 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.)

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. Use the accounting cycle to develop financial statements from business transactions. 2. Analyze basic business economic events to determine their effect on accounts and financial statements. 3. Interpret and analyze financial statements to aid in decision making. 4. Demonstrate a basic understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses. 5. Interpret and analyze accrual and cash flow information presented in accounts. 6. Analyze issues relating to inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment. 7. Describe basic generally accepted accounting principles.	Upon successful completion of this course, students will be able to: 1. Describe the purpose of accounting and its role in business and society. 2. Explain common balance sheet and income statement items and how they fit in the accounting equation. 3. Analyze and record the impact of basic business events on account balances within the accounting cycle in accordance with U.S. Generally Accepted Accounting Principles. 4. Create the income statement and balance sheet using account balances in accordance with U.S. Generally Accepted Accounting Principles. 5. Describe the purpose and principles of internal controls. 6. Conduct basic analysis and interpretation of the income statement, balance sheet, and cash flow statement to aid in stakeholder decision making.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Describe the purpose of accounting and its role in business and society.
	• Financial reporting and transparency
	    o Recording transactions
	    o Financial statements
	• Decision-making support
	    o Planning and budgeting
	    o Performance evaluation
	• Compliance and legal requirements
	    o Tax compliance
	    o Regulatory reporting
	• Stakeholder communication
	    o Investor relations
	    o Creditor relations
	• Economic development and stability
	    o Investment decisions
	    o Market confidence
	Outcome #2: Explain common balance sheet and income statement items and how they fit in the accounting equation.
	• Accounting Equation
	• Balance Sheet items
	    o Assets
	        ▪ Current Assets
	        ▪ Non-Current Assets
	            • Fixed
	            • Intangible
	            • Investments
	    o Liabilities
	        ▪ Current Liabilities
	        ▪ Non-Current Liabilities
	    o Owner's Equity
	        ▪ Stock
	            • Common
	            • Preferred
	        ▪ Retained Earnings
	• Income Statement items
	    o Revenue
	        ▪ Fees earned
	        ▪ Sales income
	        ▪ Interest income
	        ▪ Rental income
	    o Expenses
	        ▪ Cost of Goods Sold (COGS)
	        ▪ Operating expenses
	        ▪ Interest expense
	        ▪ Depreciation and amortization
	    o Profitability
	        ▪ Gross Profit

- EBITDA
- Operating Income (EBIT)
- Net Income
- Relationship between financial statements and Accounting Equation elements
- Impact of transactions
  - Profitability
  - Assets and liabilities
  - Equity changes

Outcome #3: Analyze and record the impact of basic business events on account balances within the accounting cycle in accordance with U.S. Generally Accepted Accounting Principles.
- Understand the basic principles of U.S. GAAP
  - Double-entry accounting
  - Debits and credits
- Documentation and analysis of business transactions
  - Identifying a business event
  - Transaction analysis
- Recording transactions
  - Determine the accounts affected
  - Journal entries
  - Posting to the ledger
    - General ledger
    - Subsidiary ledgers
  - Unadjusted Trial Balance
    - Verify balances
    - Identify and correct discrepancies
  - Make adjusting entries
    - Accruals and deferrals
    - Depreciation and amortization
  - Financial statement preparation
    - Utilizing adjusted balances
    - Ensure accuracy and compliance
  - Closing entries
- Documentation and review
  - Record-keeping
  - Evolving GAAP standards

Outcome #4: Create the income statement and balance sheet using account balances in accordance with U.S. Generally Accepted Accounting Principles.
Confirm that students perform the following:
- Gather and organize account balances
- Prepare the Income Statement
  - List Revenues
  - List COGS
  - Determine Gross Profit
  - List Operating Expenses
  - Determine Operating Profit
  - List other income & expenses
  - Determine Net Profit

- Prepare the classified Balance Sheet
  - List Assets
    - Current
    - Non-current
  - List Liabilities
    - Current
    - Non-current
  - List Owner's Equity accounts
- Review and finalize
  - Make any necessary adjustments or corrections
- Disclosures and notes
  - Provide any necessary disclosures and footnotes as required by GAAP
- Presentation and Distribution
  - Present finalized statements in a clear and organized format
  - Identify relevant stakeholders for distribution

Outcome #5: Describe the purpose and principles of internal controls.
- Purpose of internal controls
  - Safeguarding assets
  - Detecting and preventing fraud & error
  - Ensuring accuracy and reliability of financial reporting
  - Promoting operational efficiency
  - Complying with laws and regulations
- Principles of internal controls
  - Segregation of Duties
  - Authorization and approval
  - Physical controls
  - Documentation and recordkeeping
  - Monitoring and review
  - Information and communication

Outcome #6: Conduct basic analysis and interpretation of the income statement, balance sheet, and cash flow statement to aid in stakeholder decision making.
Confirm that students perform the following:
- Income Statement analysis
  - Profitability analysis
    - Gross Profit Margin
    - Operating Profit Margin
    - Net Profit Margin
  - Solvency ratios
    - Times Interest Earned
  - Trend analysis
- Balance Sheet analysis
  - Liquidity ratios
    - Current Ratio
    - Quick Ratio
  - Solvency ratios
    - Debt to Equity Ratio
- Cash Flow Statement Analysis
  - Operating cash flow

	○ Investing cash flow ○ Financing cash flow ○ Free Cash Flow - Overall analysis ○ Integrated analysis ▪ Accounts Receivable Turnover ▪ Day's Sales in Receivables ▪ Inventory Turnover ▪ Day's Sales in Inventory ▪ Asset Turnover ▪ Return on Total Assets ▪ Return on Equity ○ Comparative analysis ▪ Industry benchmarks ▪ Peer comparison ▪ Historical comparison. - Interpretation for decision-making ○ Identify strengths and weaknesses ○ Strategic insights ○ Risk assessment - Stakeholder reports
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Accounting*, 28th Ed; Warren/Reeve/Duchac; Cengage Learning
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.		
Degrees/certificates that include BA 211 and will need to be updated to show the correct course number: ASOT-BUS, Accounting AAS, Entrepreneurship/Business Management AAS, Administrative Assistant AAS, Accounting/Bookkeeping cert, Entry-level Accounting Clerk cert, Entrepreneurship cert, Administrative Assistant cert.		

Implementation term	⊠	Start of next academic year (summer term)
	☐	Specify term (if BEFORE start of next academic year)

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-10-2024

Department Chair (enter name of department chair): Todd Meislahn

Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)

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.

BA 211Z Principles of Financial Accounting

For more detailed information, see CCN Reports & Memos on the Resources for CCN webpage.

CCN Course/Course Information
Business
Course Number and Prefix: BA 211Z **Course Title:** Principles of Financial Accounting **Course Credits:** 4 **Course Description:** Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making. **Course Learning Outcomes:** 1. Describe the purpose of accounting and its role in business and society. 2. Explain common balance sheet and income statement items and how they fit in the accounting equation. 3. Analyze and record the impact of basic business events on account balances within the accounting cycle in accordance with U.S. Generally Accepted Accounting Principles. 4. Create the income statement and balance sheet using account balances in accordance with U.S. Generally Accepted Accounting Principles. 5. Describe the purpose and principles of internal controls. 6. Conduct basic analysis and interpretation of the income statement, balance sheet, and cash flow statement to aid in stakeholder decision making. **Review Cycle:** We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the 24 two- and four-year schools in the state. We propose that this review take place in winter term 2027. Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. We recommend that as many members of the original subcommittee be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

Columbia Gorge Community College

Course Revision
<mark>(Double click on check boxes to activate dialog box)</mark>

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Revision	Common Course Numbering requirement by Transfer Council and HECC		
Current prefix and number	BA 213	Proposed prefix and number	BA 213Z
Current Course Title	Managerial Accounting	Proposed Course Title (75 characters max)	Principles of Managerial Accounting
Current Repeatability	0	Proposed Repeatability	No change

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 accounting information from management perspective for planning, performance evaluation and for decision making purposes. Includes cost concepts, product costing, cost-volume-profit relationships, profit planning, variance analysis, responsibility accounting and capital budgeting. Prerequisite: BA 111 or BA 211. Audit available.	Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making. Prerequisite: BA 111 or BA 211Z. 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.

Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. 　　　　　　Prerequisite/concurrent: WR 121.
☐ Placement into:

prefix & number: BA 111 or BA 211	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: BA 111 or BA 211Z	☒ 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.)

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. Communicate effectively using basic managerial accounting terminology and concepts in a business environment. 2. Use an understanding of cost concepts for product costing and to analyze relevant costs. 3. Understand the nature of costs and apply to cost-volume-profit relationships and activity based costing. 4. Apply budgeting for business planning and standard costs to perform variance analysis. 5. Evaluate and measure business performance using knowledge of responsibility accounting. 6. Apply an understanding of capital budgeting for decision making.	Upon successful completion of this course, students will be able to: 1. Explain the role of managerial accounting in an organization with respect to planning and control decisions 2. Apply absorption and variable costing methods to determine product costs. 3. Develop and use relevant operational information to determine cost behavior patterns and conduct cost-volume-profit analyses. 4. Use commonly accepted tools, including budgets, standard costs, and variance analysis to evaluate operational performance. 5. Apply commonly accepted methods to evaluate capital and operational decisions.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	 Outcome #1: Explain the role of managerial accounting in an organization with respect to planning and control decisions.
	 • Planning Decisions:
	  o Budgeting and Forecasting
	  o Strategic Planning
	  o Cost Analysis
	  o Capital Budgeting
	 • Control Decisions:
	  o Performance Measurement
	  o Variance Analysis
	  o Cost Control

- o Inventory Management
- o Quality Control

Outcome #2: Apply absorption and variable costing methods to determine product costs.

- Steps to apply Absorption Costing (Full Costing)
  - o Identify costs
    - Direct materials
    - Direct labor
    - Variable manufacturing overhead
    - Fixed manufacturing overhead
  - o Calculate total manufacturing costs
  - o Determine total units produced
  - o Allocate fixed manufacturing overhead
  - o Calculate Cost per Unit
- Steps to apply Variable Costing (Direct Costing)
  - o Identify variable costs
    - Direct materials
    - Direct labor
    - Variable manufacturing overhead
  - o Calculate total variable manufacturing costs
  - o Determine total units produced
  - o Calculate Variable Cost per Unit
  - o Fixed manufacturing overhead
- Key Differences in financial statements
  - o Impact on inventory valuation
  - o Impact on profitability

Outcome #3: Develop and use relevant operational information to determine cost behavior patterns and conduct cost-volume-profit analyses.

- Identify cost behavior patterns
  - o Fixed costs
  - o Variable costs
  - o Mixed costs (semi-variable costs)
- Gather relevant operational data
  - o Historical cost data
  - o Budgets and forecasts
- Conduct Cost-Volume-Profit (CVP) analysis
  - o Calculate Contribution Margin
  - o Determine Break-Even Point (BEP)
    - BEP (in units) = Fixed costs / Contribution margin per unit
    - BEP (in dollars) = Fixed costs / Contribution margin ratio
  - o Analyze profitability at different activity levels
  - o Evaluate sensitivity to changes
- Use relevant information for decision-making
  - o Product pricing
  - o Production planning
  - o Sales mix decisions
  - o Cost control measures
  - o Financial forecasting and budgeting

	Outcome #4: Use commonly accepted tools, including budgets, standard costs, and variance analysis to evaluate operational performance.
	• Develop and Implement Budgets
	  o Preparation
	  o Implementation
	  o Monitoring
	• Establish Standard Costs
	  o Setting Standards
	  o Usage
	• Conduct Variance Analysis
	  o Material Variance Analysis
	  o Labor Variance Analysis
	  o Overhead Variance Analysis
	• Evaluate Operational Performance
	  o Interpret Variances
	  o Take Corrective Actions
	  o Continuous Improvement
	• Communicate Findings and Adjustments
	  o Reporting
	  o Feedback Loop
	Outcome #5: Apply commonly accepted methods to evaluate capital and operational decisions.
	• For Capital Decisions
	  o Net Present Value (NPV)
	  o Internal Rate of Return (IRR)
	  o Payback Period
	  o Profitability Index (PI)
	• For Operational Decisions
	  o Cost-Benefit Analysis
	  o Break-Even Analysis
	  o Marginal Cost Analysis
	  o Return on Investment (ROI)
	  o Scenario and Sensitivity Analysis

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Accounting*, 28th Ed; Warren/Reeve/Duchac; Cengage Learning
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.		
Degrees/certificates that include BA 213 and will need to be updated to show the correct course number: ASOT-BUS, Accounting AAS, Entrepreneurship/Business Management AAS		
Implementation term	☒ Start of next academic year (summer term)	
	☐ Specify term (if BEFORE start of next academic year)	
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 and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-10-2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)		

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.

BA 213Z Principles of Managerial Accounting

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
Business

Course Number and Prefix: BA 213Z
 Course Title: Principles of Managerial Accounting
 Course Credits: 4
 Course Description: Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.
 Course Learning Outcomes:
   1. Explain the role of managerial accounting in an organization with respect to planning and control decisions
   2. Apply absorption and variable costing methods to determine product costs.
   3. Develop and use relevant operational information to determine cost behavior patterns and conduct cost-volume-profit analyses.
   4. Use commonly accepted tools, including budgets, standard costs, and variance analysis to evaluate operational performance.
   5. Apply commonly accepted methods to evaluate capital and operational decisions.
 	
