

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Andrea LoMonaco (Business)

Vice Chair – Pam Koop (Math)

Ashley Beardmore (Science)

Mimi Pentz (Nurs/Hlth Occ)

Robert Wells-Clark (Tec/Trad)

Kristen Booth (Pre-Coll/ESOL)

Stephen Shwiff (Soc Sci & Ed)

Leigh Hancock (Art/Comm)

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

Janie Griffin

December 5, 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/86457853619>; Meeting ID: 864 5785 3619; phone in: 1-253-215-8782

Old Business:

1. General Education requirements for AAS degrees – **ACTION ITEM**: meet with IC and LC to gain feedback from additional constituents (postponed until after meetings with LC and IC)

Approval of October 24, 2024 minutes¹ (Andrea)

Submissions²

1. Janie Griffin (3:40 – 3:50pm)
 - NRS 222 Nursing in Acute Care II and End of Life Care (Contact Hour/Credit Change)
2. Tori Stanek (3:50 – 4:30pm)
 - IC Proposal for Mandatory FYE in AAOT, AS, and AGS
3. Pam Koop (4:30 – 4:35pm)
 - MTH 95L Corequisite for Intermediate Algebra (Course Revision: #)

Discussion Items

1. 3-4 Credit Conversion policy³
2. Substitution of Courses policy³
3. Credit for Prior Learning – maximum credits allowed per award⁴
4. Split Science Courses – Lecture/Lab – and Gen Ed Designations⁵

Next Meeting: January 23, 2025

Attachments: ¹ October 24, 2024 Minutes; ² Submissions: 1 Contact Hour/Credit Change, 1 Revision of General/Transfer Degrees, 1 Course Revision; ³ 3-4 Credit Conversion, Substitution of Courses; ⁴ CPL catalog info; ⁵ CH 223Z & CH 229Z descriptions

Curriculum Committee Minutes

October 24, 2024

Location: TDC Boardroom 1.162 & HRC Conference Room 1.209

Zoom: <https://cgcc.zoom.us/j/86457853619>; Meeting ID: 864 5785 3619

PRESENT:

Voting Committee Members

Chair- Andrea LoMonaco (Business)

Vice Chair- Pam Koop (Math)

Mimi Pentz (Nursing/Health)

Ashley Beardmore (Science)

Leigh Hancock (Art/Cult/Comm)

Tori Stanek (Inst Dean)

Robert Wells-Clark (Tech/Trade)

Non-Voting Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Jared Dill (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Janie Griffin, Sara Mustonen

Absent

Voting Members:

Kristen Booth (Pre-Coll/ESOL)

Stephen Shwiff (Social Science)

Non-Voting Members

Item	Discussion	Action
Call to Order: 3:34pm	Chair Andrea called the meeting to order at 3:34pm .	
Approval of October 10, 2024 Minutes	Motion: approve as written	Motion: Mimi 2nds: Pam 7 in favor – 0 opposed – 1 abstains
Submissions:		
EMS 105 EMT Part 1 (Course Revision: des, req, out, cont, txt/mat)	Question if this course only covered the state of Oregon. Janie clarified that this course covers the national standards set by the National EMS Registry that is required for all EMTs to be qualified nationwide.	Motion: Tori 2nds: Mimi 7 in favor – 0 opposed – 0 abstains

