

Columbia Gorge Community College
Academic Policies
Recommended by CGCC Instructional Council for Adoption by the
Board of Directors
June 8, 2004

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A101. Articulation of College Credit for High School Work
(Project Advance – Dual Credit Program)

Columbia Gorge Community College/Portland Community College will allow college credit for work completed in high school. A specific articulation agreement between the high school/district and Columbia Gorge Community College is required prior to the awarding and transcribing of courses by Portland Community College. CGCC's Dean of Instruction will initially approve and annually review all articulation agreements. The following procedures shall apply:

Lower Division Collegiate

High school courses for which PCC will give college credit shall contain substantially the same content and be taught at a level commensurate with the PCC/CGCC course. Prior to the Dean of Instruction's approval, the high school course content or curriculum guide shall be reviewed by the appropriate subject area faculty.

High school courses that are articulated with PCC/CGCC lower division collegiate courses shall be taught by faculty who meet PCC/CGCC qualifications unless waived by PCC's Chief Academic Officer.

Vocational Education

Vocational courses/programs that are articulated with CGCC shall substantially meet the course/program requirements of the PCC/CGCC program.

Vocational programs may initiate block or program transfer agreements when course by course articulation is not feasible and program requirements can be identified as having been met by the high school program.

PCC will grant college credit to those students in approved high school courses who:

1. Request transcribing of credit;
2. Pay required fees, if applicable;

3. Complete the agreed upon high school requirements and/or pass the agreed upon CGCC exam. An "A" or "B" grade in the high school course may be required in some agreements.

A102. Associate Degree Requirements -- Associate of Applied Science Degree

Associate of Applied Science Degree

The Associate of Applied Science degree is awarded to students in professional/technical programs who meet the following requirements.

All candidates must complete a program of approved course work in the major field. The program descriptions in this catalog contain these course work requirements.

General Education

All candidates must earn 18 credits of General Education**. These credits must come from courses taken in the following categories:

1. Arts and Humanities
2. Social Sciences
3. Mathematics, Natural and Physical Sciences, and Computer Studies

The 18 credits must include at least one course from each category and no more than nine credits from any one category. No more than two courses may come from program prerequisites or from courses required by specific programs.

Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Students should consult an administrator or faculty member in an Associate of Applied Science degree program for advice on General Education courses appropriate to their goals and interests.

** Taken from the General Education List.

A103. Associate Degree Requirements – Associate of Arts Oregon Transfer

Candidates for an Associate of Arts, Oregon Transfer, must complete the following:

1. Comprehensive Degree Requirements (Refer to Policy A-106)

2. General Requirements

- Writing, 9 quarter hours with grade of "C" or higher
- WR 121, 122 and 123 or 227 or passing a writing course for which WR 121 is listed as a prerequisite
- Mathematics, 4 quarter hours with grade of "C" or higher*
- Math 111A, 111B, or 111C or above**

* courses may apply to science/mathematics, section "b" of the Distribution Requirements.

** two terms of Math 211, 212 or 213 Foundations of Elementary Math are necessary to meet this requirement

- Oral Communication and Rhetoric, 3 quarter hours with grade of "C" or higher
- Speech 111, 112 or 113*

* courses may apply to Arts and Letters, section "b"

- Diversity: Students completing the Oregon Transfer Degree must successfully complete (grade C or higher) one diversity course selected from the Oregon Transfer Degree distribution list in the college catalog. The primary purpose of a diversity course is to examine the contributions and perspectives of people whose lives and works have traditionally been omitted from, or marginally regarded in standard Western Culture studies. The Course Content Guide for a diversity course must clearly demonstrate this purpose as the predominate focus of the course.*

* course may apply to section "a" or "b" (See courses listed on pages 4 through 12)

- Health and Physical Education, 3 quarter hours with grade of "C" or higher
Health & Fitness for Life (HPE 295), 3 credits or Personal Health (HE 250), plus 1 credit of PE

3. Distribution Requirements

- Areas of Distribution (see list--pages 4 through 12)
 - Arts and Letters
 - Social Science

Science/Mathematics

- 6 quarter courses in 2 areas
- 5 quarter courses in the third area
- One sequence or cluster in all three areas (see section "a" sequence course list on pages 4 through 12)
- Courses in section "b" related course list (pages 4 through 12) in disciplines different from courses taken in section "a"
- Candidates may take all courses in section "a" to meet distribution requirements, provided the clusters or sequences are in different disciplines

Candidates for an Associate of Arts, Oregon Transfer, must select distribution courses from the following list. **Courses marked ** will satisfy the Diversity requirement.** A maximum of 24-quarter hours with pass/no pass may be applied to the distribution requirements.

Besides the traditional field definitions given for the humanities, expressed quite succinctly in the many National Endowment for the Humanities publications, there are other more procedural approaches to the problem; some of these derive from traditional expectations for such courses, others focus on the student's relationship to the content of the course and the ways that content is presented.

A useful method for getting at these non-field definitions is to ask certain questions:

Does the course rely on primary text or texts which address, analyze, or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?

Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?

Does the course provide students with access to the thinking and feelings of the discipline's respected and acknowledged contributors?

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?

Note: The word "text" as used here implies the more current, generic definition of contemporary critical theory, which includes all of the artifacts of a discipline--books, dramatic productions, visual and aural images including those in dance and film. Obviously, not all courses can do all of the above things, nor are the above criteria specific only to humanities courses; however, it's safe to say that humanities courses are primarily concerned with the above criteria.

Implementation Date: Fall Term 1998 at PCC

Candidates for the Associate of Arts, Oregon Transfer Degree must select distribution courses from the following lists. Courses marked ** will satisfy the diversity requirement.

Arts and Letters (a) sequence courses and (b) related courses

Art

List A Courses

ART 101, 102, 103 Introduction to Art
ART 204, 205, 206 History of Western Art
ART 207**, 208**, 209** History of Asian Art
ART 211, 212, 213 Modern Art History

List B Courses

ART 115, 116, 117 Basic Design
ART 131 Introduction to Drawing
ART 141 Introduction to Photography (Non-darkroom)
ART 142 Introduction to Photography (Darkroom)
ART 143 Photography II
ART 181 Introduction to Painting
ART 210** Women in Art
ART 231 Drawing
ART 237 Life Drawing
ART 253 Ceramics I
ART 256 Ceramics II
ART 277 Life Painting
ART 281 Painting
ART 284 Watercolor I
ART 287 Watercolor II
ART 293 Sculpture

ART/WLD 295 Sculpture: Welding II

Dance

List B Courses

D 150, 151, 152 Jazz Dance I, II, III
D 169 Musical Theater Dance
D 192A, 192B, 292 Ballet I, II, III
D 251** Introduction to Dance
D 260 Dance Improvisation & Choreography

Humanities

List A Courses

HUM 201 Humanities and Tech: Exploring Origins
and HUM 202 Humanities and Tech: Contemporary Issues
and HUM 203 Humanities and Tech: Future Directions
HUM 204** African History
and HUM 205** African Literature
and HUM 206** African Art