 Review Cycle: We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the 24 two- and four-year schools in the state. We propose that this review take place in winter term 2027.
 	
 Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years.
 	
 We recommend that as many members of the original subcommittee be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

CC date	2.29.24
CC decision	_____
CC vote	_____

Columbia Gorge Community College

NEW DEGREE REQUEST Check one: ☐ AAS ☐ AS ☒ ASOT x MTM

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

SECTION #1 OVERVIEW

Proposed Title:	Associate of Science Transfer – Business	Proposed Credits:	90
Reason for new degree:	The degree is being introduced statewide as part of the Major Transfer Map initiatives by HECC.	Requested implementation term:	Summer 2024

Is there impact on other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: This degree is being offered in addition to the ASOT – Business (Associate of Science Oregon Transfer – Business)	Has the degree 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:	

Is this a Statewide Degree?	☒ Yes ☐ No	If so, has the degree been approved by the consortium?	☒ Yes ☐ No
Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☒ No	If so, list all:	

SECTION #2 REQUISITES AND OUTCOMES

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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or	Critical Reading & Writing or	ABE 70 or ABE 75 or GED 70 or equivalent placement	5
WR 115	Introduction to Expository Writing	Placement into WR 115	4
MTH 95	Intermediate Algebra	MTH 65 or placement	4

Is this a limited entry program? Students must apply, via the department for program entry.	☐ Yes ☒ No

PROPOSED 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.)

Students who successfully complete this degree will be able to:

1. Employ critical thinking skills through the application of problem-solving methods in business contexts.

2. Leverage technology to support the requirements of various business operations.

3. Exhibit a comprehensive understanding of fundamental accounting concepts.

4.

SECTION #3 PROPOSED COURSEWORK

All candidates for the Associate of Applied Science (AAS) Degree must complete 16 credits of General Education from the General Education/Discipline Studies list. The categories are: 1) Arts and Letters, 2) Social Science, and 3) Science/Math/Computer Science. These credits must include at least one course from each category and no more than two courses or eight credits from any one category. For information regarding Gen Ed requirements for the AS, ASOT and for MTM majors, please contact the Curriculum Office.

Course Number	Course Title	Requisites	Credits
List all courses in the term by term order that is to be displayed in the [catalog](#) degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)			
Track A: EOU, PSU, SOU, OIT			
Core Transfer Map Requirements – 32-34 credits			
WR 121Z	Composition I	IRW 115 or WR 115 or equiv placement	4
MTH 111Z	Precalculus I: Functions	MTH 95 or equiv placement	4
EC 201	Principles of Economics: Microeconomics	Place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
EC 202	Principles of Economics: Macroeconomics	Rec: EC 201. Place into MTH 65 or MTH 98; Pre/co: WR 121Z	4
	General Education Electives - Arts & Letters [1,2]	Varied	8
	General Education Elective – Natural Sciences - Select two lab science courses [1]	Varied	8-10
[1] Must use AAOT approved courses			
[2] At least one Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for the AAOT			
Major Requirements – 40-41 credits			
WR 227Z	Technical Writing	WR 121Z	4
STAT 243Z	Elementary Statistics I	MTH 65 or MTH 98 or equiv place; pre/co: WR 121Z	4
STAT 244	Statistics II	STAT 243Z	4
COMM 111Z	Public Speaking	WR 121Z; placement into MTH 65 or MTH 98	4
	General Education Elective – Natural Sciences - Select one lab science course [1]	varied	4-5
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 101Z	Introduction to Business	Place into MTH 65 or MTH 98; pre/co: WR 121Z	4
BA 211Z	Principles of Financial Accounting	Recommended: placement into MTH 65. Prerequisite: IRW 115 or WR 115 or equivalent placement	4
BA 213Z	Principles of Managerial Accounting	BA 111 or BA 211Z	4
BA 226	Business Law I	IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4

Electives – 15-18 credits to fulfill 90 credits total		
Varied (must be college level – 100 or above)		
Work closely with a Business Advisor to select courses that will help you fulfill any remaining degree requirements. It is VITAL that you work with an Advisor at your current school to plan your needed courses for the university you wish to attend, as the transfer of course credits varies from one university to another. This list does not guarantee acceptance as a general education or business elective courses by the university you plan to attend.		
No greater than 12 credits of CTE shall comprise the courses for the MTM.		
No greater than 3 credits of PE shall comprise the courses for the MTM.		
Course grades must be "C" grade or better.		
Additionally, pick from the following suggested course categories (20-22 credits) which may be General Education and/or lower division Business Electives at the university you wish to attend (It is VITAL that you work with an Advisor):		

Arts and Letters (3-4 credits per class): • Business Ethics • Art History • Intercultural Communication • Philosophy • Music/Theater Literacy • World Literature • Writing	Social Science (3-4 credits per class): • Anthropology • Geography • Psychology (social/cognitive) • Sociology (cultural/social change/diversity) • US Government Politics & History • Global Civilization • Women's Studies	Science (3-4 credits per class): • Global Ecology & Conservation	Business Courses (3-4 credits per class) (if offered): Depending on the area you wish to focus on in Business, one or more business elective(s) may be appropriate. Speak to your advisor for guidance
		Credit total	90

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): (unfilled) Jarett Gilbert, VP Instructional Services		

STATEWIDE ARTICULATION AGREEMENT: MAJOR TRANSFER MAP IN BUSINESS

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Business.

Statewide Transfer Articulation Agreement:

Major Transfer Map in Business

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Major Transfer Map (MTMs) in Business will use the format of an Associate of Science Transfer degree in Business (AST-Business).

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).[1]

Part 1: Guarantees
Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").

2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.

3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.

4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:

- Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
- The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation

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[1] Sections of this contract are modified versions of contracts from Colorado and Washington.

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COORDINATING
COMMISSION

- While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.

5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

2. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- General Education Courses in the MTM:

    AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

    Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17

community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog

year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

This guide outlines the course requirements for the Business Major Transfer Map (MTM) for students at any Oregon community college who plan to transfer to a four-year public university in Oregon and earn a Bachelor of Science in Business. This map is beneficial for students who know they want to transfer in Business, but who may be unsure of their intended transfer destination. There are two possible transfer paths in this MTM. Students should work with their advisor to choose the best path for their goals, and to ensure they fulfill the requirements of this major transfer map.

Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement or degree map that will prescribe their course requirements.

The Business Major Transfer Map (Business MTM) is a streamlined pathway created for a student who knows they want to earn a Bachelor of Science in Business. While the Business MTM may not meet all the lower division general education requirements at a student's chosen school, students who successfully complete the courses and program GPA requirements, will transfer in with junior standing in the major. They will have the ability to work with an advisor to take smart credits: credits that are required at each public university that will count toward their Business major, a minor or general education.

There may be a minimum required GPA for the university and/or College of Business of your choice. Refer to the grid below for more information on the GPA/grading guidelines for each 4-year institution.

Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 30-35 credits of the Core Transfer Map (CTM); and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of their second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an AST-Business degree, students will need to successfully complete at least 90 credits.

All seven public universities in Oregon offer a Bachelor of Science in Business:
Eastern Oregon University: https://www.eou.edu/college-of-business/
Oregon Institute of Technology: https://www.oit.edu/academics/degrees/business
Oregon State University: http://business.oregonstate.edu/
Portland State University: https://www.pdx.edu/business/
Southern Oregon University: https://sou.edu/academics/business/programs/business-administration-ba-bs/
University of Oregon: https://business.uoregon.edu/
Western Oregon: https://wou.edu/academics/business/

Core Transfer Requirements		Credits
Writing		
1 Course	WR 121	3-4
Arts & Letters		
1st Course	Choose from AAOT course list	3-4
2nd Course	Choose from AAOT course list	3-4
Social Sciences		
1st Course	Econ 201	3-4
2nd Course	Econ 202	3-4
Natural Sciences		
1st Course	Lab Science from AAOT course list	4-5
2nd Course	Lab Science from AAOT course list	4-5
Mathematics		
2 Pathways, see Pathway A & Pathway B	Pathway A: Statistics (EOU, PSU, SOU, OIT) Pathway B: Calculus (OSU, WOU, UO)	4-5
Core Transfer Requirements Total		**30-35****
*At least 1 Core Transfer course must also satisfy Cultural Literacy outcomes for AAOT ** Additional credits taken to reach 30 in the Core Transfer requirements will be applied to the general education category associated with them		
Major Transfer Map Courses		**Credits**
Writing	WR 227	3-4
Communications	COMM 111	3-4
Excel Skills class	*see attached document for equivalencies	3-4
Introduction to Business	BA 101	3-6
Financial and Managerial Accounting	BA 211 & 213	8
Business Law	BA 226 or 230	4
Total		24-30

Courses	Pathway A: Statistics (EOU, PSU, SOU, OIT)		Pathway B: Calculus (OSU, WOU, UO)	
	Courses	Credits	Courses	Credits
Mathematics	MTH 111 (4-5 cr.) *OIT only, this is not required at EOU, PSU, or SOU)	4-5	MTH 111 (4-5 cr.)	0 (incl. in CTM total)
	--	0	Math 241 or equivalent* If a student takes 251, (112 is a required pre-req)	4-5
Statistics	243 (4-5 cr.)	0 (incl. in CTM total)	243* *Students transferring to OSU can take BA275 instead of MTH243/MTH244	4-5
	244* *This is not required course at EOU & PSU)	4-5	244* *WOU Students do not need 244 *Students transferring to OSU can take BA275 instead of MTH243/MTH244	4-5
Total		0-10		8-15
	Additional General Education (EOU, PSU, SOU)		**Additional General Education** (OSU, WOU, UO, OIT)	
Natural Sciences	Lab Sciences from AAOT Course List* *This can be non-lab at SOU, this is not required at OIT	4-5	(see recommended additional courses to reach 90 credits)	--
Total		4-5		0
Section Total (Math + Gen Ed)		4-15		8-15
Grand Total (CTM +MTM)		**Pathway A Total: 58-80**		**Pathway B Total:62-80**

Additional courses to reach 90 credits: See the table below. **Please understand that lower division courses taken at the community college level do not necessarily transfer to any Oregon university you choose**. Again, this is why it's vital to speak to an advisor knowledgeable about transferring to the Oregon university of your choice.

ADDITIONAL COURSES TO REACH 90 CREDITS
See an advisor for recommended courses
At this point [above = 58-80 credits], it is recommended students pursue these options:
1. **Work closely with a Business Advisor** to select courses that will help you fulfill any remaining degree requirements. It is VITAL that you work with an Advisor at your current school to plan your needed courses for the university you wish to attend, as the transfer of course credits varies from one university to another. This list does not guarantee acceptance as a general education or business elective courses by the university you plan to attend.
2. No greater than 12 credits of CTE shall comprise the courses for the MTM.
3. No greater than 3 credits of PE shall comprise the courses for the MTM.
4. Course grades must be "C" grade or better.
5. Additionally, pick from the following suggested course categories(12-28 credits) **which may be General Education and/or lower division Business Electives** at the university you wish to attend (It is VITAL that you work with an Advisor):

Arts and Letters (3-4 credits per class):	Social Science (3-4 credits per class):	Science (3-4 credits per class):	Business Courses (3-4 credits per class) (if offered):
Business Ethics Art History Intercultural Communication Philosophy Music/Theater Literacy World Literature Writing	Anthropology Geography Psychology (social/cognitive) Sociology (cultural/social change/diversity) US Government Politics & History Global Civilization Women's Studies	Global Ecology & Conservation	Depending on the area you wish to focus on in Business, one or more business elective(s) may be appropriate. Speak to your advisor for guidance

College of Business Requirements & Degrees/Areas of Concentration Compatible with the AST-Business							
See an advisor for recommended courses and to learn more about these programs and the application processes							
	EOU	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
Application Required	No	NA	Yes	Yes: Opt-in at orientation or before beginning 200 level courses	No	Yes	No
Required GPA	2.0 for all students	2.25 cumulative for transfer students	2.25 based on transferable college-level credit. (For FY, 3.0 GPA preferred)	2.50 for all students	Students transferring to SOU from a regionally accredited college or university must show evidence of honorable dismissal from the other collegiate institutions and a cumulative grade point average of at least 2.25 in 36 quarter credits (or 24 semester credits) of acceptable college work. Applicants who hold an associate's degree from a regionally accredited institution or an Oregon Transfer Module (OTM) will be admitted with a 2.00 GPA	3.0 cumulative transfer/UO combined and 3.0 pre-business core GPA - includes BA 101, ACTG 211and 213, EC 201 and 202 equivalents. GPAs are for guaranteed admission, a holistic review is also possible	2.25 GPA in all college level work
Minimum Course Grade Required	C-	D for transfer, some courses req. higher grade to continue in major	Varies depending on course/major	C-	C-	C-	C-