	<p>Motion: approve with amended description, requisites, outcomes, and content.</p> <ul style="list-style-type: none"> • Requisites and description: replace Corequisite CPR Card with Prerequisite: passing criminal background check and drug screen. • Outcome #8: remove “Report and” • Content: update outcome #8 	
Autodesk CAM for 2.5 Axis Milling – Licensure Articulation	<p>Robert answered the question around the testing and if students who took the test would be at the same level as the students who have taken the class. Robert states that most who take the test have been exercising those skills in the industry and that students who have taken the class will take the test and should pass it.</p> <p>Questions and concern around the wordage around if CGCC will accept expired licenses/certifications. Would accepting expired licenses set a bad precedent for other programs to follow suit. Ideas of changing the wordage to say “CGCC will take any certification taken in the past (so many years).” Ultimately concluded that due to equity issues, requiring the license to be current is not necessary in these specific licensures where it is notated on the form.</p> <p>Motion: approve as written.</p>	<p>Motion: Mimi 2nds: Tori 7 in favor – 0 opposed – 0 abstains</p>
Autodesk Certified Professional in CAM for 3 Axis Milling- Licensure Articulation	<p>Motion: approve as written.</p>	<p>Motion: Mimi 2nds: Ashley 7 in favor – 0 opposed – 0 abstains</p>
AWS D1.1 3G GMAW or SMAW Mild Steel- Licensure Articulation	<p>Motion: approve as written.</p>	<p>Motion: Tori 2nds: Mimi 7 in favor – 0 opposed – 0 abstains</p>
AWS D1.1 4G GMAW or SMAW Mild Steel- Licensure Articulation	<p>Motion: approve as written.</p>	<p>Motion: Mimi 2nds: Leigh 7 in favor – 0 opposed – 0 abstains</p>
AWS D1.2 2G GTAW Aluminum – Licensure Articulation	<p>Motion: approve as written.</p>	<p>Motion: Mimi 2nds: Ashley 7 in favor – 0 opposed – 0 abstains</p>

AWS D1.2G SMAW, GMAW Mild Steel Licensure Articulation	Motion: approve as written.	Motion: Andrea 2nds: Tori 7 in favor – 0 opposed – 0 abstains
AWS D1.6 GTAW 2G Stainless Steel – Licensure Articulation	Motion: approve as written.	Motion: Mimi 2nds: Leigh 7 in favor – 0 opposed – 0 abstains
HAAS Basic Mill- Licensure Articulation	Motion: approve as written.	Motion: Tori 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
Mastercam 2D Mill – Licensure Articulation	Motion: approve as written.	Motion: Ashley 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
Mastercam 3D Mill – Licensure Articulation	Motion: approve as written.	Motion: Leigh 2nds: Ashley 7 in favor – 0 opposed – 0 abstains
EET 180 Industrial Computing (Course Revision: #)	Motion: approve as written.	Motion: Mimi 2nds: Ashley 7 in favor – 0 opposed – 0 abstains
MFG 280 Aluminum GTAW/TIG Welding (Course Revision: #)	Motion: approve as written.	Motion: Leigh 2nds: Pam 6 in favor – 0 opposed – 0 abstains
TA 180A Theater Rehearsal and Performance (Course Revision: #)	Motion: approve as written.	Motion: Tori 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
TA 180B Theater Rehearsal and Performance (Course Revision: #)	Motion: approve as written.	Motion: Andrea 2nds: Mimi 7 in favor – 0 opposed – 0 abstains

TA 180C Theater Rehearsal and Performance (Course Revision: #)	Motion: approve as written.	Motion: Mimi 2nds: Ashley 7 in favor – 0 opposed – 0 abstains
TA 180D Theater Rehearsal and Performance (Course Revision: #)	Motion: approve as written.	Motion: Andrea 2nds: Tori 6 in favor – 0 opposed – 0 abstains
Meeting Adjourned: 4:35pm	All in favor to end the meeting. Chair Andrea closed the meeting at 4:35pm.	Next Meeting: November 7, 2024

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Nursing	Submitter name:	Janie Griffin
		Phone:	541-506-6140
		Email:	jgriffin@cgcc.edu
Course prefix and number	NRS 222	Course title	Nursing in Acute Care II and End of life Care

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	40 hrs/ 4 credits	Lecture	40
Lab	150 hrs/ 5 credits	Lab	120 hrs / 4 credits
Lecture/Lab		Lecture/Lab	30 hrs / 1 credit
Total weekly contact hours	19 hrs	Total weekly contact hours	19 hrs
Total credits	9 credits	Total credits	9 credits

Reason for change: Clinical learning activities have been created to support and reinforce the nursing concepts being present each week. Each case requires different skills, nursing interventions and critical thinking, they are mock cases the students need to work through as a group in the classroom or skills lab. Student present the cases, work through them and demonstrate appropriate nursing interventions.

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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.
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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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain and describe how the impact was resolved	
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	10/04/2024
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director): Janie Griffin		

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.
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.