List B Courses

HUM 106 British Life and Culture
HUM 221 Leadership Through the Classics

Modern Languages

List B Courses

ASL 201 American Sign Language IV
ASL 202 American Sign Language V
ASL 203 American Sign Language VI
ASL 250 Accelerated American Sign Language
ASL 251 Accelerated American Sign Language
ENL 250, 252, 254, 255, 256, 257, 258, 260, 262, 264, 265,
266, 267, 268, 272 English as a Non-Native Language
FR 201, 202, 203 Second-Year French
FR 250, 251 Second-Year French
FR 256, 257 Accelerated French
FR 260A, 261A, 262A French: Culture
FR 270A, 271A**, 272A** Readings in French Literature
FR 290A French: Composition
GER 201, 202, 203 Second-Year German
GER 250, 251 Second-Year German
GER 256, 257 Accelerated German
GER 260A, 261A, 262A German: Culture
GER 270A, 271A, 272A Readings in German Literature
JPN 201, 202, 203 Second-Year Japanese
JPN 250, 251 Second-Year Japanese
JPN 260A**, 261A**, 262A** Japanese: Culture

RUS 201, 202, 203 Second-Year Russian
RUS 250, 251 Second-Year Russian
RUS 262R Russian Culture in Russia
RUS 270A, 271A, 272A Readings in Russian Literature
SPA 201, 202, 203 Second-Year Spanish
SPA 250, 251 Second-Year Spanish
SPA 256, 257 Accelerated Spanish
SPA 260A**, 261A**, 262A Spanish: Culture
SPA 260M** Spanish Culture (Mexico)
SPA 270A**, 271A**, 272A Readings in Spanish Literature

Literature

List A Courses

ENG 104, 105, 106 Introduction to Literature
ENG 107, 108, 109 World Literature: Western
ENG 195, 196, 197 Film as Literature
ENG 201, 202, 203 Shakespeare
ENG 204, 205, 206 Survey of English Literature
ENG 207**, 208**, 209** World Literature: Asian
ENG 253, 254, 255 Survey of American Literature
ENG 256**, 257**, 258** African American Literature

Three terms chosen from:

ENG 211** Contemporary African Literature
ENG 213** Latin American Literature
ENG 222** Images of Women in Literature
ENG 240** Introduction to Native American Literature
ENG 250** Introduction to Folklore and Mythology
ENG 256** African American Literature
ENG 260** Introduction to Women Writers
ENG 265** International Political Poetry

List B Courses

ENG 212 Biography
ENG 214 Literature of the Northwest
ENG 261 Literature of Science Fiction
ENG 275 Bible as Literature

Music

List A Courses

MUS 111, 112A, 113 Music Theory
MUS 201A, 202, 203 Introduction to Music and Its Literature
MUS 205**, 206**, 207** Introduction to Jazz History, History
of Rock Music, History of Folk Music
MUS 208**, 209**, 210** African-American Music

List B Courses

MUS 105 Music Appreciation
MUS 106 Opera Appreciation
MUS 110 Fundamentals of Music
MUS 131 Group Vocal
MUS 220 Chorus
MUS 221 Chorus: Chamber Choir

Philosophy

List A Courses

PHL 191 Language & the Layout of Argument
PHL 193 Evaluation of Practical Argument
and one of:
PHL 195 Critical Thinking: Science & the Occult
PHL 197 TV and the Presentation of Reality
PHL 201, 202 Introduction to Philosophy
and one of:
PHL 204 Philosophy of Religion
PHL 209 Business Ethics
PHL 222 Elementary Aesthetics

List B Courses

PHL 205 Biomedical Ethics
PHL 208 Political Philosophy
PHL 221 Symbolic Logic

Speech

List B Courses

SP 100 Introduction to Speech Communication
SP 105 Listening
SP 111, 112, 113 Fundamentals of Speech
SP 130 Business and Professional Speech
SP 140** Introduction to Intercultural Communication
SP 215 Small Group Communications
SP 217 Persuasion
SP 227 Non-verbal Communication
SP 229 Oral Interpretation
SP 237** Gender and Communication

Theater Arts

List B Courses

TA 101 Theater Appreciation
TA 141, 142, 143 Fundamentals of Acting Technique
TA 144 Improvisational Theater
TA 148 Movement for the Stage
TA 155 Readers Theater

TA 180A, 253A** Theater Rehearsal and Performance
TA 190A, 290A Projects in Theater
TA 240 Beginning Pantomime
TA 241, 242, 243 Intermediate Acting Technique
TA 261 Introduction to Costuming

Writing

List B Courses

WR 241, 242, 243 Creative Writing
WR 244, 245, 246 Creative Writing

Women's Studies

List B Courses

WS 101** Introduction to Women's Studies

SOCIAL SCIENCE

Anthropology

List A Courses

ATH 101, 102, 103 General Anthropology
ATH 207, 208, 209 Cultural Anthropology
ATH 214 Human Environments: Ecological Aspects
and ATH 215 Human Environments: Energy Consideration
and ATH 216 Human Environments: Productivity
ATH 230** Native Americans of Oregon
and ATH 231** Native Americans of the Northwest
and ATH 232** Native North Americans

List B Courses

ATH 210** Selected Topics in Ethnography
ATH 211, 212, 213 Introduction to Field Archeology

Economics

List A Courses

EC 201 Principles of Economics: Microeconomics
EC 202 Principles of Economics: Macroeconomics
and one of:
EC 200 Principles of Economics: Introduction to
Institutions and Philosophies
EC 203 Economic Issues

List B Courses

EC 115 Outlines of Economics
EC 216 Introduction to Labor Economics
EC 230 Contemporary World Economic Issues

Geography

List A Courses

GEO 105, 106, 107 Introduction to Human Cultural Geography

List B Courses

GEO 202 Geography of Europe
GEO 206 Geography of Oregon
GEO 208, 209 Physical Geography
GEO 210 The Natural Environment
GEO 214** Geography of Mexico
GEO 221 Field Geography
GEO 265 Introduction to GIS
GEO 290 Environmental Problems

History

List A Courses

HST 101, 102, 103 Western Civilization
HST 104**, 105**, 106** History of Eastern Civilization
HST 201, 202, 203 History of the United States
HST 204**, 205**, 206** History of Women in the US
HST 274**, 275**, 276** Afro-American History

List B Courses

HST 218** Native American History
HST 220 Labor History
HST 225** History of Women, Sex and the Family
HST 240 Oregon's Social History
HST 246, 247 Religion in the United States
HST 270** History of Mexico
HST 277 Oregon Trail
HST 278 Russian History I
HST 279 Russian History II
HST 285 The Holocaust

Political Science

List A Courses

PS 201, 202 American Governments
and PS 203 State and Local Government

List B Courses

PS 204 Comparative Political Systems
PS 205 International Relations
PS 211 Peace and Conflict
PS 220 American Foreign Policy and World Order
PS 225 Political Ideology