12

Other Admissions Requirements	None	None	None	None	None	None	Completion of WR 121 or equivalent with a C- or better Completion of MTH 111 or MTH 105 or equivalent with C- or better
	EOU	**OIT**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
Degrees or concentrations that work with the AST-Business	The MTM-Business pathway works for all of our business and accounting degrees and their concentrations.	The MTM – Business pathway works for the business management program	The MTM-Business pathway works for all of our Business programs.	The MTM-Business Pathway works for all concentrations of business: Accounting, Business Technology & Analytics, Advertising, Finance, Human Resources, Management & Leadership, Marketing, and Supply & Logistics Management	The MTM works for all concentrations in our Business major: Accounting, Management, Marketing, and Tourism Management.	The MTM - Business Pathway works for the Accounting and Business Administration majors and all concentrations within the Business Administration major: Entrepreneurship, Finance, Marketing, Operations and Business Analytics, and Sports Business.	The MTM works for all concentrations in our Business major: Accounting, Finance, Management, Marketing, and International Business

Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on [DATE] and forwarded it for approval by the chief academic officers of Oregon's public universities offering the [MAJOR] degree and the chief academic officer of Oregon's community colleges *(Note: Signatures are on file at the Higher Education Coordinating Commission)*

Signatures on file:

Eastern Oregon University	Date	Oregon State University	Date
Portland State University	Date	Oregon Institute of Technology	Date
Southern Oregon University	Date	Western Oregon University	Date
University of Oregon	Date	Blue Mountain Community College	Date
Central Oregon Community College	Date	Chemeketa Community College	Date
Clackamas Community College	Date	Clatsop Community College	Date
Columbia Gorge Community College	Date	Klamath Community College	Date

Lane Community College	Date	Linn-Benton Community College	Date
Mt. Hood Community College	Date	Oregon Coast Community College	Date
Portland Community College	Date	Rogue Community College	Date
Southwestern Community College	Date	Tillamook Bay Community College	Date
Treasure Valley Community College	Date	Umpqua Community College	Date

Part 5: Major Transfer Map Participants

Group Coordinators:

Public Universities:
Kevin Walker	Eastern Oregon University
Maureen Sevigny	Oregon Institute of Technology
Prem Matthews	Oregon State University
Becky Sanchez	Portland State University
Joan McBee	Southern Oregon University
Heather Bottorff	University of Oregon
Hamid Bahari-Kashani	Western Oregon University

Community Colleges:
Velda Arnaud	Blue Mountain Community College
Michael Hansen	Central Oregon Community College
Karen Edwards	Chemeketa Community College
Mike Moiso	Clackamas Community College
Kristen Wilkin	Clatsop Community College
Todd Meislahn	Columbia Gorge Community College
Linda Williamson	Klamath Community College
Chris Culver	Lane Community College
Paul Hibbard	Linn-Benton Community College
Andy Wong	Mt. Hood Community College
Scott Birk	Portland Community College
Melissa Polen	Rogue Community College
Linda Stagg-Brown	Southwestern Oregon Community College
Tom Atchison	Tillamook Bay Community College
Toni Clough	Umpqua Community College

Higher Education Coordinating Commission Staff:
Kia Sorensen	Office of Academic Policy & Authorization
Brittany Miles	Office of Community College & Workforce Development

Part 6: Oregon Transfer Advisory Committee Members 2019-20

Chair: Edward Feser, Executive Dean, Student Development, Mt. Hood Community College
Incoming Chair: David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College
Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association
Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents
Sal Castillo, Director-Institutional Research, Oregon State University
Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University
Megan Deane McKenna, Academic Advisor, Tillmook Bay Community College
Andrew Clum, STEM Division Student Success Coordinator, Southern Oregon University
Frances White, Professor and Department Head, Anthropology, University of Oregon
Kevin Walker, Professor, College of Business, Eastern Oregon University
Seth Anthony, Associate Professor, Oregon Institution of Technology
Ann Cary, Interim Dean of Academic Affairs, Portland Community College
Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College
Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College
John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College
Laurette Scott, Education Faculty, Department Chair, Clackamas Community College
Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University
Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University
Kathy Smith, Associate Professor of Math, Central Oregon Community College
Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College
Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University
Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services
Director Enrollment Services/ Registrar, Chemeketa Community College
Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University
Linda Samek, Provost, George Fox University
Patrick Crane, Director, Community Colleges and Workforce Development
Veronica Dujon, Director, Academic Policy and Authorization

New Business Excel course equivalencies

College	Identified Course(s) & Credits	Currently Meets	Ready by Fall 2021
BMCC	BA 230 (4)	Yes	
CGCC	CAS 170 (4)	No	Will be updated by fall of 2021
Chemeketa	CSL 125E (4)	Yes	
Clackamas	CS 135S (3)	Yes	BA 131 will updated and ready by winter 2021
Clatsop	CS 131 (4)	No	Fall of 2021 CS 131 (4) will be updated
COCC	CIS 125E (4)	Yes	
LBCC	CIS 135 S (3)	Yes	
LCC	BT 123 (4)	Yes	
MHCC	BA 131 (3)	Yes	2021-2022 school year
PCC	CAS 170 (3)	Yes	
OCCC	CAS 170 (3)	No	OCCC will add pivot tables in spring 2021
RCC	BA 131 (4)	Yes	Summer 2021 will update course outline
SWOCC	CIS 125 S (4)	Yes	
TBCC	CAS 170 (3)	No	CAS 170 fall 2021 possibly sooner
UCC	CIS 125S (4)	Yes	
KCC	CAS 170	Yes	
TVCC	BT 232 (4)	Yes	

OPU	Identified Course(s) & Credits	Currently Meets
OSU	BA 160 Series	Yes
PSU	BA 205 (4) (BA 131+Wr 227)	Yes
WOU	BA 131 (3)	Yes
EOU	BA 131 (4)	Yes
OIT	MIS 102 (1) + MIS 375 (3)	Yes
UO	BA 240 (4)	Yes
SOU	BA 131 (4) or BA 285 (4)	Yes

BA 211 – Business Minimum Expectation Crosswalkk

College	# of OPU Expectations Met	# of Credits	Able to offer for 4 cr?	Currently Meets	Pre-Reqs	Ready by Fall 2021
BMCC	5	4cr.	Yes	No	None	Yes, updated by 2021
Chemeketa	7	4cr.	Yes	Yes	None	
Clackamas	7	4cr.	Yes	Yes	BA 101	Ba 211 and 212 are not combined
Clatsop	7	4cr.	Yes	Yes	None	
COCC	7	4cr.	Yes	Yes	None	
CGCC	4	3cr.	Yes	No	WR115, RD115, MTH20	Yes by 2021
KCC	5	4	Yes	No		Yes by 2021
LBCC	7	4cr	Yes	Yes	Not specified	
LCC	7	4cr.	Yes	Yes	None	
MHCC	6.6	4cr.	Yes	No	BA101 and BA131	Will update by 2021
OCCC						Will update by fall 2020
PCC	7	3cr.	Yes	Yes	RD 121, WR 121, MATH 60, BA 111 is suggested (Intro to Acctg)	Will update by 2021
RCC	5.5	4cr.	Yes	No	BA131 and BT160 (or higher level math)	Yes, summer of 2021 and will gradually phase out 212
SOCC	4	4cr.	Yes	No	None	Need more information
TBCC	6	4cr.	Yes	No	None	Yes, course will be updated
UCC	5	3cr.	Yes	No	None	Yes by 2021
TVCC	7	4	Yes	Yes	Not specified	
	8		10	15 by 2021		

OPU	# of Expectations Met	Currently Meets	Pre-Reqs	
OSU	7	Yes	MTH 111; sophomore standing	
PSU	7	Yes	BA 101	
WOU	7	Yes		
EOU	7	Yes	MATH 070	
OIT	7	Yes	Yes, MTH 95 or higher	
UO	7	Yes	Sophomore Standing	
SOU	7	Yes	BA 131 recommended	

Summary of Agreement with UO:

1. WR 227 Technical Writing: The UO Core Education Council approved accepting WR 227 as clearing the second four credits of the required eight credits of writing when transferred from an Oregon Community College as part of a completed Business MTM. WR 227 will not articulate as a specific UO writing course, but rather as WR 200T. This decision is pending final approval from the University Senate in December 2020 and will begin Fall 2021.

2. Beginning Fall 2021, the University of Oregon's Lundquist College of Business will accept BA 226 or BA 230 or equivalent as replacement credit for BA 325, Business Law and Ethics, a required Business major core course. This replacement requires completion of the Business MTM, and will be extended to students who complete the ASOT in Business. The community college equivalent course will not articulate as a specific UO course, but rather as BA 200T.

3. Beginning Fall 2021 the University of Oregon's Lundquist College of Business will accept completion of the Excel Skills class outlined in the Business MTM as replacement credit for BA 240, Managing Business Information, a required UO Business major course. This replacement will be extended to all Oregon community college transfer students, regardless of whether they have completed the Business MTM.

To: HECC
From: Joan McBee, Professor, School of Business
Date: November 12, 2020
Re: Major Transfer Map in Business

The Business major at Southern Oregon University requires two lower-division courses that are not part of the Major Transfer Map (MTM): Advanced Excel and Orientation to the School of Business. Because the other business departments at Oregon public universities do not require these two courses for their majors, SOU has proposed the following changes to its curriculum to be compatible with the MTM.

1. BA285 Advanced Spreadsheets was modified and moved to the upper-division level.
2. BA100 Orientation to the School of Business was removed as a requirement.
3. BA101 Introduction to Business (which is already a part of the MTM) was added as a requirement.

Once these changes are approved, a student may follow the Business MTM path and be able to transfer to SOU with all of the lower-division requirements met. These changes will be taken to the University Curriculum Committee for approval in Winter 2021. If approved, the changes will be effective Fall 2021. Approval is expected.

The School of Business
Undergraduate Programs

Portland State University Business Transfer Agreement

The Business major at Portland State University (PSU) requires students take BA 205 – Business Communications using Technology. The Major Transfer Map (MTM) for business requires BA 131- Introduction to Business Technology and WR 227 – Technical Writing. For Fall 2021 the PSU Business department is agreeing to accept BA 131 and WR 227 as a substitution for BA 205 at PSU. Additionally, the WR 227 class will count toward the second writing class for all students.

It is understood that BA 131 at the Oregon community colleges will be undergoing changes to meet the goals of most Oregon Public Universities. Those changes include adjusting the content to focus on critical Microsoft Excel skills to include the following:

- How to use mathematical formulas utilizing relative, absolute, & mixed cell references.
- How to use Excel mathematical and statistical functions.
- How to use datasets, tables, Pivot Tables and Pivot Charts.

While the BA 205 course at PSU does not currently cover those topics, the articulation of BA 131 and WR 227 to substitute for BA 205 will remain in place ensuring that students who complete the MTM are not required to complete an additional lower division BA course upon transfer.

NOTES
1. CIP code 52.0101.
2. CIP 7 = ^
3. Professional Learning Outcomes (PLOs):
   a. Explain basic business functions and their integration into the business environment.
   b. Integrate diverse cultural perspectives and ethical reasoning and actions into business decisions.
   c. Demonstrate effective oral and written communication skills.
   d. Apply critical thinking and analytical reasoning skills to business decisions.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST			
Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 OVERVIEW			
Current Title:	Accounting AAS	Proposed Title:	No change
Current Credits:	93	Proposed Credits:	90
Overview and rationale for proposed changes:	- BA212-Principles of Accounting II became substantially irrelevant after BA211-Principles of Accounting I was increased to 4 credits per MTM requirements. Simultaneously, BA212 was reduced to 2 credits and now determined to be unnecessary (and no longer offered at Oregon universities). The course is being suspended. - Due to significant annual changes in the IRS tax code, most companies no longer prepare their own taxes, but outsource it to specialists, typically CPAs (similar to payroll processing, resulting the suspension of BA177-Payroll Accounting in 2022). Consequently BA256-Income Tax has become, 1) less relevant to an accounting generalist, and 2) impractical to keep current. The course is being suspended. - BA188-Customer Service Skills is no longer necessary as a separate course as the content is covered in multiple other business courses. The course is being suspended. - CAS140-Beginning Databases is being added to the degree to build on the foundation of spreadsheet instruction presented in BA131-Introduction to Business Technology (also required in the degree). - Update BA 101, 211 and 213 to comply with Common Course Numbering statewide initiative		
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. Delete BA 101, BA 188, BA 211, BA 212, BA 213, BA 256 2. Add BA 101Z, BA 211Z, BA 213Z, CAS 140 3. Decrease overall credits from 93 to 90		

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)	Accounting/Bookkeeping Entry-Level Accounting Clerk	
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:	11/02/23
Requested Implementation Term	Summer, 2022			

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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Practice within the legal, ethical, and economic standards of the business environment.
5. Develop and interpret accounting and financial information for decision making.

