Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
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)	

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

<u>Support Staff</u>	<u>Guests</u>
Sara Wade (Instructional Services)	Karly Aparicio

May 14, 2024 9:00 am – 12:00 pm
Hood River Center, room TBA
Lite breakfast snacks provided (BYOB)

<u>Submissions</u>

1. none

<u>New Business</u>

1. CC Schedule 2024-25[1] (Susan)

<u>Discussion Items</u>

1. Contact Hour Definition update – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22, 2.8.24 (Kristen, Pam, Jarett)

2. Mandatory Corequisites and/or Writing / Math placement – continued from 3/14/24 (All)

3. Mandatory FYE[2] (Tori)

4. Gen Ed Requirements for AAS Degrees[3 & 4] (Susan)

Next Meeting: September 19, 2024 – Curriculum Committee Orientation
Attachments: [1] CC Schedule 1024-25; [2] FYE 100 CCOG; [3] AAS & AASO descriptions from state guidelines; [4] AR 040.033.000 Related Instruction

Proposed CC Dates for 2024-25

September 19 (Thursday), 10 am – 12:00 pm – Orientation, TDC (2 hours)

Regular CC meetings (Thursdays: 3:30-5:00pm)

October 10 and 24

November 14

December 5 and 19

January 23

February 6 and 20

March 6

April (TBD date and time) – Retreat (3 hours)

COLUMBIA GORGE
COMMUNITY COLLEGE

View (/courses/fye-100)

Edit (/node/703/edit)

Delete (/node/703/delete)

Revisions (/node/703/revisions)

College Planning and Survival Skills

Course Number: FYE 100

Transcript Title: College Planning and Survival Skills

Created: Aug 10, 2022

Updated: Apr 26, 2024

Total Credits: 4

Lecture Hours: 30

Lecture / Lab Hours: 20

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

Grading Options A-F, P/NP, Audit

Default Grading Options A-F

Repeats available for credit: 0

Prerequisites

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

Course Description

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

Course Outcomes

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

1. Evaluate CGCC Pathways and degree options to determine their potential for employment or further study.

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

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

4. Communicate verbally and in writing in academic and professional settings.

5. Operate CGCC technology.

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

7. Explore social and environmental responsibility as part of one's chosen Pathway.

Alignment with Institutional Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical thinking and Problem-Solving)
Not Addressed	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)
Major	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Cultural Awareness)
Minor	5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

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

Major Designation

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.

2. Students can demonstrate and are assessed on a thorough understanding of the outcome.

   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.

2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.

   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Suggested Outcome Assessment Strategies

The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-

assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.

Course Activities and Design

Required activity:

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

- Service learning project

  - Participate in a local service learning project (examples)

    - Participate in the organization and planning of a local blood drive

    - Work with local Department of Fish & Wildlife office to conduct a habitat renewal effort

    - Work with local business organizations to promote urban growth and renewal

    - Help to organize a local cultural event

  - Write a reflective essay on what you learned/discovered through your participation in this activity.

- Research project

  - Research a topic related to chosen Pathway (examples)

    - Identify a local problem that you could research and try to find a solution for.

- Interview local experts on the subject to find out how they are promoting or managing the issue in our area.

- Look for similar activities in other towns and how their strategies might be used to improve our local situation.

- Write a descriptive report on your findings and proposal.

Course Activities and Design

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

Course Content

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

- CGCC Pathways

  - Art, Culture & Communication

  - Business

  - Education & Social Sciences

- Health

- Math & Science

- Technology & Trades

- Choosing a Pathway and/or Career Direction

  - Accessing Career Services

    - On campus

    - Employment Office

    - Websites

  - Career Aptitude and Interest Assessments

  - Elective opportunities for exploration

  - Comparing career incomes

- Degree Maps and Courses

  - Finding Pathways and program information on CGCC website

  - Reading a degree map

  - Reading course descriptions

    - Understanding requisites (pre, co, pre/co)

- Further Education or Direct to Career

  - Transferring to university for further education (transfer degrees)

    - Choosing a university

- Challenges: expense, leaving home/relocating, leaving behind friends, culture changes, changes in academic difficulty, balancing responsibility, adjusting to a new environment, stress, homesickness

- Benefits: college experience, making new friends, seeing new places, building a lifelong career, more classes/academic opportunities, build new communities