October 25, 2024

Proposal to mandate FYE 100: College Planning and Survival Skills as part of all CGCC general and transfer degrees, including: AAOT, AS, AGS

Over 90% of four-year institutions and over 80% of two-year institutions have a First Year Experience (FYE) program with the goal to provide students with support needed to be successful in college (Skipper, 2017). These programs span from single day orientation sessions to credit-bearing courses. However, studies find accredited FYE courses offer deeper experiences, increase retention, persistence, and adequately prepare students for the demands of employers (Human eSources, 2018). As a result, FYE courses have been identified as a high-impact practice that improves student engagement, facilitates social and academic integration, builds critical skills, and clarifies academic pathways (Bers, T. & Younger, D., 2014). In an effort to extend these benefits to CGCC, the First Year Experience Work Group proposes making the FYE 100 course a requirement for all transfer degrees.

FYE 100 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.

FYE course topics vary among institutions, but typically include personal insight and reflection, academic and career goal setting, study habits, and time and money management (Human eSources, 2018). CGCC's FYE 100 course meets those requirements and more by equipping students with the abilities outlined in the 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.

FYE program completion has statistically significant positive effects on a student's transition to college (Feldman, 2018; Downs, 2024; Human eSources, 2018), Grade Point Average (Biesiada, 2023), and likelihood of persistence into subsequent terms (Mrkich, Pantazes, & Marano, 2021; Mckenna-Buchanan et al., 2020).

Colleges and universities have success when they adapt their FYE curriculum to better suit the needs of their students and institutions (Biesiada, 2023). At CGCC, this includes coverage of the Institutional Level Outcomes of communication, critical thinking and problem solving, cultural awareness, and community and environmental responsibility. The course aligns with the institutional priority to "advance equitable student learning and educational outcomes" because it provides students with the skills to define and work toward their educational goals. It aligns with the institutional priority to "ensure equitable access to education" by awarding credits to honoring the time and effort it takes to navigate college systems and structures for the first time. The course also "fosters a thriving community" through a mandated Community Learning Project, where students reflect on their environmental and social responsibility within their academic or career field of interest.

Students complete FYE 100 with knowledge of the college's degree options, an academic plan with the skills to adapt it based on their circumstances and interests, and the resources and soft skills to help them succeed in higher level courses. To maximize the effectiveness of this course, degree maps should include FYE as early in students' academic career as possible. This course is a general education elective, meaning the implementation of this proposal would not result in additional credit load for any degree. However, individual students can opt out of this course if they begin their CGCC career with at least 24 credits and a GPA of 2.5. Additionally, if programs can indicate all FYE 100 outcomes are satisfied by current degree plans, they can exempt FYE 100 from that degree map.

We propose making this implementation fall term, 2025. No impact upon the budget is expected.

Dr. Tori Stanek, Associate Dean of Teaching & Learning Foundations, FYE Committee Chair

tina ontiveros, Writing and Literature Instructor, FYE Committee Co-Chair

Dezi Remington, First Year Experience Coordinator

Dr. Kenneth Lawson, CGCC President

References

- Bers, T., & Younger, D. (2014). The first-year experience in community colleges. *New Directions for Institutional Research*, 2013(160), 77-93.
- Biesiada, M. (2023). An Analysis of First-Year Experience Courses Using Propensity Score Matching. *California Association for Institutional Research*.
<https://www.insidehighered.com/news/student-success/academic-life/2023/12/14/research-csu-fullerton-ties-fye-course-persistence>
- Downs, J. (2024). Student Success through First Year Experience Programs: A Transcendental Phenomenological Study. *Doctoral Dissertations and Projects*.
<https://digitalcommons.liberty.edu/doctoral/5171>
- Feldman, R. (2018). *The First Year of College. Research, Theory, and Practice on Improving the Student Experience and Increasing Retention*. Cambridge University Press.
- Human eSources. (2018). *The Need for First Year Experience Programs: How American colleges can meet the 2025 goal for greater postsecondary education attainment* [White paper].
https://assets.humanesources.com/docs/The_Need_for_First_Year_Experience_Programs.pdf
- McKenna-Buchanan, T., Munz, S., Wright, A., & Williams, J. (2020). The Importance of the Basic Communication Course in the First-Year Experience: Implications for Retention. *Basic Communication Course Annual*, 32(10).
<https://ecommons.udayton.edu/bcca/vol32/iss1/10>
- Mrkich, S., Pantazes, T., & Marano, L. (2021). It takes a Mob: Retention and Success through First Year Experience. *Journal of Access, Retention, and Inclusion in Higher Education*, 4(1). <https://digitalcommons.wcupa.edu/jarihe/vol4/iss1/3>
- Skipper, T. L. (2017). *What makes the first-year seminar high impact? An exploration of effective educational practices*. (Research Reports No. 7). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.

