

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Andrea LoMonaco (Business)

Vice Chair –

Kristen Booth (Pre-Coll/ESOL)

Mimi Pentz (Nurs/Hlth Occ)

Robert Wells-Clark (Tec/Trad)

Andrea Chrisman (Science)

Stephen Shwiff (Soc Sci & Ed)

Vacant (Art/Comm)

Pam Koop (Math)

Tori Stanek (Inst Dean/Dir)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Jared Dill (Student Services)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

September 19, 2024 10:00 am – 12:00 pm (CC Orientation)

The Dalles Campus, room 1.162 (Board Room next to café)

Welcome back to committee and introduction of incoming chair (Andrea)

Old Business

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen) **(Added to Discussion Items)**

New Business (10:10 – 10:50 am)

1. Election of Vice-Chair for 2024-25 (Andrea)
2. Review of Committee Procedural Rules ¹ (All)
3. Anticipated Submissions for 2024-25 (Susan)
4. Review of Submission Requirements ² (All)

Discussion Items (10:50 – 11:55 am)

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (All)
 - Revise approach to a single understanding of Contact Hours?
 - Build a Moodle Shell for instructors, providing online teaching strategies, opportunities for sharing and discussing ideas?
2. Mandatory FYE – continued from 5.14.24 (Tori, Susan, All)
 - Start with transfer degrees (AAOT, AS, ASOT-BUS, AGS, MTMs)
3. General Education Requirements for AAS Degrees – continued from 5.14.24 (All)
 - Decrease required Gen Eds from 16 credits to 12 credits
 - Replace Gen Ed requirements with Related Instruction requirements ³

Next Meeting: October 10, 2024

Attachments: ¹ Curriculum Committee Procedural Rules; ² CCOG Development Template with CC Notations;

³ Related Instruction AR; CC 2024-25 Schedule; Curriculum Committee Summary 2023-24

Curriculum Committee Procedural Rules

Overview of Submission Review

The peer-elected chair will open and run the meeting using the following order: Approval of Previous Minutes, Old Business, and New Business.

For discussion and approval of curricular submissions (generally within New Business), the chair will announce the specific form to be decided upon and ask if there are any questions/discussion. Guests representing new courses, certificates or degrees are asked to give a brief description of the item and how it fits within current curriculum. Guests representing requests for certificate/degree suspensions are asked to provide a brief explanation of the reasoning behind the suspension. Otherwise, curricular revisions proceed directly to committee questions/discussion without presentation by submitter.

If committee members are satisfied with the submission as written and an amendment is not required, it will go directly to a simple majority vote for approval.

If an amendment (modification, addition or subtraction) is offered during discussion, the one proposing the change will discuss first, followed by the chair asking for any further discussion on that proposed change. If/when there is no further discussion, the chair will ask if anyone disagrees with the proposed change. If there is no disagreement, the amendment will be considered unanimously approved, and discussion on the overall form will proceed. If/when there is no further discussion, the entire form with any amendments will go to a simple majority vote for approval.

Membership

1. Representation:
 - A. Voting Members:
 - 1) One faculty member from each academic department
Faculty representation must include:
 - a. Adjunct faculty
 - b. Full-time faculty
 - 2) An Instructional Dean/Director
 - B. Non-Voting Members
 - 1) Vice President of Instructional Services
 - 2) Curriculum Office representative
 - 3) Student Services representative
 - C. Adjunct faculty are reimbursed at special projects wages up to 5.5 hours per scheduled CC meeting: 1.5 hours of meeting time and up to 4 hours of preparation or side committee work.
2. Eligibility and Elections
 - A. Committee Members
 - 1) Department Chairs are responsible for recruiting faculty committee members, who are then elected by their department in the spring.
 - 2) Committee members are elected for three-year terms that commence with the first meeting of the fall term.

- 3) A Committee member may be re-elected for additional three-year terms.
- 4) If practical, terms shall be staggered so that no more than one-half of the Committee members are chosen yearly.