Psychology

List A Courses

PSY 201, 202, 203 General Psychology

PSY 201A**, 202A**, 203A** General Psychology: Gender Perspectives

List B Courses

PSY 101 Psychology and Human Relations

PSY 213 Brain, Mind and Behavior

PSY 214 Introduction to Personality

PSY 215 Human Development

PSY 216 Social Psychology

PSY 220 Psychology: Applied

PSY 222** Family and Intimate Relationships

PSY 231, 232 Human Sexuality

PSY 239 Introduction to Abnormal Psychology

PSY 240 Interpersonal Awareness and Growth Techniques

Sociology

List A Courses

SOC 204, 205, 206 General Sociology

List B Courses

SOC 213** Diversity In America

SOC 215 ** Global Studies: Social Issues

SOC 218** Sociology of Gender

SOC 223 Social Gerontology/Sociology of Aging

SOC 228 Introduction to Environmental Sociology

SOC 230 Introduction to Gerontology

SOC 232 Death and Dying

SOC 240 Sociology of Work and Leisure

SCIENCE and MATHEMATICS

Biology

List A Courses

BI 101, 102, 103 Biology

BI 141, 142, 143 Habitats

BI 211, 212, 213 Principles of Biology

BI 231, 232, 233 Human Anatomy & Physiology I, II, III

List B Courses

BI 104 Secret of Life

BI 200 Principles of Ecology: Field Biology

BI 222 Human Genetics

BI 234 Microbiology

BI 235 Microbiology

Chemistry

List A Courses

CH 104, 105, 106 General Chemistry

CH 201, 202, 203 General Chemistry

CH 221, 222, 223 General Chemistry

CH 241, 242, 243 Organic Chemistry

List B Courses

CH 100 Fundamentals for Chemistry

Computer Science

List B Courses

CIS 120, 121 Computer Concepts I, II

CIS 122 Software Design

CS 250 Discrete Structures

CS 251 Logical Structures

CS 161, 162 Computer Science: Pascal I, II

CS 171, 264 Assembler Language I, II

Geology

List A Courses

G 201, G 202 Physical Geology and

G 203 Historical Geology

List B Courses

G 207 Introduction to Geology of the Pacific Northwest

G 208 Volcanoes and their Activity

G 291 Elements of Rocks and Minerals

General Science

List A Courses

ESR 171 Environmental Science: Bio Perspectives

and ESR 172 Environmental Science: Chem Perspectives

and ESR 173 Environmental Science: Geo Perspectives

Three of the following courses:

GS 106 Physical Science: Geology

GS 107 Physical Science: Astronomy

GS 108 Physical Science: Oceanography

GS 109 Physical Science: Meteorology

Mathematics

List B Courses

MTH 111A, 111B, 111C College Algebra

MTH 112 Elementary Functions
MTH 116 Calculus Preparation
MTH 211, 212, 213 Foundations of Elementary Math I, II, III
MTH 231 Elements of Discrete Mathematics I
MTH 241 Calculus for Mgmt, Life & Social Science
MTH 243, 244 Statistics I, II
MTH 251 Calculus I
MTH 252 Calculus II
MTH 253 Calculus III
MTH 254 Vector Calculus I
MTH 256 Differential Equations
MTH 261 Applied Linear Algebra

Physics

List A Courses

PHY 121, 122, 123 Elementary Astronomy
PHY 201, 202, 203 General Physics
PHY 211, 212, 213 General Physics

List B Courses

PHY 101 Fundamentals of Physics

A104. Associate Degree Requirements – Associate of General Studies

The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursuing a specific college major or professional/technical program. College work may include courses selected from a variety of professional/technical and college transfer courses. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution. Students are responsible for checking with the college of their choice if transferability is desired.

Candidates for the Associate of General Studies degree must earn 90 credits that include the following:

Writing

All candidates must complete WR 121.

General Education

All candidates must earn 18 credits of General Education taken from the General Education list. These credits must come from courses taken in the following categories:

1. Arts and Humanities
2. Social Sciences
3. Mathematics, Natural and Physical Sciences and Computer Studies

The 18 credits must include at least one course from each category and no more than nine credits from any one category.

A105. Associate Degree Requirements— Associate of Science

The Associate of Science degree is designed for students planning to transfer credits to a baccalaureate degree program at four-year institutions of the Oregon University System. It allows more freedom in course selection than the Oregon Associate of Arts Transfer Degree, but does not guarantee that students will be accepted as having completed all lower division comprehensive and General Education requirements for a baccalaureate degree.

The Associate of Science degree is awarded to students who meet the following requirements:

1. Complete comprehensive degree requirements (Refer to Policy A-106, Associate Degree Requirements-Comprehensive).

Writing, Health and P.E.

2. All candidates must complete six credits of English composition.
3. All candidates must complete HE 250 and one credit of physical education or HPE 295. A maximum of three credits in physical education will apply.

Distribution Requirements

All candidates must complete a minimum of nine credits in each of the following distribution areas:

Arts and Humanities: Art, Foreign Languages, Humanities, Journalism, Literature, Music, Philosophy, Speech, Theater Arts, Women's Studies, and Writing (excluding WR 115, WR 121, WR 122 and WR 185.)

Social Sciences: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology.

Science and Mathematics: Biology, Chemistry, Computer Science, General Science, Geology, Math, Physical Science and Physics.

In addition to the requirements in writing, personal health, PE and General Education, candidates must earn additional credits to bring their total to at least 90 credits. In selecting these courses, students should see advisors at CGCC and the institution to which they will transfer about the requirements of their baccalaureate major.

A106. Associate Degree Requirements – Comprehensive

Other Requirements

In addition to the requirements in writing, personal health, PE and General Education, candidates must earn additional credits to bring their total to at least 90 credits. In selecting these courses, students should see advisors at CGCC and the institution to which they will transfer about the requirements of their baccalaureate major.

All candidates for a degree must attend Columbia Gorge Community College at least two terms and accumulate at least 30 quarter hours of satisfactory work at CGCC to establish residency. The 30 quarter hours must include the last 9 hours for the major. Non-traditional credit, credit transferred from another institution or challenge credit cannot be used to establish the 30 quarter hour residency requirement and the student petition process may not be used to waive the residency requirement.

The final 18 credits for the degree must include at least 9 credits earned at CGCC/PCC.

Twenty-four of the credits earned at CGCC/PCC must apply to the degree requirements.

All candidates for a degree must have a 2.0 grade point average (C average) or higher for courses applied to the degree.

No more than 12 credits of Cooperative Education courses may be applied to the degree.

No more than nine credits of 199 or 299 Special Topics courses may be applied to the degree.

No more than 24 credits of English as a Non-Native Language (ENL) courses may be applied to the degree.

One-credit workshops may not be applied to this degree.

BASIC COMPETENCIES

Degree candidates must demonstrate competency in basic mathematics and writing skills within five years before receiving their degree.

Competency in writing must be demonstrated by either:

1. Completing WR 121 with a grade of C or higher, or
2. Passing a transferable writing course with a grade of C or better for which WR 121 is listed as a prerequisite.

Competency in mathematics must be demonstrated by either:

1. Completing MTH 65 or MTH 63 with a grade of C or higher, or
2. Passing the CGCC/PCC competency exam for MTH 65, * or
3. Passing a math class with a grade of "C" or higher for which MTH 65 or high level math skills are a prerequisite. Excludes MTH 93.

Students with A.A., A.A.S., A.G.S., A.S., B.A., B.S., degrees or higher from a U.S. accredited institution will have the basic competency in writing (WR 121) waived. Other writing requirements specified by the program remain in effect. For such students, the basic competency in mathematics (MTH 65) can be met by submitting a transcript showing successful completion of a college-level math course (in Oregon, MTH 100 or higher) or by passing the math competency test.* All other mathematics requirements for the program remain in effect.

* Contact campus testing center for more information.

A107. Associate Degree Requirements - General Education Policy

Philosophy Statement

The faculty of Columbia Gorge Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- understanding of their culture and how it relates to other cultures appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures

- understanding of themselves and their natural and technological environments
ability to reason qualitatively and quantitatively ability to conceptually organize
experience and discern its meaning aesthetic and artistic values understanding
of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

Categories and Requirements

Candidates for any of the Associate of Applied Science and Associate of General Studies degree programs must include 18-quarter hours of General Education as part of the minimum quarter hours required for each degree. The General Education credits must come from the following categories:

1. Arts and Humanities (See Appendix I)
2. Social Sciences
3. Mathematics, Natural and Physical Sciences and Computer Studies

The 18 hours must include at least one course from each category and no more than 9 hours from any one category. In order to insure the breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. No more than two courses may come from program prerequisites or from courses required by specific programs.*

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from an advisor or counselor.