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 (12-18 credits)			FALL TERM (12-18 credits)		
BA 101	**Introduction to Business (REMOVE)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**	**BA 101Z**	**Introduction to Business (ADD)** 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 211	**Principles of Accounting I (REMOVE)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**
CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3	CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3
CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3	CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3
WINTER TERM (13-19 credits)			WINTER TERM (15-21 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 212	**Principles of Accounting II (REMOVE)** BA 211	**2**	**CAS 140**	**Beginning Databases (ADD)** Rec: Place into IRW 115 or WR 115	**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
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 (16 credits)			SPRING TERM (16 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 213	**Managerial Accounting (REMOVE)** BA 211	4	**BA 213Z**	**Principles of Managerial Accounting (ADD)** BA 211Z	**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
FALL TERM (14 credits)			FALL TERM (12 credits)		
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
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
BA 188	**Customer Service Skills (REMOVE)** IRW 115 or WR 115 or equiv place	2			
OS 131	10-Key for Business Place into MTH 65 or MTH 98	1	OS 131	10-Key for Business Place into MTH 65 or MTH 98	1
	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 (15 credits)			WINTER TERM (12 credits)		
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
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 256	**Income Tax (REMOVE)** none	3			

Course	Course Title & Requisites	Credits	Course	Course Title & Requisites	Credits
EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
SPRING TERM (17 credits)			SPRING TERM (17 credits)		
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	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 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 BA 111 or BA 211Z. Rec: BA 104, CAS 133	3	BA 228	QuickBooks for Business BA 111 or BA 211Z. Rec: BA 104, CAS 133	3
EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
	Credit Total	93		Credit Total	90

[1] May be used as a general education elective.

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	None				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/07/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College	CC date	2.29.24
	CC decision	
	CC vote	

CERTIFICATE REVISION

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

<div align="center">(Double click on check boxes to activate dialog box)</div>

SECTION #1 OVERVIEW			
Current Title:	Accounting/Bookkeeping	Proposed Title:	No change
Current Credits:	50	Proposed Credits:	48
Overview and rationale for proposed changes:	- BA 212 became substantially irrelevant after BA 211 was increased to 4 credits per MTM requirements. Simultaneously, BA 212 was reduced to 2 credits and determined to be unnecessary. - Update BA 101 and BA 211 to comply with the statewide initiative for Common Course Numbering.		
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. Delete BA 101, BA 211, BA 212 2. ADD BA 101Z, BA 211Z 3. Overall credits decreasing from 50 to 48		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	All course changes will be made in the AAS as well.		

Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?		☐ Yes ☐ No	
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:	11/02/23
Requested Implementation Term	Summer, 2024				

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	☒ 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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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 (if any)	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 or equiv place	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 (if any)	Credits
	No change		

CERTIFICATE OUTCOMES
All certificate 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 certificate outcomes?	☐ Yes	☒ No

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

Students who complete this certificate will be able to:

1. Apply math principles to analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Recognize and respectfully address basic ethical conflicts & issues in accounting.
5. Use accounting and financial information for analysis and reporting.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?	☐ Yes	☒ No
If yes, complete the Related Instruction Template which may be found on the curriculum website.		

Additional Comments Or Changes

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 Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (16-22 credits)			FALL TERM (16-22 credits)		
BA 101	**Introduction to Business (REMOVE)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**	**BA 101Z**	**Introduction to Business (ADD)** 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 211	**Principles of Accounting I (REMOVE)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**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
OS 131	10-Key for Business Place into MTH 65 or MTH 98	1	OS 131	10-Key for Business Place into MTH 65 or MTH 98	1
CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3	CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3
WINTER TERM (13-19 credits)			WINTER TERM (11-17 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 212	**Principles of Accounting II (REMOVE)** BA 211	2			
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
CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3	CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3
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 (15 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 101t	4
BA 228	QuickBooks for Business BA 111 or BA 211Z. Rec: BA 104, CAS 133	3	BA 228	QuickBooks for Business BA 111 or BA 211Z. Rec: BA 104, CAS 133	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
	Credit total	**50**		**Credit total**	**48**
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**

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

Next steps:

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

CC date	2.29.24
CC decision	
CC vote	

Columbia Gorge Community College

CERTIFICATE REVISION

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

SECTION #1 OVERVIEW

Current Title:	Entry-Level Accounting Clerk	Proposed Title:	No change
Current Credits:	16	Proposed Credits:	No change

Overview and rationale for proposed changes:	Update BA 101 and BA 211 to comply with the statewide initiative for Common Course Numbering.

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. Delete BA 101, BA 211 2. ADD BA 101Z, BA 211Z

Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	All course changes will be made in the AAS as well.		
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No

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:	11/02/23
Requested Implementation Term		Summer, 2024		

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	☐ 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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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 (if any)	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 or equiv place	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 (if any)	Credits
	No change		

CERTIFICATE OUTCOMES All certificate 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 certificate outcomes?	☐ Yes	☒ No

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

Students who complete this certificate will be able to:

1. Analyze, record, and report accounting information.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?	☐ Yes	☒ No

If yes, complete the Related Instruction Template which may be found on the curriculum website.
Additional Comments Or Changes

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 Certificate Information			Proposed Certificate Information		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
FALL TERM (12 credits)			FALL TERM (12 credits)		
BA 101	**Introduction to Business (REMOVE)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**	**BA 101Z**	**Introduction to Business (ADD)** 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 211	**Principles of Accounting I (REMOVE)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**
WINTER TERM (4 credits)			WINTER TERM (4 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
	Credit total	16		**Credit total**	16

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**

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date

Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

Next steps:

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

CC date	2.29.24
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:	Entrepreneurship/Business Management AAS	Proposed Title:	No change
Current Credits:	91	Proposed Credits:	No change
Overview and rationale for proposed changes:	- BA111-Introduction to Accounting and Finance is being suspended as it is substantially redundant with BA211Z (which was increased to 4 credits per MTM requirements). BA211Z is replacing BA111 in the degree. - BA188-Customer Service Skills is no longer necessary as a separate course as the content is covered in multiple other business courses. The course is being suspended. - The content for BA250-Managing Entrepreneurial Ventures is unnecessary as the content is better covered in BA206-Management Fundamentals. The course is being suspended. - CAS140-Beginning Databases is being added to the degree to build on the foundation of spreadsheet instruction presented in BA131-Introduction to Business Technology (also required in the degree). - Update BA 101, BA211, and BA213 to comply with Common Course Numbering statewide initiative		
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 101, BA 111, BA 188, BA 211, BA 213, BA 250 2. Add BA 101Z, BA 211Z, BA 213Z, CAS 140 3. No change in overall credits		
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)	Entrepreneurship		
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:	11/02/23
Requested Implementation Term	Summer, 2022				

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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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
CAS 121 or keyboarding by touch	Beginning Keyboarding or keyboarding by touch	Rec: Place into IRW 115 or WR 115, CAS 103W	3

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 (15 credits)			FALL TERM (16 credits)		
BA 101	**Introduction to Business (REMOVE)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**	**BA 101Z**	**Introduction to Business (ADD)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**
BA 111	**Introduction to Accounting & Finance (REMOVE)** IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	**3**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**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 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 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
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
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (19 credits)			SPRING TERM (19 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 101t	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
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
BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4
FALL TERM (14 credits)			**FALL TERM (12 credits)**		
BA 188	**Customer Service Skills (REMOVE)** IRW 115 or WR 115 or equiv place	2			
BA 207	Introduction to E-Commerce IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 207	Introduction to E-Commerce IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	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
OS 131	10-Key for Business Place into MTH 65 or MTH 98	1	OS 131	10-Key for Business Place into MTH 65 or MTH 98	1
	General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (15 credits)			**WINTER TERM (16 credits)**		
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4

Course	Current Course Title & Requisites	Credits	Course	Proposed Course Title & Requisites	Credits
BA 250	**Managing Entrepreneurial Ventures (REMOVE)** WR 121 or WR 121Z,, BA 101, BA 104, and BA 211. Rec: BA 212	**3**	**CAS 140**	**Beginning Databases (ADD)** Rec: Place into IRW 115 or WR 115	**4**
EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
SPRING TERM (13 credits)			SPRING TERM (13 credits)		
BA 213	**Managerial Accounting (REMOVE)** BA 211	4	**BA 213Z**	**Principles of Managerial Accounting (ADD)** BA 211Z	**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 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2	BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2
EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
	Credit Total	91		**Credit Total**	91

[1] May be used as a general education elective.

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	none				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College	CC date 2.29.24
	CC decision
	CC vote

CERTIFICATE REVISION

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

SECTION #1 OVERVIEW			
Current Title:	Entrepreneurship	Proposed Title:	No change
Current Credits:	49	Proposed Credits:	50
Overview and rationale for proposed changes:	• BA111-Introduction to Accounting and Finance is being suspended as it is substantially redundant with BA211Z (which was increased to 4 credits per MTM requirements). BA211Z is replacing BA111 in the degree. • Update BA 101 to comply with Common Course Numbering statewide initiative		
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. Delete BA 101, BA 111 2. Add BA 101Z, BA 211Z 3. Overall credits increasing from 49 to 50		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Entrepreneurship/Business Management AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	All changes being made in the AAS as well.		

Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No	
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:	11/02/23
Requested Implementation Term	Summer, 2024			

SECTION #2 REVISION AREAS	
Does the revision involve changing certificate requisites?	☐ 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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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 (if any)	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 (if any)	Credits
	No change		

CERTIFICATE OUTCOMES
All certificate 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 certificate outcomes?	☐ Yes	☒ No

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

Students who complete this certificate will be able to:

1. Develop a business plan which plans and allocate resources effectively, creates a budget/forecast and create a funding plan for prospective business, details operational information and a summary of business objectives.

2. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

3. Design a marketing/promotions plan based on a critical analysis of the factors influencing a particular business.

4. Evaluate the legal environment for business and what legal steps business owners can help protect their investment/business.

5. Establish a plan to manage employee and other business related items.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?	☐ Yes	☒ No
If yes, complete the Related Instruction Template which may be found on the curriculum website.		

Additional Comments Or Changes

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 Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (15 credits)			FALL TERM (16 credits)		
BA 101	**Introduction to Business (REMOVE)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**	**BA 101Z**	**Introduction to Business (ADD)** IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	**4**
BA 111	**Introduction to Accounting & Finance (REMOVE)** IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	**3**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**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 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 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
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
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4

SPRING TERM (19 credits)			SPRING TERM (19 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 101t	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
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
BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4
	Credit total	49		**Credit total**	50

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**

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/04/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

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:	Administrative Assistant AAS	Proposed Title:	Administrative Professional AAS
Current Credits:	103	Proposed Credits:	104

Overview and rationale for proposed changes:	• Title with "assistant" is outdated and, having dropped the AOP state program, the term "professional" is the preferred replacement. • BA111-Introduction to Accounting and Finance is being suspended as it is substantially redundant with BA211Z-Principles of Financial Accounting (which was increased to 4 credits per MTM requirements). BA211Z is replacing BA111 in the 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. Delete BA 111 2. Add BA 211Z 3. Overall credits increasing from 103 to 104

	☐ 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)	Administrative Assistant Digital Marketing Assistant

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:	11/02/23
Requested Implementation Term	Summer, 2024			

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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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
CAS 121 or instructor permission	Beginning Keyboarding or Instructor permission	Recommended: Placement into IRW 115 or WR 115	3

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. Produce professional, error-free, timely documents by using current and emerging software and hardware technology.

2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.

3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.

4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.

5. Establish and follow procedures to manage digital and hard copy office documents.

6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.

7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.

8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.

9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.

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 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
OS 131	10-Key for Business Place into MTH 65 or MTH 98	1	OS 131	10-Key for Business Place into MTH 65 or MTH 98	1
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
	Administrative Assistant Degree Electives varied	3		Administrative Assistant Degree Electives varied	3
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (14 credits)			WINTER TERM (14 credits)		
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 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
CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3

OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4	OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4
SPRING TERM (14 credits)			SPRING TERM (14 credits)		
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 101t	4
CAS 123	Production Keyboarding CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3	CAS 123	Production Keyboarding CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3
CAS 217	Intermediate Word CAS 216 or instructor permission. Rec: place into IRW 115 or WR 115	3	CAS 217	Intermediate Word CAS 216 or instructor permission. Rec: place into IRW 115 or WR 115	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
SUMMER TERM (13 credits)			SUMMER TERM (13 credits)		
MTH 65 or MTH 98	Beginning Algebra Place into MTH 65 or Quantitative Math Place into IRW 115 or WR 115; place into MTH 98	4	MTH 65 or MTH 98	Beginning Algebra Place into MTH 65 or Quantitative Math Place into IRW 115 or WR 115; place into MTH 98	4
OS 280F	CE: Administrative Assistant Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280G Rec: IRW 155 or WR 115 or equiv place	4	OS 280F	CE: Administrative Assistant Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280G Rec: IRW 155 or WR 115 or equiv place	4
OS 280G	CE: Administrative Assistant Seminar Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280F Rec: IRW 155 or WR 115 or equiv place	1	OS 280G	CE: Administrative Assistant Seminar Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280F Rec: IRW 155 or WR 115 or equiv place	1

	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
FALL TERM (15 credits)			**FALL TERM (16 credits)**		
BA 111	**Introduction to Accounting & Finance (REMOVE)** IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	**3**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**4**
CAS 134	Introduction to Google Drive Rec: IRW 115 or WR 115, and CAS 121	3	CAS 134	Introduction to Google Drive Rec: IRW 115 or WR 115, and CAS 121	3
CAS 170	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3	CAS 170	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3
	Administrative Assistant Degree Electives varied	2		Administrative Assistant Degree Electives varied	2
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (15 credits)			**WINTER TERM (15 credits)**		
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
	Administrative Assistant Degree Electives varied	11		Administrative Assistant Degree Electives varied	11
SPRING TERM (16 credits)			**SPRING TERM (16 credits)**		
CAS 246	Integrated Computer Projects CAS 216, CAS 140, CAS 170. Rec: CAS 109, CAS 231	4	CAS 246	Integrated Computer Projects CAS 216, CAS 140, CAS 170. Rec: CAS 109, CAS 231	4
OS 245	Office Systems and Procedures CAS 216 and OS 220	4	OS 245	Office Systems and Procedures CAS 216 and OS 220	4
	Administrative Assistant Degree Electives varied	4		Administrative Assistant Degree Electives varied	4
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
	Credit Total	**103**		**Credit Total**	**104**

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
CG 209	Job Finding Skills none	1	CG 209	Job Finding Skills none	1
Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Degree or Certificate.		Varied	Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Degree or Certificate.		Varied
Any BA course in addition to the required BA courses from the Administrative Assistant certificate.		Varied	Any BA course in addition to the required BA courses from the Administrative Assistant certificate.		Varied

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services

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. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to 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	2.29.24
		CC decision	
		CC vote	

Columbia Gorge Community College

CERTIFICATE REVISION

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:	Administrative Assistant	Proposed Title:	Administrative Professional
Current Credits:	48	Proposed Credits:	49

Overview and rationale for proposed changes:	Title with "assistant" is outdated and, having dropped the AOP state program, the term "professional" is the preferred replacement. BA111-Introduction to Accounting and Finance is being suspended as it is substantially redundant with BA211Z-Principles of Financial Accounting (which was increased to 4 credits per MTM requirements). BA211Z is replacing BA111 in the 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. Delete BA 111 2. Add BA 211Z 3. Overall credits increasing from 48 to 49

Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?		Administrative Assistant AAS	
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	BA 211 will replace BA 111 in the AAS as well.		