B. Officers

- 1) The officers of the Committee are Chair and Vice-Chair.
- 2) Officers are elected from among the voting faculty.
- 3) Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
- 4) The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot
- 5) The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
- 6) In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

Committee Members' Rights and Responsibilities

1. Follow and support the Curriculum Committee Charter
2. Attend scheduled Committee meetings. Notify the CC chair and the Curriculum Office at the earliest possibility in the event that a meeting cannot be attended.
3. To read through submissions and other documents prior to the meeting in order to be prepared to discuss and vote
4. Listen respectfully and with an open mind to other Committee members and guests; Find a balance for when to apply pressure and when to compromise
5. Communicate respectfully and constructively
6. Provide curriculum expertise regarding submissions from the department the member represents
7. Vote on submissions and action items
 - A. Committee members should feel free to ask questions in order to form a decision to approve or not approve
 - B. Committee members may amend submissions in the course of the meeting even if the submitter is not present, as long as the amendment doesn't change the general or specific intent

Meeting Schedule, Logistics, & Processes

1. The Committee shall meet eleven times per year and additionally as needed (September through June). The schedule is front loaded with two meetings in October, November and March and one meeting in December, February and April. Meetings are held on Thursday, 3:30 to 5:00 pm.
 - A. A two-hour orientation meeting is scheduled in the week prior to the start of the fall term. Orientation is to include: planning, member training, and outlining

the scope of work for the year. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.

- B. A three-hour committee retreat will be held between the last meeting in April and the end of spring term. Purpose is to address curricular issues that aren't represented by submissions, resolve unfinished business, review previous year's activities, make recommendations for next year's agenda, and provide input regarding CC experience, commitment level, and responsibility. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.
2. All Committee meetings will be open to the college community
 3. Definition of a quorum: A quorum is defined as 50% plus "1" of seated voting members. Seated voting members do not include members that have been granted a leave of absence for a term. A leave of absence may be granted when an instructor's teaching load changes, resulting in having a teaching assignment at the time of the Curriculum Committee meeting. Leaves of absence have also been granted to faculty who are out of the area for a term. Members who anticipate more than a one term absence should consult with their department chair to determine whether a substitute can be arranged or a new representative should be elected.
 4. Agendas & Minutes
 - A. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings. The agenda with attachments is posted to the Curriculum Committee website.
 - 1) The Curriculum Office will not accept submissions for entry on the agenda if there is disagreement between the department chair and dean regarding whether to "recommend/not recommend" the submission.
 - 2) The Curriculum Office will not accept submissions for entry on the agenda when resolution of intra/inter-departmental impacts is not evident. Submissions will not be placed on the CC agenda until resolution has been made and can be explained and documented.
 - 3) The Curriculum Office will not have the authority to make revisions to areas of the CCOG that require committee approval, no matter how minor: title, transcript title, credits, contact hours, requisites, description, outcomes.
 - B. The Curriculum Office is responsible for taking minutes at each meeting.
 - 1) Approval of minutes will take place at the following meeting when it is held within three weeks
 - 2) Approval of minutes will take place via email when the following meeting is held more than three weeks later. The email procedure is:
 - a. When minutes are first sent out to members, it is a request for any needed revisions or updates. After five business days, the revisions will be documented and the minutes sent out for approval.

- b. Committee members have three business days to respond, recording their approval. Members that do not respond will be recorded as an abstention.
 - 3) Approved minutes are posted to the Curriculum Committee website
- 5. Motions & Voting
 - A. Voting members of the Committee will vote to approve or not approve each curriculum request/submission/action.
 - 1) Time for discussion will be provided
 - 2) Amendments may be proposed and included in the motion
 - 3) A motion supported by a second will be required prior to voting
 - a. Motions and seconds may not be made by the department representative from which the submission has been presented
 - 4) Approval requires a simple majority with a quorum present
 - a. Approved submissions will be routed to the VPIS for approval
 - b. Submissions not approved may be:
 - a) Postponed for further development, resubmission, and review (minor changes that can be accommodated in committee will be done at the time of submission. For example, a minor rewording of an outcome could be completed during the CC meeting rather than sending the submission back for revision and resubmission);
 - b) Withdrawn; or
 - c) Directed to the VPIS for arbitration. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in Special Session to find a consensus. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.