- Completing education at CGCC (Terminal AAS degrees)

  - Challenges: fewer career options, shorter college experience, adjusting to prepare for work/finding employment

  - Benefits: financial savings, living at home, entering workforce more quickly, easier to balance current obligations

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

- Goal Setting

  - Short term goals

  - Long term goals

- Components of an education/career plan

  - Personal time availability

    - other commitments (work, family, self-care)

  - Personal emotional availability (capacity for coursework)

  - CGCC course offerings based on schedule

- Components of a financial plan

  - Monthly budget based on expenses and income

- Availability of Financial Aid

- Projected future wages and expenses (based on career choice or transfer institution)

- Return on investment (long-term and short-term)

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

- Barriers/Challenges

  - Work

  - Family

  - Health

  - Living/housing

  - Discrimination and biases based on social identity(ies)

  - Language barriers

  - Academic hardships

- Campus resources (may consider using passport activity in which students visit/contact each campus resource)

  - Tutoring Center

  - Library

  - Resource Navigator

  - Advising

- Registration

- Student Life

- Financial Aid

- Business Office

- Campus Store (Slingshot)

- Food Pantry

- SNAP

- Child Care Partners

- Student Support Services/Accommodations

- Workforce Readiness

- Residence Hall

- Gorge Literacy

- Community resources (https://www.cgcc.edu/resources)

  - Employment Office

  - The Next Door Inc.

  - Employment Related Day Care (ERDC)

  - Oregon Career Information System

- Strategies for overcoming barriers

  - Growth mindset

- Test taking

- Study skills

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

- Verbal communication

  - Getting Interviewed

  - Confidentiality, privacy

  - Professional vs. casual conversation

  - Participation (in classroom and work settings)

- Written communication

  - Texts

  - Emails

  - Memos / course announcements

  - Use of social media

  - Confidentiality, privacy

  - Professional vs. casual conversation

  - Reflective essay

Outcome #5: Operate CGCC technology.

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

- Financial aid/college payments

- Adopt or opt out of textbook procurement (Slingshot)

- Website

- G-suite

- Email

- Moodle Shells

- Flash Alert

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

- Cultural awareness

  - Valuing diversity

  - Self-awareness

  - Consciousness of the dynamics inherent when cultures interact.

- Strategies for cross-cultural communication;

  - Etiquette

  - Active listening

  - Building a sense of belonging and inclusion

  - CGCC guiding principles and statements

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

- Defining social and/or environmental responsibility

- Service Learning Project (SLP)

  - Identifying and choosing a SLP

    - Reaching out to local groups, agencies, and/or individuals

    - Preparing a project proposal

    - Comparing potential commitment and personal availability

  - Project responsibility

    - Responsibility to a commitment / promise

    - Paid employee responsibilities vs. volunteer responsibilities

    - Timeliness of work

- Research Project (RP)

  - Choosing a topic / broad topic research

  - Narrowing topic to scope/ specific topic research

    - Using library resources: research librarian, internet, books, articles, videos

    - Interviewing experts from the community: contacting,

    - preparing for interview, conducting interview

  - Making an outline

- Write up for SLP or RP

  - Tying project/research to learning outcome

  - Components of a reflective essay

  - Components of an introductory level research report/essay

Suggested Texts and Materials

- FYE Resource Portfolio (https://sites.google.com/cgcc.edu/fye-100-resources?usp=sharing)

- CGCC Student Handbook (https://www.cgcc.edu/sites/default/files/student-services/Student-Handbook.pdf)PDF

- How to cultivate a sense of belonging on your campus (https://www.campuswell.com/cultivate-belonging-on-campus/)

- Service Learning Manual (https://oercommons.org/courseware/lesson/98096/student/)

- Blueprint for Success in College: Career Decision Making (https://press.rebus.community/blueprint3/)

- Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies (https://press.rebus.community/blueprint1/)

![Columbia Gorge Community College logo] **COLUMBIA GORGE COMMUNITY COLLEGE**

The Dalles Campus

400 East Scenic Drive

The Dalles, OR 97058

Click address for directions/map. (https://maps.google.com/?q=400%20East%20Scenic%20Drive%0D%0AThe%20Dalles%2C%20O

(541) 506-6000 (tel:5415066000)

Hood River Center

1730 College Way

Hood River, OR 97031-7502

Click address for directions/map. (https://maps.google.com/?q=1730%20College%20Way%0D%0AHood%20River%2C%20OR%2097031-7502%0D%0AClick%20address%20for%20directions%2Fmap.)