Proposal to mandate FYE 100: College Planning and Survival Skills as part of all CGCC general and transfer degrees, including: AAOT, AS, and AGS.

DocuSigned by:

Leigh Hancock

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RECOMMENDED () NOT RECOMMENDED**

LEIGH HANCOCK – ART, CULTURE, & COMMUNICATIONS DEPARTMENT CHAIR

Signed by:

Robert Kovacich

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ROB KOVACICH – SCIENCE DEPARTMENT CHAIR

Signed by:

Pam Koop

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RECOMMENDED () NOT RECOMMENDED**

PAM KOOP – MATH DEPARTMENT CHAIR

DocuSigned by:

Dr. Zip Krummel

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ZIP KRUMMEL – SOCIAL SCIENCES DEPARTMENT CHAIR

Signed by:

Todd Meislahn

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TODD MEISLAHN – BUSINESS DEPARTMENT CHAIR

Signed by:

Jim Pytel

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JIM PYTEL – TECHNOLOGY & TRADES DEPARTMENT CHAIR

DocuSigned by:

Anne Kelly

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RECOMMENDED () NOT RECOMMENDED**

ANNE KELLY – DIRECTOR OF PRE-COLLEGE

DocuSigned by:

Janie Griffin

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JANIE GRIFFIN – DIRECTOR OF NURSING AND HEALTH OCCUPATIONS

Signed by:
Susan Lewis (x) RECOMMENDED () NOT RECOMMENDED**
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SUSAN LEWIS – DEAN OF TEACHING & LEARNING FOUNDATIONS

Signed by:
Tori Stanek (x) RECOMMENDED () NOT RECOMMENDED**
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TORI STANEK – ASSOCIATE DEAN OF TEACHING & LEARNING FOUNDATIONS

(Curriculum Office will obtain the signatures listed below this line)

_____ () RECOMMENDED () NOT RECOMMENDED**

ANDREA LOMONACO – CURRICULUM COMMITTEE CHAIR (signature indicates full CC approval)

DATE

_____ () RECOMMENDED () NOT RECOMMENDED**

JARETT GILBERT – VICE PRESIDENT, INSTRUCTIONAL SERVICES

DATE

**Indicate Reason(s):

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					
<input checked="" type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction			
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Content			
<input type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Text / Materials			

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name	Pam Morse
		Phone	541-308-8218
		Email	
Reason for Revision	OPC unanimously voted to approve the use of “q” as the universal course designator for Oregon community college corequisite courses.		
Current prefix and number	MTH 95L	Proposed prefix and number	MTH 95Q
Current Course Title	Corequisite for Intermediate Algebra	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
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 95 Intermediate Algebra. Provides appropriate support in arithmetic, algebra, technology, and study skills in an interactive setting. Co-requisite: MTH 95.	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: <ol style="list-style-type: none"> Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 95. Utilize study habits and learning strategies that promote success in MTH 95. Communicate results mathematically and in writing using mathematical vocabulary effectively. Develop strategies to solve application problems. 		Upon successful completion of this course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) N/A		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) N/A		
Department Required Course Activities (optional)	(update as needed) N/A		
Department Notes (optional)	(update as needed) N/A		

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	11/08/24
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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.

3-4 Credit Conversion & Credit Substitution

Three-to-Four Credit Conversion (CGCC 2024-25 catalog pg. 11)

Some lower division collegiate courses (LDC) have changed to four credits. For degrees and certificates requiring specific LDC courses, the three credit version of the same course is generally accepted. Comprehensive degree and certificate minimum requirements must be met.

Credit Substitution (CGCC 2024-25 catalog, pg. 128)

Students have the right to petition for the substitution of course work to meet degree and/or certificate requirements. No student may graduate with fewer than the required number of credits in a degree or certificate. Credit can be given for a substitution of additional coursework, but the number of credits cannot be waived.