Miscellaneous Procedures / Rules

- 1. Consent Agenda Usage
 - A. The consent agenda approval
 - 1) The consent agenda is voted on as a package without discussion
 - 2) If a member has questions for a specific item on the consent agenda and would like to discuss that item, the item may be pulled off the consent agenda for discussion and separate voting
- 2. Information Items
 - A. Information items do not require Committee approval
 - B. Information items include:
 - 1) Adoption of experimental courses
 - 2) Inactivation of courses
- 3. Special Sessions
 - A. Special sessions will be open to the public as are regular CC meetings

- B. Visitors will be asked to refrain from speaking unless invited to do so by a committee member, the VPIS, or the submission representative
- C. It will be the responsibility of the committee members to keep the discussion on target

CGCC Course Content and Outcome Guide Development Template

With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at <http://www.cgcc.edu/curriculum/forms>. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 75 characters, including spaces): Is the title descriptive? Does it align with similar courses at other colleges and universities?

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content? Do they align with similar courses at other colleges and universities?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/Lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom)

Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Institutional Learning Outcomes (ILO #1 and 2 require a major designation and at least 1 additional ILO must have at least a minor designation)?
- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.
- Responses to ILOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.

- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the ILO or AAOT outcomes and criteria are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on their verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter should then revise the written submission and attend the next meeting when the submission may be rescheduled and respond verbally.

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, prerequisite/concurrent [pre/co], recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in “hidden requirements” in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably “recommended” rather than “required.” The standard prerequisites (Placement into MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See [Suggested Verbs for Outcomes and Descriptions](#).) Avoid using the phrases: “This course will...” and/or “Students will...” Include course requisites in the description. Try to keep descriptions to 100 words or less. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).) Refer to the Writing Course Descriptions guide on the CO website for format. Descriptions include requisites and availability for audit.

STUDENT 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) upon completion of the course. Begin each outcome with an active verb. (See [Suggested Verbs for Outcomes and Descriptions.](#)) The outcome should be written so that it completes the starter, “Upon completion of this course, students will be able to” Three to six outcomes are recommended. Guidelines for writing concise and assessable student learning outcomes can be found at [Writing Learning Outcomes.](#)) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to “Related Instruction” may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc. errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an “amendment” vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (The determination of strategies used in assessing student achievement of learning outcomes is generally left to the discretion of the instructor. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated. Gen Ed courses must include examples of assessments for which the appropriate ILO Outcome Rubrics can be applied.)

Standard statement entered for all courses:

“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.”

Outcomes Assessment Strategies are entered only if there are specific “required” assessments that all instructors are expected to integrate into their course assessment processes. If no required assessment is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single assessment method.

TEXTS & MATERIALS: (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND DESIGN: (The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required [specify in “department required course activities” box on submission form.] For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and, so, the individuality and creativity of each instructor.)

Standard statement entered for all courses:

“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 Activities are entered only if there are specific “required” activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. The standard statement is an information item only, and included in every CCOG to encourage faculty to think beyond a single delivery method.

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support them in the development of the course.) *Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare their course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course? Is it sufficiently robust?*

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied requires Curriculum Committee approval.

Stand-alone course for RI Area (check one): communication computation human relations

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) *(When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)*



ADMINISTRATIVE RULE

Approval Date: 08/23/19
Effective Date: 08/23/19
Last Revised: 03/01/23

Rule Number/Name:	040.033.000 – Related Instruction
Responsible Department:	Instructional Services
Authority:	Director of Curriculum & Academic Assessment

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 Website](#) – Oregon Administrative Rule [589-006-0050](#))

Applicability

Faculty; Curriculum Committee; Instructional Deans; Director of Curriculum & Academic Assessment; 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 Learning Outcomes (ILOs). ILOs 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).