Is this a statewide certificate?	☐ Yes ☒ No		If yes, have the changes been approved by the consortium?		☐ Yes ☐ No	
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:	11/02/23
Requested Implementation Term	Summer, 2024					

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	☐ 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 Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, 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 (if any)	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
CAS 121 or instructor permission	Beginning Keyboarding or Instructor permission	Recommended: Placement into IRW 115 or WR 115	3

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

All certificate 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 certificate outcomes?	☐ Yes ☒ No

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

Students who complete this certificate will be able to:

1. Perform basic entry-level office work.

2. Effectively use written, oral, and visual communications skills.

3. Use current and emerging technologies to solve workplace problems through presentation, research, analysis, and synthesis.

4. Demonstrate professional and friendly behavior in the workplace.

5. Apply basic mathematical equations to relevant office tasks.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?	☐ Yes ☒ No

If yes, complete the Related Instruction Template which may be found on the curriculum website.

Additional Comments Or Changes

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 Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (15 credits)			FALL TERM (16 credits)		
BA 111	**Introduction to Accounting & Finance (REMOVE)** IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	**3**	**BA 211Z**	**Principles of Financial Accounting (ADD)** IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	**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 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
CAS 170	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3	CAS 170	Beginning Spreadsheets using Excel Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3
OS 131	10-Key for Business Place into MTH 65 or MTH 98	1	OS 131	10-Key for Business Place into MTH 65 or MTH 98	1
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
WINTER TERM (18 credits)			WINTER TERM (18 credits)		
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 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
CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3
OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4	OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4
	Administrative Assistant Certificate Electives varied	4		Administrative Assistant Certificate Electives varied	4
SPRING TERM (15 credits)			SPRING TERM (15 credits)		
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 101t	4
CAS 123	Production Keyboarding CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3	CAS 123	Production Keyboarding CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
OS 245	Office Systems and Procedures CAS 216 and OS 220	4	OS 245	Office Systems and Procedures CAS 216 and OS 220	4
	Credit total	48		**Credit total**	49
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
	May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Certificate.			May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Certificate.	

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/15/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

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

Columbia Gorge Community College

NEW DEGREE REQUEST Check one: ☐ AAS ☐ AS ☐ ASOT ☒ MTM

Submitted by: Pam Morse	Email: pmorse@cgcc.edu	Phone: 541-308-8218	Department: Mathematics

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Associate of Science Transfer – Computer Science	Proposed Credits:	90

Reason for new degree:	The AST & MTM/Comp Sci offers a streamlined path for CGCC students to gain credits and transfer seamlessly to an Oregon University in pursuit of a degree or career in computer science. The study of computer science places a high value on problem solving, programming, data structures, computer systems, and key foundations in mathematics. A major in Computer Science gives students the breadth of knowledge in various areas of computing, such as algorithms, data structures, software engineering, operating systems, and computer architecture, among others. It also provides the depth of understanding required to solve complex problems, develop innovative software solutions, and contribute to advancements in technology. This MTM will transfer to EOU/SOU/WOU.	Requested implementation term:	Summer 2024

Is there impact on other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: The computer science courses have not been scheduled for the last few years. The courses started out with quite a few students but quickly lost steam. Several high schools are now teaching CS 161 as dual credit and some of these students are continuing on to schools that have the MTM in Computer Science. A survey is being sent to the schools in our sending district to query students on what they want to do after HS. It is the departments thought that we can capture some of the students going else if we have the MTM. In the last iteration of offering these courses, they did not transfer as anticipated. With the MTM, this should change.	Has the degree 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:	N/A

Is this a Statewide Degree?	☒ Yes ☐ No	If so, has the degree been approved by the consortium?	☒ Yes ☐ No
Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☒ No	If so, list all:	

SECTION #2 REQUISITES AND OUTCOMES

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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or	Critical Reading and Writing or	ABE 70 or ABE 75 or GED 70 or equiv placement	5
WR 115	Introduction to Expository Writing	placement into WR 115	4
MTH 95	Intermediate Algebra	MTH 65 or equiv placement	4

Is this a limited entry program? Students must apply, via the department for program entry.　☐ Yes　☒ No

PROPOSED 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.)

Students who successfully complete this degree will be able to:

1. Develop software using both structured and object-oriented paradigms that meets the requirements of a written specification.

2. Explain the software development lifecycle and the specific tools and processes used to create software.

3. Design, analyze, and implement algorithms to solve computational problems using various data structures as problem-solving tools. These data structures must include arrays, stacks, queues, linked lists, trees, and hash tables.

4. Communicate effectively in a variety of professional contexts.

5. Function effectively as a member or leader of a team engaged in activities appropriate to computer science

6.

SECTION #3 PROPOSED COURSEWORK			
All candidates for the Associate of Applied Science (AAS) Degree must complete 16 credits of General Education from the General Education/Discipline Studies list. The categories are: 1) Arts and Letters, 2) Social Science, and 3) Science/Math/Computer Science. These credits must include at least one course from each category and no more than two courses or eight credits from any one category. For information regarding Gen Ed requirements for the AS, ASOT and for MTM majors, please contact the Curriculum Office.			
List all courses in the term by term order that is to be displayed in the catalog degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)			
Course Number	Course Title	Requisites	Credits
EOU, SOU, WOU TRACK FOR MTM			
Core Transfer Map Requirements (36-38 credits)			
WR 121Z	Composition I	IRW 115 or WR 115 or equiv placement	4
MTH 111Z	Precalculus I: Functions	MTH 95 or equiv placement	4
MTH 112Z	Precalculus II: Trigonometry	MTH 111Z	4
	General Education Electives - Arts & Letters [1,2]	Varied	8
	General Education Electives - Social Sciences [1,2]	Varied	8
	General Education Elective – Natural Sciences - Select two lab science courses (EOU/SOU/WOU track) [1]	Varied	8-10
[1] Must use AAOT approved courses			
[2] At least one Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for the AAOT			
Major Requirements (34 credits)			
WR 122Z	Composition II	WR 121Z	4
MTH 251	Calculus I	MTH 112Z	5
MTH 252	Calculus II	MTH 251	5
COMM 111Z	Public Speaking	WR 121Z; placement into MTH 65 or MTH 98	4
CS 160	Computational Thinking	IRW 115 or WR 115 or equivalent placement into MTH 65 or MTH 98	4
CS 161	Programming & Problem Solving	CS 160	4
CS 162	Web Development and Object-oriented Programming	CS 161	4
CS 260	Data and Algorithms	CS 161	4

Electives (18-20 credits) to fulfill 90 credits total		
Varied (must be college level – 100 or above)		
University Recommended Electives		
EOU	**SOU**	**WOU**
• C++ programming course • Arts & Letters in a 2nd or 3rd discipline • Social Science in a 2nd or 3rd discipline • A general elective that fulfills "Difference, Power & Discrimination" Baccalaureate Core requirement	• 200-level database • 200-level computer org/architecture • Computer Science 250 OR MTH 231 • 200-level web design • 200-level networking • 200-level OO programming course • 200-level C/C++ course if neither used in 161/162	• CS 205 (Computer Architecture)
	Credit total	90

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	2.29.24
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)		

Next steps:
1. Save the completed New Degree 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.

Oregon Transfer Compass

STATEWIDE ARTICULATION AGREEMENT: MAJOR TRANSFER MAP IN COMPUTER SCIENCE

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Computer Science.

Statewide Transfer Articulation Agreement:

Major Transfer Map in Computer Science

90-100 Credits or Optimal
Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30- credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Computer Science Major Transfer Map (MTM) will use the format of an Associate of Science Transfer degree.

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).[1]

_____

[1] Sections of this contract are modified versions of contracts from Colorado and Washington.

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
   - Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
   - The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
5. While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.
6. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

Part 2: Limitations

Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

1. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools

accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

2. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

3. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

4. AP (Advanced Placement) and IB (International Baccalaureate) credit:
   - General Education Courses in the MTM:
     AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide Course Credit Policy found on the HECC website.
   - AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:
     Using the current AP and IB Statewide Course Credit Policy as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

     The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

     If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

5. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.
   - The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
   - If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
   - All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
   - MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
   - If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are held harmless.
2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.
3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

The Computer Science Major Transfer Map (MTM) outlines Oregon community college coursework to complete in order to transfer seamlessly to any Oregon four-year public university to earn a bachelor of science (B.S.) in computer science. The Computer Science MTM is intended for students who know they want to transfer and earn a B.S. in computer science, but who are unsure of their intended transfer destination when they begin their community college studies. Students should work with their community college advisor to ensure they properly fulfill the requirements of this Computer Science MTM.

Students who complete courses that fit the listed Computer Science MTM categories and complete all science series coursework at one school can expect that all of their courses will transfer into general education, major requirements, or electives at any Oregon public university offering a bachelor of science (B.S.) in computer science. Students who complete all of the listed coursework and have a total of 90 credits can also complete an associate degree. Because completion of the listed coursework or an associate degree is not required, students can transfer to their intended university at any time. Completion of the CTM and the MTM required courses are sufficient to enable transfer at Junior standing within the major. **The course substitutions and recommendations listed below should only be considered by students who are certain of both their intended major and transfer destination.** There is a decision point at the end of the first year of community college studies, at which point a student must decide between transfer to the OSU/PSU/UO cluster or the EOU/SOU/WOU cluster of university degree programs.

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a minimum letter grade in courses in the major (see Table 3 below); 2) take courses in the major for a letter grade—they will not be accepted as "pass/no pass"; and 3) earn a cumulative grade point average of 2.0 (unless otherwise indicated below in Table 3). Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before registering for their first term of community college; 2) seek advising after they have completed the 30-38 credits of the Core Transfer Requirements; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year (average of 15 credits per quarter). Finally, to earn an associate degree, students will need to successfully complete at least 90 credits.

Six of the seven public universities in Oregon offer a computer science B.S. degree:
Eastern Oregon University: (https://www.eou.edu/computer-science/)
Oregon State University: (https://eecs.oregonstate.edu/undergraduate-programs/computer-science)
Portland State University (https://www.pdx.edu/computer-science/)
Southern Oregon University: (https://sou.edu/academics/computer-science/)
University of Oregon: (https://cs.uoregon.edu/undergraduate-education)
Western Oregon University: (https://wou.edu/academics/computer-science/)

The Core Transfer Map (CTM)

Table 1

CORE TRANSFER REQUIREMENTS		
See an advisor for recommended courses before your first term		
Writing		
1 course	WR121	3-4
Arts & Letters		
1st course	Choose from AAOT-approved courses	3-4
2nd course	Choose from AAOT-approved courses	3-4
Social Sciences		
1st course	Choose from AAOT-approved courses	3-4
2nd course	Choose from AAOT-approved courses	3-4
Natural Sciences		
2 courses	Select two lab science courses; this selection should occur after deciding between OSU/PSU/UO and EOU/SOU/WOU clusters • OSU/PSU/UO: Phys 211-212 OR Chem 221-222 OR Bio 211-212 • EOU/SOU/WOU: any two lab science courses	8-10
Mathematics		
2 courses	MATH 111, MATH 112	8
At least 1 Core Transfer Requirement course must also be an AAOT-approved Cultural Literacy Course.		
Core Transfer Requirement Total		31-38

Table 2

ADDITIONAL MAJOR TRANSFER MAP COURSES				
See an advisor for recommended courses				
	EOU/SOU/WOU cluster		OSU/PSU/UO cluster	
General Education				
Writing	WR122	3-4	WR227	3-4
Oral Communication				
	COMM111	3-4	COMM111	3-4
Major Requirements				
Computer Science	CS160, CS161, CS162, CS260	16	CS160, CS161, CS162, CS260 CS205[2]	16 4-5
Mathematics	MTH251-252	8	MTH251-252	8
Discrete Math			MTH231-232 OR CS 250-251	8
Natural Sciences			Complete sequence done under CTM: Phys 213, Bio 213, or Chem 223	4-5
Additional MTM Courses Total		30-32		46-50
Electives	Elective courses to 90 credits	20-29	Elective courses to 90 credits	2-13
	MTM TOTAL	90	MAJOR TRANSFER MAP TOTAL	90

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[2] new course that integrates CS271 and CS201 contents.