(541) 506-6000 (tel:5415066000)

ASSOCIATE OF APPLIED SCIENCE (AAS)

Intent

See OAR 589-006-0050 (4) below.

Oregon Administrative Rules (OAR)

OAR 589-006-0050 (4)

"Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (16)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (19)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

OAR 589-006-0050 (29)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

OAR 589-006-0050 (45)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 (51)](#)
"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)
General Community College Program Approval Requirements

[OAR 589-006-0300](#)
Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

The Associate of Applied Science (AAS) degree is earned through Career and Technical Education (CTE) instructional programs. Career and technical education must integrate technical career skills and proficiencies with academic content; must prepare students to enter the workplace; must allow for access to further educational opportunities; and prepare students for training.

Requirements

1. Must be between 90-108 credits.
2. Must include a recognizable core of general education courses or related instruction.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. All courses must be Collegiate Level Work.
8. Electives may vary according to the degree program and workforce needs.
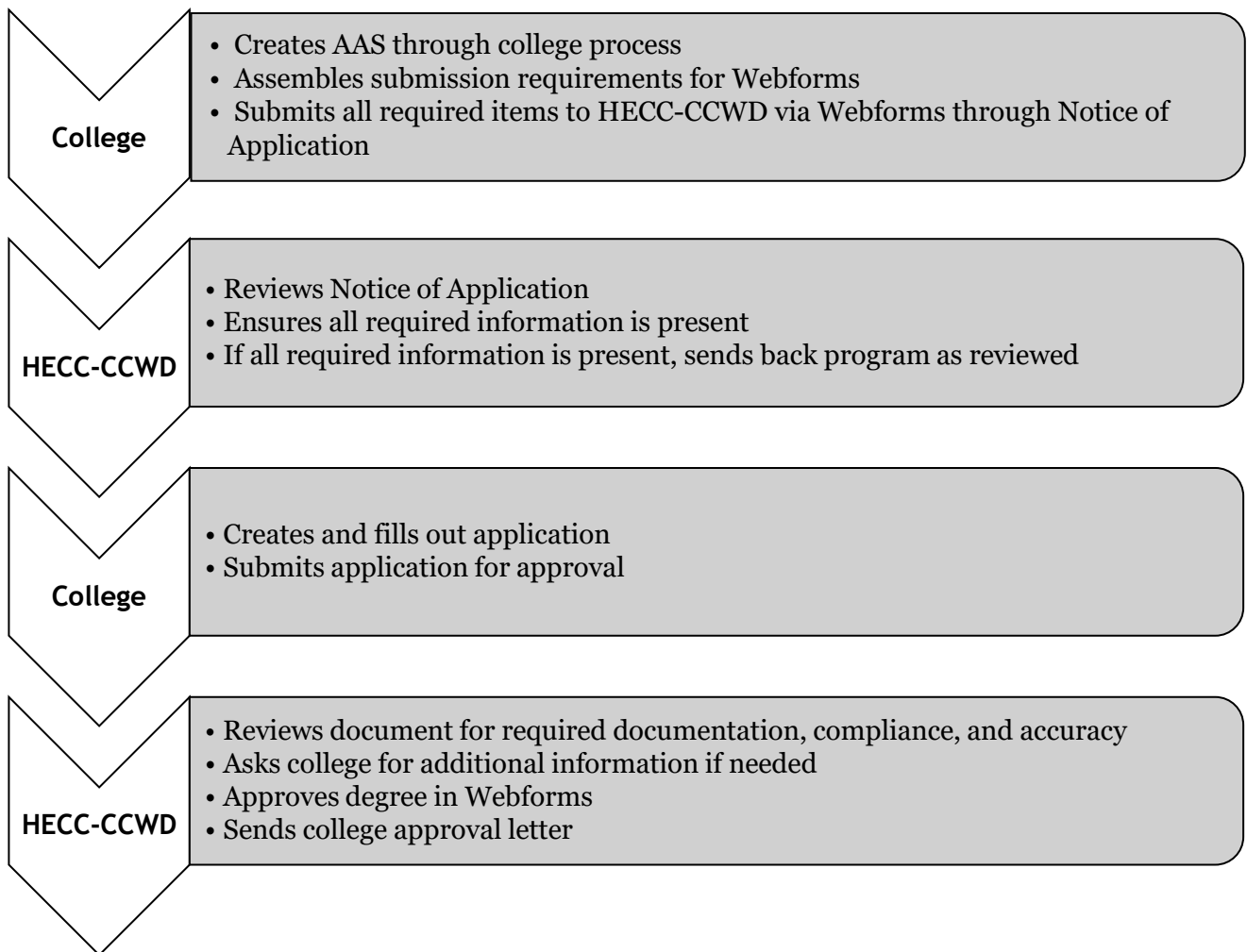
Submission Requirements