Requests for substitutions of course work in the ASOT, AAOT, AS and AGS degrees require approvals by the Registrar in accordance with generally accepted practices.

Requests for substitution of coursework in AAS degrees and certificates require approval by the department chair from which the student is earning the degree and/or certificate, consistent with degree outcomes.

All substitutions must meet state guidelines for each degree or certificate as established by the State of Oregon's Higher Education Coordinating Commission degree and certificate rules. The Registrar's office provides institutional approval for substitution decisions based on accreditation standards, government regulations and degree outcomes. Substitution forms are available online or at Student Services.

Credit for Prior Learning Catalog Information

(CGCC 2024-25 Catalog, pgs. 128-130)

Other Academic Credits

Independent Study

Independent Study courses are those completed in a self-paced format with limited instructional support. A limited number of courses may be taken as independent study classes when a lecture class is not an option and must be approved in advance by the Vice President of Instructional Services.

Course Challenge for Credit

Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.

- Students must be currently registered in credit courses or have previously completed credit courses at Columbia Gorge Community College in order to challenge a course.
- Challenge credit may not be used to meet the residency requirement or count towards financial aid award status.
- Students may take the challenge exam for a given course only once.
- Students may not challenge a course in which they have previously enrolled and received a letter grade (A, B, C, D, F, P, or NP).
- The department may issue a letter grade or “Pass” for successful completion of a challenge.
- No more than 25 percent of required degree or certificate credits can be met through course challenge.

If the challenge is successful and a student would like the credit transcribed, payment of the course tuition rate in effect at the time of testing is required. If the challenge test is for competency to meet a prerequisite, the student only pays for the testing fee. All challenge courses will appear on a transcript as “by examination.”

Non-Traditional Credit

- Students must have an established transcript at CGCC before non-traditional credit can be awarded.
- A maximum of 45 credits of non-traditional credit may be granted.
- Non-traditional credit may not be used to establish CGCC’s residency requirement.
- Only those subject areas taught by CGCC will be considered.

Non-Traditional Credit Evaluation

Only college credit CGCC students may request a non-traditional credit evaluation. The student must submit to the Registrar verification of completion of non-traditional credit by nationally standardized tests such as Advanced Placement Scores (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and other non-accredited training programs. Each evaluation requires that all documentation and the Non-Traditional Credit form must be submitted. Information on how the test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

Credit for Prior Learning

cgcc.edu/CPL

Credit for Prior Learning is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.

By participating in this program, students can save time and money by accelerating their degree completion and reducing the number of courses they need to take. They can also focus on courses that are more relevant to their career goals and interests, and gain a competitive edge in the job market by demonstrating their skills and knowledge.

Advanced Placement Scores (AP)

The AP Program is a series of college-level courses and exams that students can take while still in high school. If a student earns a high enough score on an AP exam, they may be eligible to receive Columbia Gorge Community College Credit.

Students must submit an official AP exam score report along with a Non-Traditional Credit form to Student Services. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

College Level Examination Program (CLEP)

The CLEP is a set of standardized exams that allow students to earn college credit for knowledge they already have, based on their prior education or experience. CGCC accepts CLEP scores for some, but not all, subject areas.

Students must submit an official CLEP score report to the Student Services along with a Non-Traditional Credit form. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

International Baccalaureate (IB)

The IB Program is a comprehensive curriculum for students in grades K-12 that emphasizes critical thinking, creativity, and global awareness. Students who complete the program and pass the exams may be eligible to receive college credit or advanced standing at many colleges and universities. The program offers courses in a variety of subjects, including English, math, science, history, and foreign languages.

Military Service Credit

American Council on Education (ACE) guidelines will be used with discretion when considering military credit for courses (not occupations) documented on the DD- 214 and/or other official training

documents. Typically, credit is considered only when it is equivalent to regular course offerings at CGCC, when it is not duplicated, and when it is applicable to a student's degree requirements.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Veterans Education Benefits

Students using any type of Federal Veterans Administration (VA) Education Benefit are required to have all prior credit history evaluated. It is the student's responsibility to request official transcripts from all previous colleges and submit them to the CGCC Student Records Office. A student's first term of VA benefits may be certified while waiting for transcript evaluation, however no subsequent terms will be certified for VA Benefits until transfer credit evaluation is complete. All credits will be evaluated and transferred according to the policies stated in this catalog.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Course Work at Non-Accredited Institutions

Credit may be granted for course work completed at training sites other than those listed in the "Transfer Credit Practices Directory" published by the American Association of Collegiate Registrars and Admissions Officers.