Minimum letter grade and/or GPA requirements

If the cell is blank, you must achieve a minimum letter grade of C- in that course.

Table 3

Minimum Letter Grade and/or GPA requirements						
		EOU/SOU/WOU cluster			OSU/PSU/UO cluster		
Category	Course	EOU	SOU	WOU	OSU	PSU	UO
CTM	WR 121				C		
CTM	A&L 1						
CTM	A&L 2						
CTM	SocSci 1						
CTM	SocSci 2						
CTM	NatSci 1				C		
CTM	NatSci 2				C		
CTM	MTH 111						
CTM	MTH 112						
MTM	WR 122						
MTM	WR227				C		
MTM	COMM 111				C		
MTM	CS 160			C	C		
MTM	CS 161		B	C	C		B-
MTM	CS 162		C	C	C	C	B-
MTM	CS 260			C	C	C	B-
MTM	MTH 112						
MTM	MTH 251			C	C		
MTM	MTH 252			C	C		
MTM	CS 205			C	C	C	
MTM	MTH 231 or CS250			C	C	C	B-
MTM	MTH 232 or CS251			C	C	C	B-
MTM	NatSci 3				C		
	GPA	2.25	2.0	2.0	2.0	2.0	2.0

Recommended course schedule

Year 1

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 160	4	CS 161	4	CS 162	4
MTH 111	4	MTH 112	4	MTH 251	4
WR 121	3-4	COM111	3-4	A&L 2	3-4
A&L 1	3-4	SS 1	3-4	SS 2	3-4
	14-16		14-16		14-16

Year 2 - OSU/PSU/UO cluster

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 260	4	CS 205	4	WR227	3-4
MTH 252	4	MTH 231 or CS 250	4	MTH 232 or CS 251	4
Science 1	4-5	Science 2	4-5	Science 3	4-5
elective	3-4	elective	3-4	elective	3-4
	15-17		15-17		14-17

Year 2 - EOU/SOU/WOU cluster

Q1		Q2		Q3	
Class	Credits	Class	Credits	Class	Credits
CS 260	4	WR122	3-4	elective	3-4
MTH 252	4	elective	3-4	elective	3-4
Science 1	4-5	Science 2	4-5	elective	3-4
elective	3-4	elective	3-4	elective	3-4
	15-17		13-17		12-16

Appendix A. University-specific flexibility with respect to MTM required courses

Some of the universities have flexibility in the courses listed in the CTM and the MTM for their cluster. That flexibility is documented in the following table. The way to use this table is as follows: if a student has decided to transfer to a particular university, the student may take advantage of the listed flexibility in the remaining courses in the MTM degree. Note that taking advantage of that flexibility is likely to cause a student's course of study to no longer qualify for junior standing at the other universities in that cluster.

Table A.1

Course	EOU	SOU	WOU
WR 122		May substitute WR227	
COMM 111			
CS 160	Not required	Not required if prerequisite to CS 161 otherwise met	
CS 161			
CS 162			
CS 260		May substitute CS258 Fall term of Junior year	
MTH 112			Not required if student does MTH 231-232
MTH 251			Accepts MTH 231
MTH 252			Accepts MTH 232
NatSci 1			
NatSci 2			

Table A.2

Course	OSU	PSU	UO
WR227			
COMM 111			
CS 160		Not required	VERY STRONGLY ENCOURAGED, but not required
CS 161		Not required	
CS 162			
CS 260			
MTH 112			
MTH 251			
MTH 252			
CS 205			VERY STRONGLY ENCOURAGED, but not required
MTH 231 or CS250			
MTH 232 or CS251			
NatSci 1			
NatSci 2			GEOL 201, 202, 203 are also accepted
NatSci 3			

Appendix B. University-specific recommended elective courses

Some of the universities have recommendations for elective courses that appear in the schedule for their cluster; following those recommendations will give the student more choice once they transfer. Those recommendations are documented in the following table. The way to use this table is as follows: if a student has decided to transfer to a particular university, the student should attempt to follow those recommendations for any remaining electives in their MTM-CS studies. Note that there is no guarantee that following the recommendations for one university in a cluster will also serve the same purpose in another university in that cluster.

Table B.1

Elective	EOU	SOU	WOU
7 Electives	• C++ programming course • A&L 3 in a 2nd or 3rd disc • SS 3 in a 2nd or 3rd disc • A general elective that fulfills "Difference, Power & Discrimination" Baccalaureate Core requirement	• 200-level database • 200-level computer org/architecture • CS 250 OR MTH 231 • 200-level web design • 200-level networking • 200-level OO programming course • 200-level C/C++ course if neither used in 161/162	• CS 205 (Comp Arch)

Table B.2

Elective	OSU	PSU	UO
3 electives	• WR 122 (min grade C) • A general elective that fulfills "Difference, Power & Discrimination" Baccalaureate Core requirement • a general elective that is equivalent to HHS 231, Physical Activity or PAC equivalent • CS 290 (if offered at your college)	• MTH 253 • MTH 261 (linear alg) • Additional science elective (4 credits) from Bio, Chem, Phys, Geol, or Env Sci • Additional ASOT-approved A&L or ASOT-approved SS elective	• At least 7 credits of ASOT-approved A&L courses • At least 7 credits of ASOT-approved SS courses

**Computer Science Major Transfer Map: Statewide Articulation
Agreement Participants to the Agreement**

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on November 27, 2018 and forwarded it for approval by the chief academic officers of Oregon's public universities offering a Bachelor of Science in Computer Science degree and the chief academic officer of Oregon's community colleges *(Note: Signatures are on file at the Higher Education Coordinating Commission)*

Signatures on file:

Eastern Oregon University	Date	Oregon State University	Date
Portland State University	Date	Southern Oregon University	Date
Western Oregon University	Date	University of Oregon	Date
Blue Mountain Community College	Date	Central Oregon Community College	Date
Chemeketa Community College	Date	Clackamas Community College	Date
Clatsop Community College	Date	Columbia Gorge Community College	Date
Klamath Community College	Date	Lane Community College	Date
Linn-Benton Community College	Date	Mt. Hood Community College	Date
Oregon Coast Community College	Date	Portland Community College	Date

Rogue Community College   Date

Tillamook Bay Community College   Date

Umpqua Community College   Date

Southwestern Community College   Date

Treasure Valley Community College   Date

Part 6: Computer Science Major Transfer Map Participants

Group Coordinators:

Joe Sventek   University of Oregon

Public Universities:

Tim Harrison   Eastern Oregon University
Phil Howard   Oregon Institute of Technology
Calvin Hughes   Oregon State University
Mark Jones   Portland State University
Barbara Sabbath   Portland State University
Fabrizzio Alphonsus Alves de Melo Nunes Soares   Southern Oregon University
Kathleen Freeman   University of Oregon
Becka Morgan   Western Oregon University

Community Colleges:

Peter Hernberg   Blue Mountain Community College
Ken Swartwout   Central Oregon CommunityCollege
Andrew Scholer   Chemeketa Community College
Jen Miller   Clackamas Community College
Paul Wilkins   Lane Community College
Joseph Jess   Linn-Benton Community College
Pamela Wiese   Mt. Hood Community College
Doug Jones   Portland Community College
Jeremy Taylor   Rogue Community College

Higher Education Coordinating Commission Staff:

Kia Sorensen   Office of Academic Policy & Authorization
Brittany Miles   Office of Community Colleges & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2020-21

Chair: Edward Feser, Provost and Executive Vice President, Oregon State University
Incoming Chair: David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association

Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents

Teresa Rivenes, Vice President of Instruction, Tillamook Bay Community College

Sal Castillo, Director-Institutional Research, Oregon State University

Erin Bird, Transfer Transitions Coordinator, Oregon State University

Frances White, Professor and Department Head, Anthropology, University of Oregon

Kevin Walker, Professor, College of Business, Eastern Oregon University

Seth Anthony, Associate Professor, Oregon Institution of Technology

Ann Cary, Interim Dean of Academic Affairs, Portland Community College

Blake Hausman, Instructor DE Reading, Writing & English, Portland Community College

John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College

Laurette Scott, Education Faculty, Department Chair, Clackamas Community College

Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University

Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University

Kathy Smith, Associate Professor of Math, Central Oregon Community College

Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University

Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services Director, Chemeketa Community College

Mindy Williams, Oregon Writing English Advisory Committee Chair, Central Oregon Community College

Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University

Linda Samek, Professor of Education in Residence, George Fox University

Patrick Crane, Director, Community Colleges and Workforce Development

Veronica Dujon, Director, Academic Policy and Authorization

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February 9th, 2021

Higher Education Coordinating Commission
3225 25th St. SE
Salem, OR. 97302
Info.HECC@state.or.us

To whom it may concern,

In order to support the creation of the MTM degree in Computer Science, Oregon State University – Corvallis campus, in partnership with the School of Electrical Engineering and Computer Science, agrees to make the following exceptions to degree requirements for students entering the Computer Science – Applied Option, B.S. degree at the Corvallis campus after successful completion of the MTM:

1. To apply WR 122 from PCC to fulfill the WR 214/222 major requirement in the degree (department level)
2. To apply MTH 232 or CS 251 & all-Natural Science courses (from the list of approved options) in sequence towards the Applied Option 32-credit block (4 courses in total). (department level)
3. To accept the new creation of CS 205 to articulate for CS 271 in the major. (department and Registrar's level)
4. To accept the selected Natural Science sequence (from the list of approved options) to fulfill the three Biological and Physical Baccalaureate Core science requirements. (Registrar's level)

Sincerely,

DocuSigned by:

Alix Gitelman

2F8A8604D9584AA...

Alix I Gitelman | *she/her/hers* | **Vice Provost**
Office of Undergraduate Education
Professor of Statistics **|** College of Science
Oregon State University
541-760-3418 (cell)

Portland State
UNIVERSITY

February 11, 2021

Re: Major Transfer Map in Computer Science

Dear HECC,

Portland State University commits to making the following changes in support of the proposed Major Transfer Map in Computer Science:

- Adjustments to procedures for admission to the PSU Major in Computer Science sufficient to ensure that any student who transfers to PSU at the start of the academic year after completion of the MTM in CS will have a path to completing the Bachelor's degree within two years.

- Adjustments to articulation agreements to ensure that PSU will accept CS 205, from any student who completes the MTM in CS, as meeting our major requirement for CS 201.

Sincerely,

Susan Jeffords, PhD
Provost & Vice President for Academic Affairs

Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Core Transfer Map	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Writing: WR 121	3-4	Transfers as WR 121 in Gateway group.	1 of 1 Writing I course	Meets general education requirement for WR 121	USEM 101 (Strand ABC writing course)	1 of 2 required Writing courses	1 of 2 Foundations: Writing courses
Arts & Letters: 2 Courses	6-8	Transfers as 6-8 credits in Aesthetics and Humanities group or Artistic Process and Creation group	1 of 1 Literature/Arts course 1 of 1 Western Culture course	6-8 Credits of Arts & Letters or Social Science courses	2 courses toward strand E: Humanities	6-8 of 15 credits of Core Education Arts & Letters group	2 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses
Social Science: 2 Courses	6-8	Transfers as 6-8 credits in Social Sciences group	1 of 1 Social Processes & Institutions course 1 of 1 Cultural Diversity course	6-8 Credits of Arts & Letters or Social Science courses	2 courses toward Strand F: Social Science	6-8 of 15 credits of Core Education Social Science group	2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses
Natural Sciences: 2 Courses	8-10	Transfers as 8-10 credits in Natural, Mathematical & Informational Sciences group	2 of 3 Science courses	8-10 credits of 15 credit Lab Science requirement	2 courses w/ lab toward Strand G: Science	8-10 of 15 credits of Core Education Science group & 2 of 3 courses required by major additional science sequence	2 of 2 Exploring Knowledge: Scientific Perspectives courses & 2 of 3 required by major in BI 211-213 sequence
Math: 2 Courses (MTH 111 and MTH 112)	8	Transfers as MATH 111 and MATH 112	Transfers as MTH 111 and MTH 112. One course satisfies Math requirements for Baccalaureate Core; the other as a general elective.	Elective credits	Strand D: Quantitative Reasoning & Prerequisites for MTH 251/252 requirement	Transfer as MTH 111 and MTH 112: 2 of 3 BS Math/Computing classes Can also use MTH 231 or MTH 251 or CIS 161 to satisfy this requirement	1 of 1 Foundations: Math course - Can also use MTH 231 or 251 to satisfy this reqt; MTH 112 transfers as MTH 112
1 course must also satisfy AAOT Cultural Literacy Requirement		Transfers as Difference, Power and Discrimination group course.				1 of 2 Core Education Cultural Literacy courses	
Courses must total minimum of 30 credits, can be filled by an elective credit if needed		Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Include additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Core Ed requirements.	Additional credits taken to reach 30 will be applied to the appropriate Gen Ed requirements.