Only one award may be submitted per application

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Attached Occupational Profile Report
4. Attached Supplemental Occupational Profile Report (If Occupational Profile Report is not 100%complete)
5. Promising Practices
6. Attach Employer Advisory Board list

Program Application Online Submission

1. All fields filled in the online application

2. HECC Program Approval Standards completed

    a. See "HECC Program Approval Standards" for guiding questions and program elements

3. Promising Practices

    a. Attach meeting minutes that approve the program

    b. Attach any information that will inform CCWD about this program

Visual

College
- Creates AAS through college process
- Assembles submission requirements for Webforms
- Submits all required items to HECC-CCWD via Webforms through Notice of Application

HECC-CCWD
- Reviews Notice of Application
- Ensures all required information is present
- If all required information is present, sends back program as reviewed

College
- Creates and fills out application
- Submits application for approval

HECC-CCWD
- Reviews document for required documentation, compliance, and accuracy
- Asks college for additional information if needed
- Approves degree in Webforms
- Sends college approval letter

ASSOCIATE OF APPLIED SCIENCE OPTION (AASO)

Intent

See OAR 589-006-0050 (5) below.

Oregon Administrative Rules (OAR)

OAR 589-006-0050 (5)

A transcripted specialization within a state approved AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (16)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

OAR 589-006-0050 (19)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

OAR 589-006-0050 (29)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

OAR 589-006-0050 (45)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

General Community College Program Approval Requirements

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

An Option is created from an existing AAS degree, allowing for a specialized focus.

Example:
A community college currently offers an Automotive AAS degree. The local automotive businesses request that a specialized degree be created where the student would focus on Honda specific mechanical needs. The community college may change up to 30% of the Automotive Degree they currently offer to give students the opportunity to "specialize" in Honda vehicles. The name of this new degree is Automotive: Honda AASO.