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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 Related Instruction 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 may 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



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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 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.



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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 & Academic Assessment

Cross Reference to Related Administrative Rules

1. 040.005.000 – Instructor Minimum Qualifications
2. 040.009.000 – Curriculum Development and Approval
3. 040.027.000 – Credit Guidelines
4. 040.038.000 – Institutional Learning Outcomes Assessment
5. 040.039.000 – Degree, Certificate and Program Outcomes Assessment

Further Information

Director of Curriculum & Academic Assessment

slewis@cgcc.edu

541-506-6047

Strategic Direction

Strategic Priority: Student Success

Appendix

1. CGCC Operating Procedure 040.033.001 – Related Instruction
2. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)
3. [CCWD Community College Website](#)
 - [Related Instruction definition](#)
 - [Instructor Qualifications](#)

Final 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 7 and 14

December 5

January 23

February 6 and 20

March 6

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

Curriculum Committee Summary 2023-24

Leadership

Chair: Mimi Pentz (Nursing & Health Occupations)

Vice Chair: Andrea LoMonaco (Business)

Members

Kristen Booth (Pre-College / ESOL)

Jenn Kamrar (Arts, Culture & Communications)

Emilie Miller (Science)

Pam Morse (Math)

Rebecca Schwartz (Instructional Dean/Director, 9/23-12/23)

Stephen Shwiff (Social Sciences)

Tori Stanek (Instruction Dean/Director, 1/24-5/24)

Robert Wells Clark (Technology & Trades)

Jarett Gilbert (non-voting – VPIS)

Susan Lewis (non-voting – Curriculum)

Mary Martin (non-voting – Student Services)

Support Staff

Sara Wade

Degrees and Certificates reviewed

3 New degrees (MTMs)

3 New certificates

0 Degree suspensions

1 Certificate suspension

8 Degree revisions

9 Certificate revisions

1 Pre-College Program revision

1 Modified degree/certificate revision

Courses reviewed

6 New CTE courses

1 New LDC courses

31 Course revisions

1 Gen Ed Requests

0 Cultural Literacy Requests

9 Course Inactivations

5 Contact Hour Changes

2 Opt-Out requests

4 Grade Option changes

10 Licensure Articulations

Decisions or Actions approved

Procedural issues and changes for Curriculum Committee and Curriculum Office

1. Curriculum Committee schedule for 2024-2025. (5.14.24)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
2024-25	Orientation 9.19.24	10.10.24 10.24.24	11.7.24 11.14.24	12.5.24	1.23.25	2.6.25 2.20.25	3.6.25	Retreat TBD	0	0	0	0

Curriculum development and submission

1. CC will no longer require that at least one university accepts a course as fulfilling a General Education requirement in order to be approved for a Gen Ed designation at CGCC. The committee will continue its requirement that a minimum of three universities are contacted requesting transferability information and that at least two of them will accept the course in transfer in any capacity. (9.21.23, 10.6.23, 10.19.23, 11.16.23, 5.14.24)

Discussion Items

1. Contact Hour Definitions and application in different modalities. (carried over from previous year, 9.21.23, 10.19.23, 12.7.23, 2.8.24,)
2. Revision of Standard Prerequisites – changing pre/co requisite of WR 121 to prerequisite WR 115 (11.16.23)
3. Mandatory FYE and course development. (1.25.24, 5.14.24)
4. Mandatory Corequisites and/or math and writing placement (3.14.24, 5.14.24)
5. Credit for Prior Learning (CPL) articulation of licensures and certifications for credit (5.9.24)
6. Gen Ed requirements for AAS Degrees (5.14.24)