				WR 121 and COMM 111)			
Major and Elective Courses	**CC Credits**	**EOU**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
COMM 111	3-4	Transfers as COM 111 in Gateway group.	Transfers as COMM 111	Meets general education requirement for COMM 220	USEM 103	Transfers as Core Education Arts & Letters group	3-4 credits of Foundations: Communication and Language
CS 160	4	Transfers as CS Lower Division Elective.	Transfers as CS 160	Elective credits (transfers as CS LD)	Transfers as CS200	Transfers as CIS 1xxT	Transfers as CS 160
CS 161	4	Transfers as CS 161	Transfers as CS 161	Elective credits (transfers as CS 161)	Transfers as CS 256	Transfers as CIS 210	Transfers as CS 161
CS 162	4	Transfers as CS 162	Transfers as CS 162	Transfers as CS 162	Transfers as CS 257	Transfers as CIS 211	Transfers as CS 162
CS 260	4	Transfers as CS 260	Transfers as CS 261	Transfers as CS 163	Transfers as CS 258	Transfers as CIS 212	Transfers as CS 260
MTH 251	4	Transfers as Math 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MTH 251	Transfers as MATH 251	Transfers as MTH 251
MTH 252	4	Transfers as Math 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MTH 252	Transfers as MATH 252	Transfers as MTH 252
EOU/SOU/WOU only	**CC Credits**	**EOU**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
Writing - WR 122	3-4	Transfers as WR 122 in Gateway GenEd.			USEM 102 (Strand ABC writing course)		Transfers as WR 122
OSU/PSU/UO only	**CC Credits**	**EOU**	**OSU**	**PSU**	**SOU**	**UO**	**WOU**
Writing - WR 227	3-4		Transfers as WR 327. Satisfies both major requirements and Writing requirements for Baccalaureate Core	Meets major requirement for WR 227	May substitute for WR 122 to meet USEM 102 (Strand ABC writing course)	2 of 2 required Writing courses AND substitutes for WR 320 major requirement	Transfers as elective WR 300
CS 205	4		Transfers as CS 271	Meets major requirement for CS 201	Transfers as CS 314	Transfers as CIS 2xxT	Transfers as CS 271
Discrete Math: MTH 231-232 or CS 250-251	8		Transfers as MTH 231, 232	Meets major requirement for CS 250 and CS 251	CS 250 transfers as CS 250	Transfers as MATH 231-232; B.S. or Core Education Science group; CS 250-251 transfers as CIS 2xxT and substitutes for MATH 231-232 for major	Transfers as MTH 231-232 or satisfied by MTH 251-252
Natural Science:	4-5		Transfers as PH 213,	Completes 15 credit		Complete science	

			CH 223 or BIO 213	Lab Science requirement for major		sequence started under CTM PHYS 213, BIO 213, or CHEM 223 12-15 of 15 credits of Core Education Science group & 3 of 3 courses required by major additional science sequence	
Complete sequence started under CTM							

Major and Elective Courses	CC Credits	EOU	OSU	PSU	SOU	UO	WOU
Electives		Additional elective courses to 90 credits.	Elective Courses to get to 90 credits Will apply to gen ed, or major requirements, or as electives. Recommended: • WR 122 – transfers as WR 222. (CS dept. will accept WR 122 at PCC which transfers as WR LDT) • A general elective that fulfills "Difference, Power & Discrimination" Baccalaureate Core requirement • a general elective that is equivalent to HHS 231, Physical Activity or PAC equivalent • CS 290 (if offered at your college)	Additional elective courses to 90 credits. Recommended: additional Arts & Letters or Social Science Electives as necessary to ensure (at least) 24 credits of general education (including WR 121 and COMM 111)	Additional elective courses to 90 credits.	Additional elective courses to 90 credits.	Additional elective courses to 90 credits.
Major Transfer Map credit total	90	90	90	90	90	90	90

Remaining	EOU	OSU	PSU	SOU	UO	WOU

Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

Degree Reqts						
General Education	0-14 credits in Aesthetics and Humanities (AEH) in two different disciplines	Difference, Power & Discrimination (3-4)	Junior Cluster (Univ. Studies) (12 credits)	1 course in Strand E: Humanities (for a total of 3 courses or at least 9 credits)	3-6 credits of Core Ed A&L courses, possibly including one multicultural course	3-4 credits of Foundations: Critical Thinking
	0-14 credits in Artistic Process and Creation (APC) in two different disciplines	Fitness (3)	Additional Arts & Letters or Social Science Elective (3 credits)	1 course in Strand F: Social Sciences (for a total of 3 courses or at least 9 credits)	7-9 credits of Core Ed Social Science courses, possibly including one multicultural course	4 credits of Foundations: Health Promotion
	0-14 credits in Social Sciences (SSC) in two different disciplines	Contemporary Global Issues (3-4)		1 course in Strand G: Sciences (for a total of 3 courses or at least 11 credits; one course may be a non-lab science)		3-4 credits of Integrating Knowledge: Science, Technology, Society (upper-division)
	0-14 credits in Natural, Mathematical & Informational Sciences (SMI) in two different disciplines, including at least one physical/biological science.			Upper-division course in Strand I: Science, Technology & Society (3-4 credits)		3-4 credits of Integrating Knowledge: Science, Technology, Society (upper-division)
	0-14 credits in Natural, Mathematical & Informational Sciences (SMI) in two different disciplines, including at least one physical/biological science.			Upper-division course in Strand H: Citizenship and Social Responsibility (3-4 credits)		*** First Year seminars requirements waived
				Upper-division course in Strand J: Diversity, Equity, and Inclusion (3-4 credits)		
General Education Credits	**30**	**9-11**	**15**	**18-24**	**10-15**	**13-16**
Major Requirements	CS 221 (4 credits) CS 311 (3 credits) CS 318 (4 credits) CS 330 (4 credits) CS 331 (3 credits) CS 360 (4 credits) CS 361 (4 credits) CS 362 (3 credits)	CS 361 (4 credits) CS 290 (4 credits) CS 362 (4 credits) CS 325 (4 credits) CS 372(4 credits) CS 344 (4 credits) CS 444 (4 credits) CS 381 (4 credits)	CS 202 (4 credits) CS 300 (4 credits) CS 305 (2 credits) CS 320 (4 credits) CS 333 (4 credits) CS 350 (4 credits) CS 469 (3 credits) CS 470 (3 credits)	CS 314 (4 credits) CS 336 (4 credits) CS 360 (4 credits) CS 357 (4 credits) CS 411 (4 credits) CS 418 (4 credits) CS 452 (4 credits) CS 459 (4 credits)	CIS 313 (4 credits) CIS 314 (4 credits) CIS 315 (4 credits) CIS 330 (4 credits) CIS 415 (4 credits) CIS 422 (4 credits) CIS 425 (4 credits) MATH choice group (8	IS 278 (4 credits) CS 360 (4 credits) CS 361 (4 credits) CS 363 (4 credits) CS 364 (4 credits) CS 366(4 credits) CS 367 (4 credits) CS 460 (4 credits)

	CS 401 (1-6 credits) CS 407 (2 credits) MATH 231 (4 credits) MATH 341 (4 credits)	CS 340 (4 credits) CS 461 (3 credits) CS 462 (3 credits) CS 463 (2 credits) CS 352 (4 credits) "CS 391 (3 credits) – Also fulfills Synthesis Baccalaureate Requirement " ST 314 (3 credits) WR 214/222 (3 credits)	CS 486 (4 credits) ECE 341 (4 credits)	CS 469 (4 credits) CS 470 (8 credits)	credits)	CS461 (4 credits) CS 462 (4 credits) CS 365 (4 credits)
Major Requirements Credits	40-45	57	35	44	36	40
Major Electives	COM 252 and CS Upper Division electives (16)	2 courses of CS Restricted Electives (6-8) Approved Applied Plan Electives – approved by CS Head Advisor (16)	Approved CS Upper Division Electives, including at least one "Programming Intensive" course: (6 courses/24 credits)	Complete 20 credits of computer science electives chosen from upper-division computer science courses, not including CS 310, CS 346, CS 401, CS 405, and CS 407. A maximum of 4 credits of CS 409 - Practicum may be counted toward upper-division CS elective credits.	CIS upper-division electives (20 credits)	(2) 400 level electives (8 credits)
Major Electives Credits	16	22-24	24	20	20	8
Additional Electives			Additional Math Elective: MTH 253 or MTH 261 (4 credits)		MATH upper division elective (4 credits)	18 additional elective credits
			Approved Science Elective (4 credits)		up to 10 credits, including upper-division credits to at least 62 total	
			Approved Math Electives (7 credits)			
Additional Electives Credits	0	0	15	2-8	14	18
Remaining Degree Requirements Credits	90	88-92	90	90	90	90

Oregon Transfer Compass Computer Science Major Transfer Map Crosswalk

NOTES

1. CIP: 11.0101
2. CIP 7 = ^
3. Professional Learning Outcomes (PLOs)
   a. Develop software using both structured and object-oriented paradigms that meets the requirements of a written specification.
   b. Explain the software development lifecycle and the specific tools and processes used to create software.
   c. Design, analyze, and implement algorithms to solve computational problems using various data structures as problem-solving tools. These data structures must include arrays, stacks, queues, linked lists, trees, and hash tables.

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites	☐ Related Instruction
☒ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Library and Learning Commons	Submitter name Phone Email	Tori Stanek, Tina Ontiveros (541) 506-6085 tstanek@cgcc.edu, tontiveros@cgcc.edu
Reason for Revision		The outcomes and content of this course are being updated to more closely reflect those around the state. The course will be mandatory for all degree-seeking students in their first term who begin at CGCC with fewer than 24 credits or qualify for other opt outs. Requiring this course will help ensure students finish their first term with a degree plan and the resource navigation and soft skills needed to be successful in executing it.	
Current prefix and number	FYE 100	Proposed prefix and number	No Change
Current Course Title	College Survival Skills	Proposed Course Title (75 characters max)	College Planning and Survival Skills
Current Repeatability	0	Proposed Repeatability	No Change

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
Develops time and financial management skills, in addition to facilitating campus connection and goal setting. Includes study skills, career exploration, and personal responsibility for college success. Develops skills for navigating culturally diverse learning environments and explores college resources and services. Audit available.	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.

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.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - 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 - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☒ Placement into: WR 115			
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.)

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 college and career readiness skills. 2. Interpret cultural systems and structures within the college and community. 3. Demonstrate emotional intelligence. 4. Apply growth-minded learning strategies. 5. Use college resources to solve academic and real-world problems.	Upon successful completion of this course, the student 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.

Course Content – organized by outcomes (list each outcome followed by an outline of the related 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](#)
  - ○ 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 & Materials updates (specify if any texts or materials are required):	(update as needed) • FYE Resource Portfolio • CGCC Student Handbook PDF • How to cultivate a sense of belonging on your campus • Service Learning Manual • Blueprint for Success in College: Career Decision Making • Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies

Department Required Course Activities (optional)	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.

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.

The FYE Workgroup met with the Curriculum Committee on January 25, 2024 to determine the departmental impact of making FYE 100 mandatory. The main concern among committee members was the cost burden to students with the additional credit load. One major solution was shifting the course to a General Education elective. This solution would add no additional credits to the following degrees: AAOT, Associate of Science, Associate of General Studies, AST, AAS - Administrative studies, Nursing (if the course is a prereq), and AAOT - Elementary Educator.

This solution would work for all pathways if the departments are able to rework their schedules so students take a gen ed elective in the first two terms. However, if this is not feasible, discipline-specific FYE courses or additional opt outs may be the better option for AAS - Accounting, AAS - Entrepreneurship, AAS - ECE, AAS - Manufacturing, AAS - Aviation Maintenance, AAS - Construction Technology, and AAS - Em Tech (would remove one credit if this course replaces the CG 101 requirement).

This solution would not work for SAAS - Paramedic, because the degree requires no gen ed electives and is at credit load. However, LBCC exempts students from specialty programs, which could be considered.

Eventual development of discipline specific ECE, CTE, and AAS would likely simplify the process for these pathways.

Curriculum Committee members were divided on whether nursing should be exempt or if FYE should be incorporated as a prerequisite course. They were in favor of offering an opt out for entire pathways based on their ability to meet the course outcomes along the degree path or student's participation in a mandatory 3-day NSO. This is particularly favorable among members who oversee degrees who are already at credit load (Aviation Maintenance and Paramedic). They expressed interest in incorporating exploration into other pathways and electives, which was incorporated in the proposed course content.