See the General Education Course List at the end of this policy for a complete listing of courses which satisfy the General Education requirement.

The complete and official list of courses approved as General Education courses is maintained by the Curriculum/General Education Committee of the Educational Advisory Council. Courses will be added to the list in the following manner:

Criteria for General Education Course Approval

The criteria listed below were established for general education course approval. General Education courses must:

1. Reflect the breadth and scope of the philosophy statement;
2. Be transferable and parallel* to at least two members of the Oregon University System;
3. Allow enrollment for students from any program although General Education courses may have prerequisites;
4. Demonstrate academic rigor and require significant student preparation outside of class;
5. Incorporate substantial student evaluation and require students to demonstrate literacy in the dominant language of the course;
6. Include a wide spectrum of concepts and various theoretical models. They must examine the relationship of the material to other disciplines and reflect historical perspective;
7. Be designed to develop the student's ability to examine, evaluate, and make critical comparisons of concepts relevant to the discipline.

*The term Parallel is defined as meeting any two of the following criteria:

1. Courses have been adopted as part of the Oregon University System/community college common course numbering effort.
2. Duplicate courses are or have been offered by an Oregon University System institution within the previous four-year period.
3. Content is similar in level and depth of investigation to that covered in other disciplines at the lower division level.
4. The course is generally recognized as a lower-division course on a regional or national basis.

GENERAL EDUCATION COURSE LIST

General Education List for Associate of Applied Science, Associate of General Studies and Associate of Science Degrees:

ARTS AND HUMANITIES

ART 101, 102, 103 Introduction to Art

ART 115, 116, 117 Basic Design

ART 131 Introduction to Drawing

ART 141 Introduction to Photography (Non-darkroom)

ART 142 Introduction to Photography (Darkroom)
ART 143 Photography II
ART 181 Introduction to Painting
ART 204, 205, 206 History of Western Art
ART 207, 208, 209 History of Asian Art
ART 210 Women in Art
ART 211, 212, 213 Modern Art History
ART 231 Drawing
ART 237 Life Drawing
ART 253 Ceramics I
ART 256 Ceramics II
ART 277 Life Painting
ART 281 Painting
ART 284 Watercolor I
ART 287 Watercolor II
ART 293 Sculpture
ART/WLD 295 Sculpture: Welding II

ASL 101, 102, 103, 150, 151, 201, 202, 203, 250, 251 American Sign Language

D 251 Introduction to Dance
D 260 Dance Improvisation and Composition

ENG 104, 105, 106 Introduction to Literature
ENG 107, 108, 109 World Literature: Western
ENG 195, 196, 197 Film as Literature
ENG 201, 202, 203 Shakespeare
ENG 204, 205, 206 Survey of English Literature
ENG 207, 208, 209 World Literature: Asian
ENG 211 Contemporary African Literature
ENG 212 Biography
ENG 213 Literature of the Americas
ENG 214 Literature of the Northwest
ENG 222 Images of Women in Literature
ENG 240 Introduction to Native American Literature
ENG 250 Introduction to Folklore and Mythology
ENG 253, 254, 255 Survey of American Literature
ENG 256, 257, 258 African-American Literature
ENG 260 Introduction to Women Writers
ENG 261 Literature of Science Fiction
ENG 265 International Political Poetry
ENG 275 Bible as Literature

ENL 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 250, 252, 254,
255, 256, 257, 258, 260, 262, 264, 265, 266, 267, 268, 272 English as
a Non-Native Language

FR 101, 102, 103, 150, 151 First-Year French
FR 201, 202, 203, 250, 251 Second-Year French
FR 255, 256, 257 Accelerated French
FR 260A, 261A, 262A French: Culture
FR 270A, 271A, 272A Readings in French Literature
FR 290A, 291A, 292A French: Composition

GER 101, 102, 103, 150, 151 First-Year German
GER 201, 202, 203, 250, 251 Second-Year German
GER 255, 256, 257 Accelerated German
GER 260A, 261A, 262A German: Culture
GER 270A, 271A, 272A Readings in German Literature
GER 290A, 291A, 292A German: Composition

HUM 106 British Life and Culture
HUM 201 Humanities & Technology: Exploring Origins
HUM 202 Humanities & Technology: Contemporary Issues
HUM 203 Humanities & Technology: Future Directions
HUM 204 African History
HUM 205 African Literature
HUM 206 African Art
HUM 221 Leadership Through the Classics
HUM 230 Transformations of Myth Through Time

JPN 101, 102, 103, 150, 151 First-Year Japanese
JPN 201, 202, 203, 250, 251 Second-Year Japanese
JPN 260A, 261A, 262A Japanese: Culture

MUS 105 Music Appreciation
MUS 106 Opera Appreciation
MUS 110 Fundamentals of Music
MUS 201A, 202, 203 Introduction to Music & Its Literature
MUS 205 Introduction to Jazz History
MUS 206 Introduction to the History of Rock Music
MUS 207 Introduction to the History of Folk Music
MUS 208, 209, 210 African-American Music

PHL 191 Language & the Layout of Argument
PHL 193 Evaluation of Practical Argument
PHL 195 Critical Thinking: Science & the Occult
PHL 197 TV & the Presentation of Reality
PHL 201, 202 Introduction to Philosophy
PHL 204 Philosophy of Religion
PHL 205 Biomedical Ethics
PHL 208 Political Philosophy

PHL 209 Business Ethics
PHL 221 Symbolic Logic
PHL 222 Elementary Aesthetics

RUS 101, 102, 103, 150, 151 First-Year Russian
RUS 201, 202, 203, 250, 251 Second-Year Russian
RUS 262R Russian Culture in Russia
RUS 270A, 271A, 272A Readings in Russian Literature

SP 100 Introduction to Speech Communication
SP 111, 112, 113 Fundamentals of Speech
SP 140 Introduction to Intercultural Communication
SP 227 Non-verbal Communication

SPA 101, 102, 103, 150, 151 First-Year Spanish
SPA 201, 202, 203, 250, 251 Second-Year Spanish
SPA 255, 256, 257 Accelerated Spanish
SPA 260A, 261A, 262A Spanish: Culture
SPA 260M Spanish Culture (Mexico)
SPA 270A, 271A, 272A Readings in Spanish Literature
SPA 290, 291, 292 Spanish: Composition

TA 101 Theater Appreciation

WR 241, 242, 243, 244, 245, 246 Creative Writing

WS 101 Intro to Women's Studies

SOCIAL SCIENCE

ATH 101, 102, 103 General Anthropology
ATH 207, 208, 209 Cultural Anthropology
ATH 210 Selected Topics in Ethnography
ATH 211, 212, 213 Introduction to Field Archeology
ATH 214, 215, 216 Human Environments
ATH 230 Native Americans of Oregon
ATH 231 Native Americans of the Northwest
ATH 232 Native North Americans

EC 115 Outlines of Economics
EC 200, 201, 202, 203 Principles of Economics
EC 216 Introduction to Labor Economics
EC 230 Contemporary World Economic Issues

GEO 105, 106, 107 Introduction to Human Cultural Geography
GEO 202 Geography of Europe
GEO 206 Geography of Oregon

GEO 208, 209 Physical Geography
GEO 210 The Natural Environment
GEO 214 Geography of Mexico
GEO 221 Field Geography
GEO 265 Introduction to GIS
GEO 290 Environmental Problems