Students must furnish detailed training records, course outlines and, whenever possible, transcripts. Individual departments will evaluate and assign CGCC equivalencies. Only those subject areas taught by CGCC will be considered. Contact the Registrar for more information.

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institution	percentage	# of credits	type of CPL	comments
PCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: <ul style="list-style-type: none"> ● Challenge Exam ● Portfolio ● Performance Evaluation 	Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. The challenge measurement and process established by the Subject Area Committee (SAC) shall assess whether a student has met the course content and outcome objectives so that credit can be awarded. An instructor who teaches the course shall determine the grade earned by the student.
PCC		not listed	externally assessed: <ul style="list-style-type: none"> ● Crosswalk: <ul style="list-style-type: none"> ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST) 	According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate. Externally assessed CPL is awarded in subject areas that PCC offers and may include specific course numbers or elective credit in that subject area. A SAC member shall recommend the amount of credit awarded. Externally assessed CPL is transcribed in the same manner as transfer credit and is not considered institutional credit.
BMCC	limited to earning 25%* of a degree or certificate	crosswalk articulations listed; CLEP, AP scoring tables provided	options: <ul style="list-style-type: none"> ● Challenge Exam ● CLEP; AP ● Industry Credentials ● US Military ● Apprenticeship ● Portfolio 	Note: *may expand for Industry Certifications/Crosswalk work experience; Fire Science CPL eligibility = 28% of AAS; or 27/96 total credits for degree completion. Based on the information in the portfolio, college credit may be granted. BMCC's Business Administration Department offers a PLA option to earn credit for specific courses toward degree completion.

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KCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: <ul style="list-style-type: none"> ● Challenge Exam ● Portfolio ● Performance Evaluation 	<p>Institutionally assessed CPL is awarded for active KCC courses. Not all courses can be challenged. Students who believe that they satisfy the content and outcome objectives of a current KCC course must obtain the approval of the appropriate faculty program or discipline lead to challenge the course. CPL requirements on form.</p> <p>Students cannot challenge courses in which they are currently enrolled or that already appear on their transcripts. A course may only be challenged once. The Faculty program or discipline lead will establish the challenge measurement and assess whether a student has met the course content and outcome objectives so that credit can be awarded.</p>
KCC		not listed, contact Office of the Registrar	externally assessed: <ul style="list-style-type: none"> ● Crosswalk: <ul style="list-style-type: none"> ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST) 	<p>Externally assessed CPL is awarded in subject areas that KCC offers and may include specific course numbers or elective credit in that subject area. The program or discipline lead shall recommend the amount of credit awarded.</p> <p>Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. Externally assessed CPL is transcribed in the same manner as transfer credit.</p>
MHCC	maximum of 25% credits applied to degree or certificate	GED, AP, CLEP, IB, and DANTES scoring tables provided	<ul style="list-style-type: none"> ● Course Challenge ● Certification cards or licences ● Employer documentation ● Portfolio ● Completion of a non-credit training program ● CLEP; AP; IB ● DANTES (DSST) ● GED scores 	<p>Even with CPL, all requirements for certificate and degree programs must be met. Requests for CPL without evidence or documentation of prior learning will automatically be denied.</p> <p>Must earn 12 credit hours prior to Course Challenge. Maximum number of Course Challenge credits eligible is 22.5; or 25% of credits for a degree.</p> <p>Must have approval from division dean. Payment required prior to taking the test. Graded P/NP only. No drop/withdrawal option once a course challenge test has been taken.</p>