Implementation term	☒	Start of next academic year (summer term)
	☐	Specify term (if BEFORE start of next academic year)

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 and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Tori Stanek	tstanek@cgcc.edu	02/29/2024
Department Chair (enter name of department chair): Tori Stanek		
Department Dean/Director (enter name of department dean/director): Tori Stanek		

NEXT STEPS:

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Library Learning Commons	Submitter name: Phone: Email:	Tori Stanek tstanek@cgcc.edu
Course prefix and number	FYE 100	Course title	College Planning and Survival Skills

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture		Lecture	3
Lab		Lab	
Lecture/Lab	6	Lecture/Lab	1
Total weekly contact hours	6	Total weekly contact hours	5
Total credits	3	Total credits	4

Reason for change:	One credit was added to this course to account for more extensive coverage of cultural responsiveness and environmental awareness outcomes. As this course was adjusted to become a General Education Elective, it also includes more communication and critical thinking content to ensure the outcomes fulfill the major designation.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.	
☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	The impact will be if/when the course is made a mandatory requirement for all degree seeking students. The credit change may make the addition less impactful as a 4-credit course can fulfill an entire Gen Ed requirement if being used for such. A 3-credit course could leave students short 1 credit for fulfilling their AAS Gen Ed requirements. Doesn't impact the number of Gen Ed credits required for transfer degrees.
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Though not verified with department chairs, this course could replace CG 101 and potentially CG 209, which are both in current degree pathways. If FYE is accepted as a General Education Elective, there is potential to remove the CG courses from these degrees, which would shorten the requirements by 1-credit for the AAS-ECE and AAS-EM Tech degrees.
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

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

Submitter	Email	Date
Tori Stanek	tstanek@cgcc.edu	02/29/2024

Department Chair (enter name of department chair): Tori Stanek

Department Dean/Director (enter name of department dean/director): Tori Stanek

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). 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.
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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.

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION			
Department:	Library and Learning Commons	Submitter name: Phone: Email:	Tori Stanek, tina ontiveros (541) 506-6085 tstanek@cgcc.edu, tontiveros@cgcc.edu
Course Prefix and Number	FYE 100	Credits:	4
Course Title	College Planning and Survival Skills		
Course Description Including prerequisites	Guides 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.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING	
Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of writing, and math, and the skills needed to be successful in this course	The department developed FYE 100 by researching current practices in the state. The course outcomes reflect those of CGCC's current College Guidance (CG) and FYE courses, as well as those of Skagit Valley Community College, Lane Community College, and Tillamook Bay Community College. The courses used to guide the FYE revision require no prerequisites or WR 115.
	CGCC's FYE 100 course is a general education elective. However, it emphasizes college planning and survival skills and assesses students based on their ideas as opposed to the quality of their writing. Course assessment methods emphasize oral communication. As a result, students who place into or test out of WR 115 have the writing and critical thinking skills needed to meet course outcomes. It is recommended that students form study groups to act as additional support. They will also learn to navigate college resources, which will include the tutoring center and various writing supports.
	Because no math skills are required by FYE outside of budgeting and financial planning, students should be able to meet the course outcomes without significant college math experience. They will be introduced to various college supports, including the tutoring center, for any assistance they may need for help on course assignments. However, all of the mathematical skills needed to complete budgeting exercises fall within the outcomes of ABE/GED 80.

Please complete all questions for each area (Writing and Math) relevant to your opt-out request

Writing
The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists is **Prerequisite/concurrent: WR 121**. To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better.
Pre-College Writing: Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.
WR 115: By the completion of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They will have been introduced to the use of quotations, paraphrases and documentation.
WR 121: By the completion of WR 121, students should be able to think, write, and read critically, focusing on analyzing and composing across varied rhetorical situations and in multiple genres. They are expected to able to develop and apply flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.

Prerequisite Requested	Placement into WR 115

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.
FYE 100 develops students' communication skills in written and verbal forms in professional and academic contexts. Students will be able to evaluate the college's Pathways, create their academic/career and financial plans, identify and navigate barriers using the skills needed to for WR 115 placement. Through recommended learning community formation, college resource support, and emphasis on assessment methods that measure ideas instead of writing, FYE students in this course will develop their ability to communicate their lived experience with culture, the benefits of diversity, and explore their social and environmental responsibilities as a community member in their chosen Pathway.
What instructional materials and other teaching methods are used in this course?
Communication in the Real World, Student Handbook, College website/resources, Service Learning, Emotional Intelligence, Growth Mindset, FYE Resources, guest visits from campus point people, group discussions
What assessments are used to measure outcomes?
Creating a budget, creating an academic plan, presentations, journals and reflection papers, note taking skills, resume/cover letter, tests/quizzes, peer and roundtable discussions, discussion forums, case studies, service learning
What strategies do you employ to support students whose writing skills are deficient?
Include brief, low stakes writing exercises in class, offer guidance when it comes to developing ideas, drafting, revising, emphasizing oral communication activities, forming learning communities with writing courses, include assessment types that provide multiple ways to meet outcomes that include alternatives to writing, remind students of the tutoring center and online options available through NetTutor

Math
The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists is **Placement into MTH 65 or MTH 98.** To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better. Placement into a course is determined by multiple measures placement.
ABE/GED 80: By the completion of ABE/GED 80, students should be able to: • Apply common types of mathematical skills to real-life problems involving whole and rational

numbers.
- Use the T1-30XS calculator to solve a variety of mathematical problems.
- Interpret charts, graphs, and data to answer real-life mathematical problems.
- Solve measurement and common geometry problems using mathematical procedures and technology.
- Interpret and apply basic probability concepts.
- Apply a variety of test-taking skills when solving multiple-choice questions.

ABE/GED 90: By the completion of ABE/GED 90, students should be able to:
- Solve problems with one or more variables using linear models.
- Recognize the connection between graphs and algebra and solve problems symbolically and graphically.
- Apply mathematical reasoning to real-world situations.
- Solve problems of geometry including perimeter, area, and volume.

Placement into MTH 65: To place into MTH 65, students should be familiar with the following concepts:
- Solve linear equations in one variable.
- Solve systems of linear equations
- Basic operations (x, ÷, +, −) with integers and fractions
- Graphing linear equations
- Find the slope and intercepts of linear equations in standard form, slope-intercept form, and point-slope form.
- Understanding of the order of operations.

Placement into MTH 98: To place into MTH 98, students should be familiar with the following concepts:
- Basic operations (x, ÷, +, −) with integers and fractions
- Graphing points on a rectangular coordinate system
- Order of operations

Prerequisite Requested	None

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained the skills needed to place into MTH 65 or MTH 98.

There is minimal math required in FYE 100, so students will not struggle meeting the course outcomes without placement into MTH 65 or MTH 98.

What instructional materials and other teaching methods are used in this course?

Communication in the Real World, Student Handbook, College website/resources, Service Learning, Emotional Intelligence, Growth Mindset, FYE Resources, guest visits from campus point people, group discussions

What **assessments** are used to measure outcomes?

Creating a budget, creating an academic plan, presentations, journals and reflection papers, note taking skills, resume/cover letter, tests/quizzes, peer and roundtable discussions, discussion forums, case studies, service learning

What strategies do you employ to support students whose math skills are deficient?

In class Excel practice and formula training to help with budgeting, remind students of the tutoring center and online options available through NetTutor for additional help needed for financial budgeting exercises.

SECTION #3 OTHER CONSIDERATIONS:
Is there any other information you would like the committee to consider regarding this request?

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Tori Stanek	tstanek@cgcc.edu	2.29.24

Department Chair (enter name of department chair): Tori Stanek
Department Dean/Director (enter name of department dean/director): Tori Stanek

NEXT STEPS:
1. Save this document as OptOut.course prefix and course number (e.g. OptOut.HST 204). 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.
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Columbia Gorge Community College

General Education/Discipline Studies List Request Form

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Library and Learning Commons	Submitter Name: Phone: Email:	Tori Stanek, tina ontiveros (541) 506-6085 tstanek@cgcc.edu, tontiveros@cgcc.edu
Course Prefix and Number:	FYE 100	Course Title:	College Planning and Survival Skills
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
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.		
Course Outcomes:	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.		

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

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

In addition, course content must address the following:
1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

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

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

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

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

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	Course Outcomes: 4. Communicate verbally and in writing in academic and professional settings. 5. Operate CGCC technology. Course Content: This course focuses on setting students up for college success, which includes facilitating written and verbal communication in multiple modalities. Students will explore discipline and pathway options at the college by communicating with various departments. They will work with campus representatives to create career/academic and financial plans and identify resources needed to execute and support those plans. Students are expected to read and engage with course materials on their LMS and use the library resources to conduct primary and basic secondary research into a career area of interest. They will communicate their findings in class discussions and informal and formal writing and presentation projects. This could include interviewing a person with experience in their field of interest and/or communicating with their peers and college and industry professionals to collaborate on a group or individual service project. Outcome Assessment Strategies: - Self-reflection, forum/small group discussions, service learning projects, peer review, interactive lectures, varied assignment deliverables to indicate technological proficiency

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: 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. Course Content: Throughout this course, students will develop and refine their academic/career plan. This will include exploration of career aptitude, transfer opportunities, and participation in elective learning opportunities to refine their interests. Students will use critical thinking to select a Pathway based on their comparison of career incomes, and cost/benefit analysis of different degree options as they relate directly to the workforce and/or transfer universities. Students will use college degree maps and advising services to build a course schedule, learn to procure textbooks, apply for financial aid, and explore other support services. The course also includes financial planning and budgeting. In the completion of both an academic/career plan and a financial plan, students will be expected to use to identify potential personal, emotional, and logistical barriers in personal, work, and academic settings, as well as campus and community resources to help navigate them. Students will also develop strategies to solve problems, including growth mindedness, time management, study skills, and financial contingency planning. Their ability to use college resources and improved personal skills to select a Pathway, make an academic/career plan to complete their degree, and navigate personal and logistical barriers will make them stronger, more capable students after completing this course. Outcome Assessment Strategies: • Graphic organizers, budget creation, academic/career plan creation, presentations, journals and reflection papers, note taking skills, resume/cover letter, tests/quizzes, peer and roundtable discussions, discussion forums, case studies
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:** 6. Use cultural awareness to constructively address issues that arise in the workplace and community. **Course Content:** Students will consider their own positionality and how their cultural realities inform their interpretation of academic, workforce, and community environments. They will evaluate the strengths and assets of diversity and use this self-awareness to enhance their ability to collaborate and constructively solve problems. Students will be expected to participate in forums and class discussions and activities that focus on building belonging. In these activities, students will be expected to initiate and develop interactions with those from different cultural backgrounds. They will also apply cultural awareness to their reflections as they complete industry-based service or research projects. As they complete these projects, students will be encouraged to seek out resources that reflect multiple cultural perspectives. **Outcome Assessment Strategies:** self-reflections, diversity/equity/inclusion reading and reflection, culture wheel self-reflection activity, research project, service learning project, situating oneself in their community and the broader world exercise, significant reading materials and participation that focus on belonging and inclusion.
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:** 7. Explore social and environmental responsibility as part of one's chosen Pathway. **Course Content:** As they reflect on their chosen career path, students will interrogate their responsibilities as a global citizen. This will include critical examination of the sustainability of their field and its future implications. The course will culminate in a service learning activity or introductory research project with a group, employer, or agency that explores ethical, social, and environmental challenges of one's field of interest, and requires the student to describe how their work will support the community, society, and environment in which they live. **Outcome Assessment Strategies:** • self-reflections, service project, research project and presentation

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.
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. *	1. Evaluate CGCC degree options, including their course requirements and potential for employment or further study. 2. Create academic/career and financial plans that help meet academic, workforce, and personal goals. 3. Implement strategies to navigate barriers that arise throughout the completion of academic/career plan. 6. Explore community, cultural, and environmental responsibilities as part of one's chosen career path.
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"?	In this course, students will explore their role in college culture, as well as their individual and collective role in the local, national, global, or career communities in which they aspire to take part. They will be expected to create an academic/career and financial plan that helps them to achieve these aspirations. Throughout the course, students will refine their written and oral communication skills, as they practice appropriate classroom and workplace interactions. They will use information literacy as they interact with the course learning materials and evaluate, organize, and communicate the ways in which the information is applicable to their plans and personal development. Additionally, students will consider their positionality as they determine how their cultural realities influence their individual experiences and interrogate how diversity can enhance individual and collective culture and thought. The course will culminate in a research or service learning project, which will include completion of introductory research or service projects with an agency or employer in the student's discipline or field of interest. Project components can include empirical service activities and reflections, as well as conceptual observations, interviews, research, and evaluation of one's environmental, cultural, or community responsibility as a global, national, and local citizen who seeks to enter the workforce. As students complete this project and course, they will investigate the contemporary problems inherent in their chosen Pathway and will apply analytical, creative, and practical strategies as they address their social and/or environmental responsibilities in the communities they study.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social	This course will include development of strategies for personal growth, including emotional intelligence, growth mindedness, and time management. Through regular self-reflection, students gain insights into their experienced and prospective barriers and ways to navigate or avoid them. Students are asked to situate themselves in their community and the broader world in order

world in which we live"?	to better understand and appreciate the complexities of society and social structures, strengthening their understanding of the human experience, both individually and collectively. This course addresses concepts such as belonging and inclusion and promotes appreciation and understanding of how diversity can enrich the collective human experience as students prepare to enter the world as global citizens.

Section #4 Department Review		
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Submitter	Email	Date
Tori Stanek / Tina Ontiveros	tstanek@cgcc.edu / tontiveros@cgcc.edu	2.29.24
Department Chair (enter name of department chair): Tori Stanek		
Department Dean/Director (enter name of department dean/director): Tori Stanek		

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.
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