HEC 226 Child Development

HST 101, 102, 103 Western Civilization
HST 104, 105, 106 History of Eastern Civilization
HST 201, 202, 203 History of the United States
HST 204, 205, 206 History of Women in the US
HST 218 Native American History
HST 220 Labor History
HST 225 History of Women, Sex and the Family
HST 240 Oregon's Social History
HST 246, 247 Religion in the United States
HST 270 History of Mexico
HST 274, 275, 276 Afro-American History
HST 277 Oregon Trail
HST 278, 279 Russian History I, II
HST 285 The Holocaust

PS 201, 202 American Governments
PS 203 State and Local Government
PS 204 Comparative Political Systems
PS 205 International Relations
PS 211 Peace and Conflict
PS 220 American Foreign Policy and World Order
PS 225 Political Ideology

PSY 101 Psychology and Human Relations
PSY 201, 202, 203 General Psychology
PSY 201A, 202A, 203A General Psychology: Gender Perspectives
PSY 213 Brain, Mind & Behavior
PSY 214 Introduction to Personality
PSY 215 Human Development
PSY 216 Social Psychology
PSY 220 Psychology: Applied
PSY 222 Family and Intimate Relationships
PSY 231, 232 Human Sexuality
PSY 239 Intro to Abnormal Psychology
PSY 240 Interpersonal Awareness and Growth Techniques

SOC 204, 205, 206 General Sociology

SOC 213 Diversity In America
SOC 218 Sociology of Gender
SOC 223 Social Gerontology/Sociology of Aging
SOC 228 Introduction to Environmental Sociology
SOC 230 Introduction to Gerontology
SOC 232 Death and Dying
SOC 240 Sociology of Work and Leisure

WS 101 Introduction to Women's Studies

MATHEMATICS, NATURAL AND PHYSICAL SCIENCES, AND COMPUTER STUDIES

ASC 101 Natural Science Inquiry

BI 101, 102, 103 Biology
BI 121, 122 Introduction to Human Anatomy & Physiology I, II
BI 141 Habitats: Life of the Forest
BI 142 Habitats: Fresh Water Biology
BI 143 Habitats: Marine Biology
BI 200 Principles of Field Biology
BI 201, 202, 203 Botany
BI 211, 212, 213 Principles of Biology
BI 222 Human Genetics
BI 231, 232, 233 Human Anatomy and Physiology I, II, III
BI 234 Microbiology

CH 100 Fundamentals of Chemistry
CH 101 Inorganic Chemistry Principles
CH 102 Organic Chemistry Principles
CH 104, 105, 106, 201, 202, 203, 221, 222, 223 General Chemistry
CH 241, 242, 243 Organic Chemistry

CIS 120 Computer Concepts I
CIS 121 Computer Concepts II
CIS 122 Software Design

CS 251 Logical Structures
CS 252 Computational Structures

ESR 171 Environmental Sci: Biological Perspectives
ESR 172 Environmental Sci: Chemistry Perspectives
ESR 173 Environmental Sci: Geological Perspectives

G 201, 202 Physical Geology
G 203 Historical Geology
G 207 Introduction to Geology of the Pacific Northwest

G 208 Volcanoes and Their Activity
G 291 Elements of Rocks and Minerals

GS 101 Survey of Astronomy
GS 106 Physical Science: Geology
GS 107 Physical Science: Astronomy
GS 108 Physical Science: Oceanography
GS 109 Physical Science: Meteorology

MTH 108 Matrices
MTH 109 Conics
MTH 111A College Algebra for Liberal Arts
MTH 111B College Algebra for Business
MTH 111C College Algebra for Math, Science, and Engineering
MTH 112 Elementary Functions
MTH 116 Calculus Preparation
MTH 211, 212, 213 Foundations of Elementary Math I, II, III
MTH 231 Elements of Discrete Mathematics I
MTH 241 Calculus for Management, Life and Social Science
MTH 243, 244 Statistics I, II
MTH 251 Calculus I
MTH 252 Calculus II
MTH 253 Calculus III
MTH 254 Vector Calculus I
MTH 256 Differential Equations
MTH 261 Applied Linear Algebra I

PHY 101 Fundamentals of Physics
PHY 121, 122, 123 Fundamentals of General Astronomy
PHY 201, 202, 203, 211, 212, 213 General Physics

A108. Advisory Committee Policy

Advisory committees assist in the development of new professional technical programs and provide current business, industry, labor and professional support and advice to existing programs. The advisory committee and the staff of the corresponding professional technical program are to work together to ensure that the program is addressing current business, industry, labor and/or professional employment needs.

Establishing a Committee

An ad hoc advisory committee shall be established when a new professional technical program is under consideration by the College. Membership will be formed according to

the Advisory Committee Guidelines published by the College and be officially appointed by the College President.

Instructional advisory committees, other than those for professional technical programs, may be requested, developed and appointed with the approval of the Dean of Instruction and the President. Advisory Committee Guidelines apply to these committees as well.

State Regulation

The Oregon Department of Education in Chapter 581, Division 42, (November 1983) of the Oregon Administrative Rules states that for vocational technical (occupational)* programs, standards for course approval procedures require that courses and curriculum (vocational technical programs) "shall be developed and operated with the advice and council of employers, employees, and other persons knowledgeable of the requirements of the occupation involved." Further, "the membership of the advisory committee providing advice and council in the development of curriculum" is to be provided as vocational technical curriculum is submitted to the State Department of Education for approval.

It is further required that a description of involvement and contributions of the committee as pertains to curriculum and program development and evaluation be sent to the State as a part of the program application. When the program application has been submitted and full State approval granted, a permanent advisory committee shall be established in accordance with the Advisory Committee Guidelines.

*Includes occupational preparatory and occupational supplementary courses and/or programs.

A110. Alternatives to Degree & Certificate Requirements Policy (Student Waiver)

Students have the right to petition for the following:

1. waiver of comprehensive degree and/or certificate requirements
2. substitution of course work to meet the General Education requirements
3. substitution of course work to meet degree and/or certificate requirements
4. awarding of non-traditional credit

Substitution of course work to meet General Education requirements or waivers of comprehensive degree and/or certificate requirements shall be approved/disapproved by PCC's chief academic officer or a designee.

For substitutions of course work to meet degree and/or certificate requirements, and/or for awarding of non-traditional credit, the administrative support person or campus designee shall approve/disapprove petitions in accordance with guidelines established by the SACC to which the course belongs.

No student can graduate for less than the required number of credits. Credit can be given for equal course work, but it cannot be waived entirely.

A111. Associate Degree Requirements -- General Education Policy Exemptions Procedure

In the event that accrediting agency requirements for AAS vocational degree programs at PCC/CGCC, applied in conjunction with the requirements of the General Education Policy, cause a program to require that students take more than 100 credit hours for a degree, PCC's Academic Advisory Council will consider exemptions.

1. Vocational programs should request exemptions from the EAC Degree and Certificate Committee by sending the following material to the committee chair who will then bring the issue to the attention of the committee:
 - a. a letter from the SACC chair or appropriate administrator detailing the problems along with suggested solutions;
 - b. an up-to-date copy of the program layout as provided in the CGCC catalog;
 - c. text from the appropriate organization or accrediting agency relevant to the situation;
 - d. demonstration that the spirit of the general education requirements at PCC/CGCC are being met;
 - e. information about comparable programs within the state concerning their general education requirements and a copy of their program as it appears in their catalogs.
2. The Committee on Degrees and Certificates will then make a recommendation to PCC's EAC for final resolution.