Requirements

1. Must be between 90-108 credits.
2. Must include a recognizable core of general education courses or related instruction.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. All eligible courses must be Collegiate Level Work.
8. Must be composed of at least 70% of the base AAS.
9. The CIP code may be different than the base AAS degree program if the Option is a reasonable and recognizable specialization of the base AAS degree.
10. The base AAS for the option must be maintained, active and in approved status.
11. The option title may be identified on a student's transcript and degree, but only as an addition to the base AAS degree program title (i.e., Business Management: Finance).
12. Electives may vary according to the degree program and workforce needs.
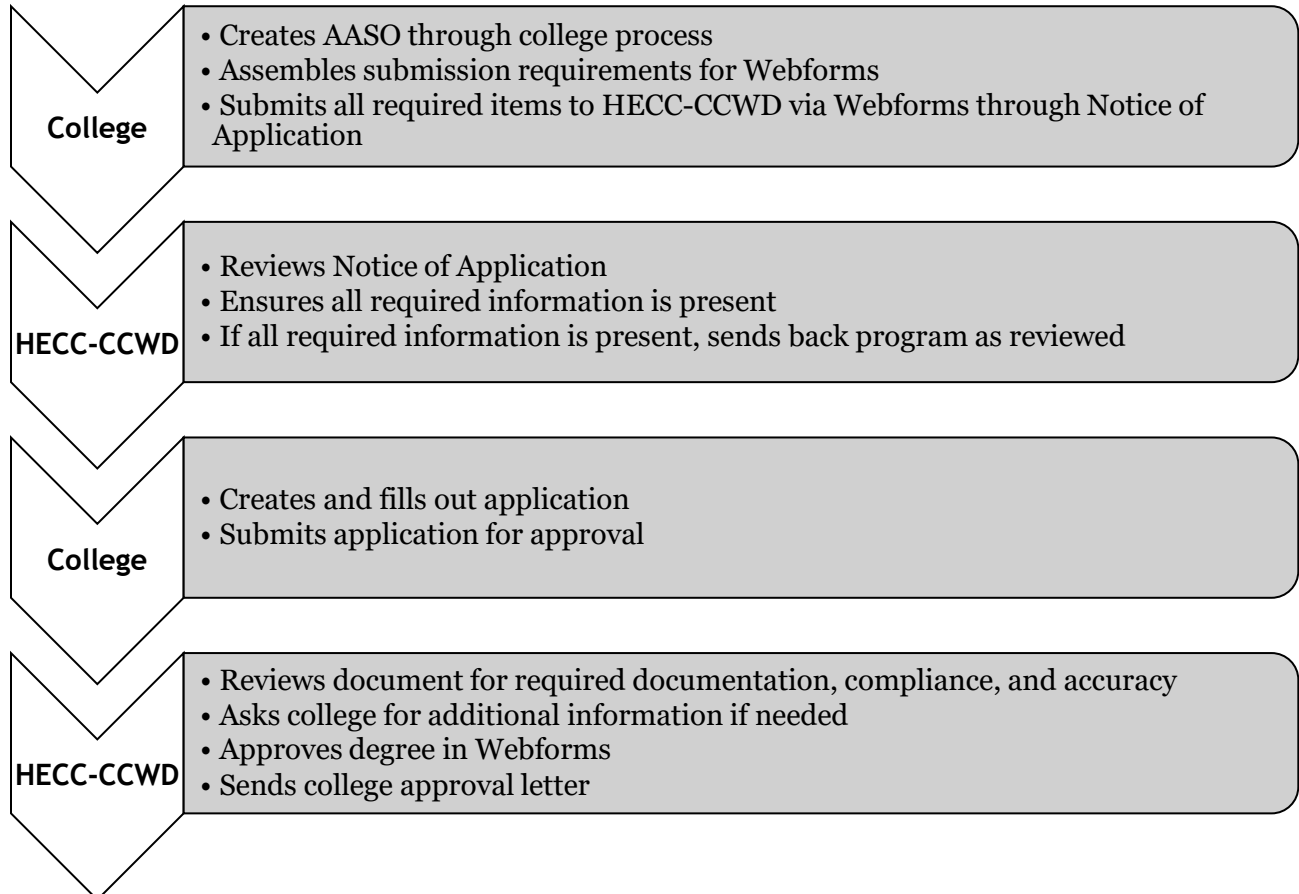
Submission Requirements

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Occupational Profile Report - Attached
4. Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete) - Attached
5. Promising Practices
6. Attach Employer Advisory Board list

Program Application Online Submission

1. All fields filled in the online application
2. HECC Program Approval Standards completed
   a. See "HECC Program Approval Standards" for guiding questions and program elements
3. Promising Practices
   a. Attach meeting minutes that approve the program

Attach any information that will tell CCWD about this program.

Visual

College
- Creates AASO through college process
- Assembles submission requirements for Webforms
- Submits all required items to HECC-CCWD via Webforms through Notice of Application

HECC-CCWD
- Reviews Notice of Application
- Ensures all required information is present
- If all required information is present, sends back program as reviewed

College
- Creates and fills out application
- Submits application for approval

HECC-CCWD
- Reviews document for required documentation, compliance, and accuracy
- Asks college for additional information if needed
- Approves degree in Webforms
- Sends college approval letter

ADMINISTRATIVE RULE

Rule Number/Name:	040.033.000 – Related Instruction
Responsible Department:	Instructional Services
Authority:	Director of Curriculum, Assessment, Strategic Planning & Accreditation

Overview

Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Instruction in the related instructional areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study. (CCWD Handbook – Oregon Administrative Rule 589-006-0050)

Applicability

Faculty; Curriculum Committee; Instructional Deans; Director of Curriculum, Assessment, Strategic Planning and Accreditation; Vice President of Instructional Services; Academic Assessment Coordinator.

Administrative Rule Statement

Related Instruction in Associate of Applied Science (AAS) degrees.