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<p>COCC</p>	<p>Credit for prior certification does not apply to meeting residency requirements for a COCC certificate or degree.</p> <p>(no additional information found on website)</p>	<p>AP, CLEP, and IB scoring tables provided</p>	<ul style="list-style-type: none"> ● Course Challenge ● Credit for Prior Certifications ● CLEP; AP;IB ● US Military 	<p>Students cannot challenge a course: At a lower level than ones in which they have already demonstrated competency, nor at a lower level than ones in which students have already registered. Course/s in which they have already taken. Course/s in which experiencing the course itself is essential. In order to meet residency requirements for a degree.</p> <p>Students in career and technical education programs may receive credit for prior certification if they have completed a course, training, or other program that is taught to state, national or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the program director, along with a credit for prior certification request form. Once approved, students will then forward the documentation to the Transcript and Degree Evaluation department in Admissions and Records.</p>
<p>Clackamas CC</p>	<p>not exceed 25% of credits applied to degree or certificate</p>	<p>AP, CLEP, and IB scoring tables provided</p>	<ul style="list-style-type: none"> ● Course Challenge ● Performance Assessment (including industry certifications) ● CLEP; AP;IB ● US Military 	<p>Departments may exempt courses from CPL. Credit for a course is granted on the recommendation of a faculty member approved to teach that course. The recommending faculty member approves the awarding of credit for a particular course based on either: a. A direct assessment by the faculty member of a student's achievement (this might include consideration of how a student performed on external assessments); OR b. Department/program guidelines.</p> <p>Faculty will propose departmental standards for granting students credit for an acceptable level of performance on externally administered assessment(s). If such guidelines have been adopted and published by the department, credit will be granted based on the guidelines.</p> <p>Only enrolled students can receive CPL. To be considered an "enrolled student" at CCC for this purpose, a student must either: a. Complete a minimum of 3 non-CPL credits at CCC during the</p>

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Clackamas CC (cont.)				<p>quarter in which CPL is requested; OR b. Have received a minimum of 12 non-CPL credits from CCC in previous terms.</p> <p>Departments may use any combination of the following formats to assess and document student competencies in order to decide whether CPL credit should be granted: a. CCC-administered assessments: Portfolio, Challenge Exam (produced by department), Performance Assessment (produced by department), or any combination of these b. Externally administered postsecondary assessments (such as CLEP), ACE transcribed credit, or industry certification c. Externally administered secondary assessments, such as Advanced Placement (AP) Exam or International Baccalaureate (IB) Exam</p>
Clatsop CC	(no additional information found on website)	not listed, contact Office of the Registrar	<ul style="list-style-type: none"> ● CLEP; AP;IB ● US Military 	Limited CPL information combined with transfer credit information.
TBCC	maximum of 25% credits applied to degree or certificate	not listed	<ul style="list-style-type: none"> ● CLEP ● US Military 	Limited CPL information found in catalog pages.

Course Number and Prefix: CH/CHE/CHEM 223Z

Course Title: General Chemistry III

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Builds upon the principles presented in CH/CHE/CHEM 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CH/CHE/CHEM 223Z is a lecture course; CH/CHE/CHEM 229Z is the laboratory component.

Course Learning Outcomes:

Students will be able to

1. Apply concepts of thermodynamics to explain the favorability of chemical reactions.
2. Apply the principles of spontaneity, entropy, free energy, and the laws of thermodynamics to predict and rationalize the behavior of chemical reactions.
3. Interpret the behavior and relative strengths of acids and bases, buffers, and the hydrolysis of salts.
4. Analyze and evaluate equilibrium reactions including solubility, acids and bases, and other equilibria.
5. Predict responses of various chemical systems to changing conditions using equilibrium calculations and Le Chatelier's Principle.
6. Use redox reactions and electrochemical principles to determine cell potentials and to analyze the relationship between voltage, free energy, and equilibrium.
7. Identify or formulate and apply the appropriate equations related to electrochemistry, thermodynamics, equilibrium reactions, acids, bases, and buffers.

Course Number and Prefix: CH/CHE/CHEM 229Z

Course Title: General Chemistry III Laboratory

Course Credits: 5 for lecture and lab. (Institutions will divide these credits between lecture and lab so that the total credits for both courses equals 5 credits.)

Course Description: Experiments correspond to the topics covered in CH/CHE/CHEM 223Z including the principles of chemical equilibria and their application to chemical analysis using volumetric and electrochemical methods. CH/CHE/CHEM 229Z is the laboratory component; CH/CHE/CHEM 223Z is the lecture course.

Course Learning Outcomes:

Students will be able to

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 223Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 223Z qualitatively and quantitatively using scientific methods.