C102. Course Challenge Policy

1. Credit courses so designated by PCC's Subject Area Curriculum Committee (SACC) may be challenged by special examination at a time set by the appropriate department chair or instructional administrator at CGCC.
2. Students currently enrolled in such a course must request a challenge from the department chair or instructional administrator at CGCC prior to the third week of classes or in a proportionate period of time for courses less than one term. Students must have formally withdrawn from the class prior to submitting the challenge form and to taking the challenge exam.
3. Students must be currently registered in credit courses or have previously completed credit courses at Columbia Gorge Community College. Students must have an established PCC/CGCC transcript before the challenge credits will be recorded.
4. Challenge credit may not be used to meet the 30 quarter hour residency requirement.
5. Students must complete and submit to the CGCC Business Office a challenge form with the current nonrefundable fee. If the student successfully challenges the course, the student will pay the course tuition rate in effect at the time of testing in order to receive credit. This fee will be applied to the tuition for each class. Students must complete the challenge exam within two consecutive terms.
6. The CGCC department/faculty may issue a letter grade or a "Pass" for successful completion of a challenge as determined by each SACC. The grade will be entered on the student's transcript through a Grade Review Request Form submitted by the CGCC faculty member and instructional administrator. All challenge courses will appear on the transcript as credit by examination. Students should be aware that a letter grade of "Pass" may not transfer to other colleges or be acceptable for certification or degree requirements. Students will assume responsibility for determining if the challenge credit is transferable to another institution.
7. Students may take the challenge exam for a specific course only once.
8. Students may not challenge a course in which they have previously enrolled or audited and received either a letter grade (A, B, C, D, F) or a mark (W, CIP, I, NP, P, AUD, or X.)

C103. Credit Guidelines

According to the NW Association of Schools and Colleges Accreditation Handbook, for each quarter credit awarded there should be at least 30 hours of student involvement.

This would include 10 hours of classroom instruction and approximately 20 hours of out-of-class work. for a three-credit course, 30 hours of classroom instruction and 60 hours of out-of-class work are required. When equating clock hours to credit, the following applies:

- Lecture- A minimum of ten clock hours equals one credit hour.
- Lecture/Lab- A minimum of twenty clock hours equals one credit hour.
- Lab- A minimum of thirty clock hours equals one credit hour.
- Co-op/Clinical- A minimum of thirty or forty clock hours equals one credit hour for supervised or semi-supervised instruction respectively (work experience).

The placement of students in a work experience where a college supervisor visits the field work site periodically. The primary supervision is from the employer or other individual contracted to provide the field experience.

- Co-op/Clinical- A minimum of ten clock hours equals one credit hour (seminar).
- Independent Study- A minimum of thirty clock hours equals one credit hour.
- Special Projects- A minimum of thirty clock hours equals one credit hour.

Any change in clock, lecture, lab, or credit hours will require a new course content guide approved through the current process.

Maximum clock hours for each credit category will be established at 10% beyond maximum hours for 10-12 weeks:

	MAXIMUM HRS
Lecture	13
Lecture/Lab	27
Lab	40

G301. Grading Guidelines Policy

Graded System

The traditional graded system uses A, B, C, D, and F, as defined under “Grade Definitions.” Degree or certificate requirements may designate certain courses as pass/no pass only.

Pass/No Pass System

To take a class on a pass/no pass basis, students must make arrangements with the instructor during the first 8 weeks of a standard length, full term class. A pass grade does not satisfy the prerequisite of C or better required for entry into some courses - the English Composition sequence, for example. Transfer students should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree. Degree or certificate requirements may prohibit taking certain courses on a pass/no pass basis.

Attendance

Students are expected to attend all classes in which they are enrolled. Repeated absences will affect a student's grade. Students must follow the published guidelines for dropping/withdrawing from class. If a student has excessive absences and fails to drop/withdraw from class by the published deadlines, a grade of "F" may be assigned. Faculty members are not required to drop students for non-attendance. In addition, students that do not attend or stop attending classes and fail to drop will be responsible for the associated tuition and fees. Faculty will be allowed to withdraw students that do not attend and/or stop attending, but they are not required to do so.

Grade Definitions

A Superior. Honor grade indicating excellence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance. Probable success in a field relating to the subject or probable continued success in sequential courses.

B Above average. Honor grade indicating competence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance. Probable continued success in sequential courses.

C Average. Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance. Sufficient evidence of ability to warrant entering sequential courses.

D Substandard but receiving credit. Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout. Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable

mastery of pertinent skills, irregular attendance, insufficient evidence of ability to make advisable the enrollment in sequential courses. Does not satisfy requirements for entry into courses where prerequisites are specified.

F Failure. Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills, repeated absence from class. Does not satisfy requirements for entry into courses where prerequisites are specified.

P Pass. Acceptable performance. A grade of P represents satisfactory achievement which would have been graded C or better on the regular grading scale, but is given instead of a letter grade. By the end of the eighth week of class (or equivalent) students shall choose the graded or pass option. If they don't choose the pass option, the class will be letter graded. By the end of the eighth week of class (or equivalent), students may rescind an earlier request of the pass option. Instructors who deny a grading systems option request through the eighth week (or equivalent) must provide reasons for the denial in writing to their Dean.

NP No Pass. Unacceptable performance or does not satisfy requirements for entry into courses where prerequisites are specified. This grade may be used in situations where an instructor considers an "F" grade to be inappropriate. The NP mark is disregarded in the computation of the grade point average.

Mark Definitions

SC Satisfactory completion. Mark used when a student satisfactorily completes continuing education units (CEUs).

NSC Not satisfactory completion. Mark used when a student does not satisfactorily complete continuing education units (CEUs).

I Incomplete. When the quality of the work is satisfactory, but some minor, yet essential, requirement of the course has not been completed, and for reasons acceptable to the instructor, a report of "I" may be made and additional time granted for the completion of the work. If the course is not completed within a year, the "I" will be administratively changed to an "NP" unless the instructor submits another grade. The conditions for completion of the work should be stated in writing, signed by the instructor and the student, and kept on file in the department or program office. An "I" may not be assigned as a withdrawal. An "I" does not entitle a student to repeat a course without paying tuition. It may be impossible to receive an "I" in some courses where, for example, equipment usage is required.

Withdrawal. This mark is to be used only by the Student Records Office when the student or instructor has followed established school policies and procedures for properly

withdrawing/dropping from class within the specified time limits.

CIPR Course in Progress, Re-Register. A mark used only for designated classes. To receive credit, students must re-register because equipment usage is required. This may include courses in modular or self-paced programs. This mark may also be used in a skills based course to indicate that the student has not attained the skills required to advance to the next level. If the course is not completed within a year, the “CIPR” changes to an “AUD” (Audit) on the transcript unless the course was repeated and a grade earned.

CIP Course in Progress. A mark used only for designated classes in modular or self-paced programs that do not conform to the normal academic calendar. If the course is not completed within a year, the “CIP” changes to a “NP” (No Pass) on the transcript unless the course was repeated and a grade earned. A student does not need to re-register for the course.

AUD Audit. Some courses may allow students to attend a course without receiving a grade or credit for the course. Tuition must be paid, and instructor permission must be obtained during the first three weeks of class. Instructors are expected to state on their course handouts any specific audit requirements. Does not satisfy requirements for entry into courses where prerequisites are specified.

Repeated Courses

Courses with grades of “D”, “F”, “NP”, “I”, “CIP”, and “CIPR” may be repeated for a higher grade. All grades earned will appear on the transcript. However, when a course is repeated, the first grade will be flagged and no longer included in the GPA calculation or accumulated number of credits. The first earned grade of “C”, “P”, or better will count in the accumulated credit total. The first grade of “C” or better will be used for the GPA calculation.