Related Instruction for AAS degrees is fulfilled through the requirement of a minimum of 16 credits of general education coursework with at least one course (3 credits or more) in each of the three areas of the General Education/Discipline Studies list (Arts and Letters; Social Science; and Science, Mathematics, and Computer Science). To earn a General Education designation, courses must address at least three of the college's five Institutional Core Learning Outcomes (CLOs). CLOs cover the three Related Instruction areas of communication, computation, and human relations.

Related Instruction in certificates of 45 credits or more

Certificates of 45 credits or more are required to include coursework that addresses the three area of Related Instruction. Distribution of Related Instruction is recorded on the Related Instruction Template (see Curriculum Office Forms webpage for blank template).

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 48 hours (20% of the minimum total) of student learning is required in each area; 96 hours are at the department's discretion.

For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 96 hours (20% of the minimum total) of student learning are required in each area; 192 hours are at the department's discretion.

Related Instruction Course Options:

The related instruction requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below), or a combination of the two. However, departments are strongly encouraged to use stand-alone courses whenever possible.

Stand-alone course(s) option: Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three areas. (Courses that address more than one area are considered to have embedded related instruction, as described below). Stand-alone courses used for related instruction must be identified and the hours included on the Related Instruction Template (see Curriculum Office Forms page for blank template).

Embedded instruction option: Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's CCOG. More than one of the three areas can be embedded in a single course. Departments may identify embedded instruction hours that apply to their CTE courses only. The related instruction embedded in courses is recommended by the department, seeking approval from the Curriculum Committee and the vice president of Instructional Services.

Credit and Contact Hour Requirements for Related Instruction:

In order to facilitate identification and recording, related instruction is counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice). Student learning includes both

Columbia Gorge Community College is an equal opportunity educator and employer.

direct instruction and class work such as study or practice. For every hour of lecture, it is expected that students will spend 2 hours in study outside of class time; so a 1-credit lecture class meets for 10 hours (minimum) and includes 20 hours additional learning time outside of class. Over the course of a 10-week term that would be equivalent to 30 hours. The distribution of class vs. out-of-class time is different for the lab and lecture-lab configurations. The conventions used at CGCC are as follows:

> 1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for at least 10 weeks = 30hours
> 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
> 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

The Related Instruction Template identifies the courses and hours of instruction in the three areas used to meet the requirements described above. This is recommended by the department, seeking approval from the Curriculum Committee and the vice president of Instructional Services.

Assessment of Related Instruction

Assessment of Related Instruction outcomes achievement for AAS degrees is completed via [Institutional Core Learning Outcomes Assessment](#). Assessment of Related Instruction outcomes achievement for certificates is completed via [Degree, Certificate and Program Outcomes Assessment](#). Certificates of 45 credits or more are required to include program outcomes that address the three areas of Related Instruction.

Instructor Qualifications for Embedded Related Instruction

The department for the CTE program develops specific requirements that pertain to the related instruction embedded in their courses, and recommends these for administrative approval. These requirements are published as part of the Instructor Qualifications. The Instructor Approval Form will note that an instructor is qualified to deliver embedded related instruction either for all courses or for specific courses. Supporting documentation of the relevant qualifications will be attached to the approval form.

Definitions

1. *CCWD – Community Colleges and Workforce Development*: State agency which monitors and approves instructional programming at community colleges.
2. *Curriculum*: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.

3. *Program:* A coherent body of classes preparing students for college level work, a credential, certificate, or degree.

Interpretation of Administrative Rule

Director of Curriculum, Assessment, Strategic Planning & Accreditation

Cross Reference to Related Administrative Rules

1. 040.027.000 – Credit Guidelines
2. 040.009.000 – Curriculum Development and Approval
3. 040.003.000 – Instructional Program Review
4. 040.038.000 – Core Learning Outcomes Assessment
5. 040.039.000 – Degree, Certificate and Program Outcomes Assessment

Further Information

Director of Curriculum, Assessment, Strategic Planning and Accreditation
slewis@cgcc.edu
541-506-6047

Strategic Direction

Core Theme B: Education

Appendix

1. CGCC Operating Procedure 040.033.001 – Related Instruction
2. Oregon Administrative Rule 589-006 – Community College Course Approval
3. Community College and Workforce Development Community College Handbook – Related Instruction definition

Columbia Gorge Community College is an equal opportunity educator and employer.