Computing Grade Point Averages

Grade points are computed on the basis of four points for each credit of “A”, three points for each credit of “B”, two points for each credit of “C”, one point for each credit of “D”, and zero points for each credit of “F”. Grades of “P” and “NP” and marks of “SC”, “NSC”, “I”, “W”, “X”, “CIP”, “CIPR”, “R”, and “AUD” are disregarded in the computation of the grade point average. The grade point average is the quotient of the total points divided by the total credits in which “A”, “B”, “C”, “D”, and “F” are received.

Grade Changes

If a student feels that there has been a mistake in a grade, the instructor should be contacted immediately. If a grade dispute cannot be resolved with the instructor, the student may follow the student grievance procedure within one year after receiving the grade. Requests for grade changes after one year following receipt of a grade will not be considered unless the instructor who issued the grade agrees to such consideration.

Withdrawal Policy

Responsibility for withdrawal from a class within the specified withdrawal timelines resides with the student. To have tuition charges removed, students must withdraw from the class within the first two weeks of the term (or equivalent*). If a student withdraws from a class in the first four weeks, the class will not appear on the transcript. A withdrawal in the fifth through the eighth week will show as a "W" on the transcript. Students must withdraw before the end of the eighth week, or a grade mark will be assigned by the instructor.

Faculty may deny registered students access to a class if they do not attend the first class session or stop attending class anytime through the end of the fourth week. Faculty denial of access will not remove student tuition charges. From the fifth week on, faculty may withdraw a student for lack of attendance. Faculty must indicate the last date of attendance to withdraw a student; that date must be within the first eight weeks of the term, although paperwork may be processed later. A faculty-initiated withdrawal does not result in tuition charges being removed.

* Timelines stated here refer to an 11-12 week term-length class. Equivalent deadlines must be substituted for classes offered in shorter formats.

G302. Graduation Petition Policy

1. Students must petition for a degree and/or certificate within one year of completing applicable course work. The final nine credits that apply to a degree and/or certificate must be taken at Columbia Gorge Community College/Portland Community College.
2. Students will be graduated and/or certified according to the requirements of the CGCC catalog in force when they enroll unless they choose to graduate and/or certify under a later catalog. No catalog is valid for longer than the summer term following the sixth academic year after the issuance of the catalog. Students not enrolled for two or more continuous terms will be graduated and/or certified according to the requirements in force when they re-enroll unless they choose to graduate and/or certify under a later catalog. For students enrolled in programs that are accredited or licensed, students must graduate and/or certify under the program requirements most recently approved by the accrediting agency and/or licensing authority.

G303. Granting Degrees and Certificates Policy

Residency Requirements

All Associate of Arts, Associate of General Studies, and Associate of Science degrees require at least 30 resident credits (See Associate Degree Requirements--Comprehensive Policy A-106, Section 3 for guide-lines), at least 24 of which must be applicable to the requirements of the degree. Credit shall be given toward degrees and certificates for courses transferred from other accredited institutions for which CGCC/PCC has no equivalent course.

All Associate of Applied Science degrees require at least 30 resident credits, at least 24 of which must be to the requirements of the degree, excluding general education requirements.

All certificate programs require resident credits. A one-year certificate requires 12, of which 9 must apply to the requirements of the certificate. A two-year certificate requires 24 resident credits, of which 18 must apply to the certificate.

Elective Credits Toward Associate Degrees

Candidates for an Associate of General Studies degree may apply toward the degree requirements up to twelve (12) credits total from the following areas:

one-credit workshops physical education classes; Credits in one of the above areas shall be limited to six (6) hours.

Candidates for an Associate of Arts, Associate of Science and Associate of Applied Science degrees may apply toward the degree requirements up to three (3) hours of physical education classes. One-credit workshops cannot be applied towards degree requirements except for the Associate of Applied Science students in the Management/Supervisory Development program. These students can apply up to six (6) credits of MSD 199, up to six (6) credits of MSD 298, and up to nine (9) credits of MSD 299 as electives.

Special Topics Courses as Electives

Beginning with students matriculating in Fall of 1990, degree and certificate students are limited to nine (9) credits of MSD 299.

Pre-College Math Courses

Professional Technical programs have the discretion to use math courses from Math 30 and higher on their certificates and Associate of Applied Science degrees. Math courses numbered from Math 30 and higher are acceptable for the General Studies degree.

The following courses meet this criteria:

Mth 30, Business Math

Mth 60, Introductory Algebra--1st Term

Mth 61, Introductory Algebra--Part I

Mth 62, Introductory Algebra--Part II

Mth 63, Introductory Algebra--Part III

Mth 65, Introductory Algebra--2nd Term

Mth 70, Introduction to Intermediate Algebra

Mth 95, Intermediate Algebra

I300. Institutional Withdrawal Policy Educational Advisory

Responsibility for withdrawal from a class within the specified withdrawal timelines resides with the student. To have tuition charges removed, students must withdraw from the class within the first two weeks of the term (or equivalent*). If a student withdraws from a class in the first four weeks, the class will not appear on the transcript. A withdrawal in the fifth through the eighth week will show as a W on the transcript. Students must withdraw before the end of the eighth week, or a grade or mark will be assigned by the instructor.

Faculty may deny registered students access to a class if they do not attend the first class session or stop attending class anytime through the end of the fourth week. Faculty denial of access will not remove student tuition charges. From the fifth week on, faculty may withdraw a student for lack of attendance. Faculty must indicate the last date of attendance to withdraw a student; that date must be within the first eight weeks of the term, although paperwork may be processed later. A faculty-initiated withdrawal does not result in tuition charges being removed.

* Timelines stated here refer to an 11-12 week term-length class. Equivalent deadlines

must be substituted for classes offered in shorter formats.

I301. Instructor Qualifications

Minimum qualifications for all new full-time or part-time instructional faculty at CGCC, as established by PCC, are set forth below.

1. **Lower Division Collegiate instructors** shall meet one of the following sets of criteria as recommended by the appropriate PCC SACC:
 - a. hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 30 quarter hours of graduate credit in the subject area), or
 - b. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.
2. **Vocational Education instructors** shall meet one of the following sets of criteria as recommended by the appropriate SAC:
 - a. hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area) and have a minimum of three years of recent full-time nonteaching experience in the subject area, or
 - b. hold a bachelor's degree in the subject area (or hold a bachelor's degree in a related area and have completed at least 30 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time nonteaching experience in the subject area, or
 - c. hold an associates of applied science degree in vocational education or in the subject area, whichever is more appropriate, and have a minimum of five years of full-time nonteaching experience in the subject area, or
 - d. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, and have a minimum of five years of recent full-time nonteaching experience.
3. **Developmental Education instructors** shall meet one of the following sets of criteria as recommended by the appropriate SAC:

- a. hold a master's degree in an appropriate subject area, e.g., developmental education, special education, adult education, reading, mathematics, or English, and have recent experience working with disadvantaged students, or
 - b. have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.
4. Instructors in all subject areas in which academic credentials are required shall have completed their education at institutions accredited by commissions associated with or similar to the Northwest Association of Schools and Colleges.
 5. Subject Area Curriculum Committees (SACs) may recommend alternative or additional qualifications, e.g., professional registration or familiarity with special equipment, processes, or computer software, for consideration and approval by the Vice President for Educational Services.

I303. Instructional Council

I. Charter Statement

Instructional Council contributes to the quality of education at Columbia Gorge Community College as the deliberative and advisory group on instructional matters, making recommendations to the Dean of Instruction on the planning, delivery, and assessment of instructional programs and services.

II. Roles

- A. Provides a forum dedicated to improvement of teaching and learning at Columbia Gorge Community College;
- B. Provides a critical nexus of communication among faculty, instructional staff, and administration;
- C. Addresses issues and proposals, sparks ideas and discussion, develops solutions, and assists with planning and implementing changes;
- D. Advances discussion of administrative decisions affecting the educational experience;
- E. Facilitates communication and professional development among the faculty at large.

III. Membership

- A. Membership on Instructional Council will include the following positions:

1. Dean of Instruction
 2. Division Director: Pre-College, Humanities, Social Science & Human Services
 3. Division Director: Math & Science, Business & Technology
 4. Division Director: Nursing & Health Occupations
 5. Director of Library Services
 6. Adult Continuing Education Coordinator
 7. Instructional Project Specialist
 8. Faculty Liaison: Pre-College
 9. Faculty Liaison: Science and Math
 10. Faculty Liaison: Business and Technology
 11. Faculty Liaison: Humanities
 12. Faculty Liaison: Social Sciences & Human Services
 13. Faculty Liaison: Nursing & Health Occupations
 14. Faculty Liaison: At-large
- B. Terms of membership shall be as follows: Instructional Administration and Staff – continuous. Faculty: three-five years with staggered rotation so that a balance of part-time and full-time faculty is maintained.
 - C. Regular attendance is essential for continuity and productivity of the group.
 - D. All members will actively engage in discussion and activities under consideration.
 - E. Quarterly Council Work-plans will be constructed by the Dean of Instruction with input from all Council members.
 - F. Council members will review materials prior to the meeting.
 - G. Topics that need research, reflection or tasks completed may be referred to sub-groups of the Instructional Council.
 - H. The Dean of Instruction will be responsible for establishing a calendar of meetings and/or other work assignments; creating agendas; facilitating or designating facilitation of meetings and work-groups; and making meeting arrangements.
 - I. Faculty members will serve as liaisons to their assigned subject areas for purposes of communication, facilitation, and informal mentoring.

P601. Professional-Technical Certificate Programs' General Education/Related Instruction Requirements Policy

* The Northwest Association of Schools and Colleges, Division of Vocational/Technical Education, and the Carl Perkins Vocational Act require a general education or related instruction component for all certificate programs of one year or more. All PCC/CGCC certificate programs of one year or more will have a significant body of instruction in program-related areas of safety, industrial safety and environmental awareness. In addition, PCC/CGCC certificate programs of one year or more shall meet the requirements of related instruction in communications, computation and human relations, including issues of diversity, in one of the following ways:

1. A program may require its students to take nine credit hours or more of approved CGCC courses distributed among the areas of communications, computation and human relations. Issues of diversity should be addressed in the human relations course work.
2. Each certificate program may demonstrate evidence of a recognizable body of instruction in communications, computation and human relations, including issues of diversity, embedded in courses required for the certificate and in keeping with the intent of the Northwest Association of Schools and Colleges related instruction requirement.
3. Certificate programs may develop a combination of numbers one and two.

The Northwest Association of Schools and Colleges requirements stipulate that "programs of an academic year or more in length in which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations." PCC further stipulates that issues of diversity be addressed also. This content may be embedded within the program curriculum and "taught by faculty who are appropriately qualified."

To meet these directives, the appropriate SAC or program shall include the following criteria:

- documentation of industry and/or accreditation standards (e.g., as developed by the advisory committee, or accreditation standards, or industry survey, etc.)
- documentation of instructional content in the Course Content Guide
- identification of related student outcomes in the Course Content Guide
- demonstration under "evaluation" in the Course Content Guide that embedded material is a significant part of the final course grade
- identification and documentation of criteria to determine appropriately qualified faculty (e.g., coursework, special training, experience, demonstrated competency)

***CRITERIA FOR RECOGNIZABLE BODY OF INSTRUCTION AND APPROPRIATELY QUALIFIED FACULTY FOR EMBEDDED COURSES**

S702. Special Topics Courses

All programs are authorized to offer experimental Special Topics Courses for the purpose of introducing new materials on a trial basis. The following designations shall be used:

XX 199 or 299, SPECIAL TOPICS: Course Title - for lower Division Transfer courses, and Professional/Technical Education courses.

Special Topics courses shall be approved by CGCC's Dean of Instruction, the appropriate PCC SACC, the SACC's administrative support person, and PCC's Chief Academic Officer or designee. A course outline must be filed with CGCC's Instructional Office and PCC's Curriculum Office, but no other approvals will be required.

Special Topics Courses shall be offered a maximum of two terms, after which the course material must be offered in a conventionally numbered course having the normal course approval.

Existing Special Topics Courses now being offered shall be converted to conventionally numbered courses within one year or be dropped from the list of approved courses.

Except as provided in the "Granting Degrees and Certificates Policy," degree and certificate candidates (matriculating beginning the Fall of 1990) shall be limited to 9 credits of 299 Special Topics Courses.

S703. Student Enrollment in Concurrent or Overlapping Courses

Students may not enroll in concurrent or overlapping courses. Exceptions may be granted only after approval by relevant CGCC instructors and instructional administrators.

S704. Syllabus--Credit Course Overview Policy

Each CGCC instructor will distribute a credit course overview to students and to the appropriate Instructional Services Office during the first week of the course.

REQUIRED CGCC SYLLABUS CONTENT ELEMENTS:

1. Introductory Information

- College Name
- Course Title, Number, and CRN#

- Term and Year
 - Meeting Time and Place
 - Instructor’s Name, Office Location (if applicable) and Availability (office hours if applicable)
 - College Telephone Number/Extension, E-mail address, or Other Communication Options
2. **Course Description (from the PCC Course Content & Outcomes Guide “CCOG”)**
 3. **Course Pre-requisites (if any)**
 4. **Intended Learning Outcomes (from the PCC Course Content & Outcomes Guide “CCOG”)**
 5. **Instructional Materials/Learning Resources**
 - Required and optional textbooks or supplemental resources
 - Books or other resources on reserve in library
 - Supplies, software, or equipment
 6. **Course Format/Teaching and Learning Activities & Course Schedule**
 - In-class activities and assignments
 - Out-of-class activities and assignments
 - *Tentative* schedule of activities and assignments and due dates (if applicable)
 7. **Course Expectations and Policies**
 - Attendance, absences, and tardiness
 - Class cancellation process and school closure process
 - Missed assignments or assessments and make-up policies
 - Classroom behavior and courtesy (optional)
 - Academic honesty – cheating/plagiarism statement

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments.

Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including

suspension or expulsion. See the Code of Student Conduct and the Students Rights and Responsibilities policy for further information.

8. Assessment and Grading

- *How learning will be assessed*
- *What criteria or standards will be used*
- *How the assessments will be weighted toward the final grade*

9. ADA Statement

- *Students with disabilities should contact CGCC's Learning Assistance Advisor, Lori Ufford at 296-6182, ext. 2237 early in the term (or prior to the term) for information and assistance regarding accommodation. Then, please make arrangements to meet with me outside of class to discuss the approved accommodations.*

10. Safety Statement

- *Instructors of classes in which safety training is necessary, such as science labs, art classes, health occupations classes, and construction classes, should include safety- training statements within their syllabi.*

11. Flexibility Statement

- *Assignment/exam schedules may be changed in response to institutional, weather, or class changes or problems.*