

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Pam Morse (Math)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

Kristen Booth (Pre-Coll/ESOL)

Emilie Miller (Science)

Robert Wells-Clark (Tec/Trad)

LOA-Jenn Kamrar (Art/Comm)

Rebecca Schwartz (Inst Dean)

Andrea LoMonaco (Business)

Stephen Shwiff (Soc Sci & Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Mike Davis, Glenn Wood

February 9, 2023 3:30 am – 5:00 pm

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)

Hood River Center, room 1.209 (conference room)

Requesting that members attend in person if at all possible. But if there are reasons that make it impossible, members may attend via the following zoom link.

Zoom log-in: <https://cgcc.zoom.us/j/85337189447> Meeting ID: 853 3718 9447;

phone in: 1-253-215-8782

Approval of January 26, 2023 minutes ¹

Old Business

1. Contact Hour Definitions (postponed)

Submissions ²

1. Mike Davis (3:35 – 3:40 pm)
 - UAS 101 Introduction to Unmanned Aircraft Systems (Course Revision: title, des)
 - UAS 102 Small Unmanned Aircraft Systems: Aerial Photogrammetry (Course Revision: title)
 - Professional Small Unmanned Aircraft Systems (Certificate Revision: cert title, course titles)
2. Glenn Wood (3:40 – 4:20 pm)
 - CT 102 Footings and Foundations (Course Revision: title, out, cont)
 - CT 103 Building Materials and Methods (Course Revision: out, cont)
 - CT 104 Floor Framing (Course Revision: out, cont)
 - CT 105 Wall and Ceiling Framing (Course Revision: out, cont)
 - CT 106 Roof Framing (Course Revision: out, cont)
 - CT 110 Electrical Wiring Basics (Course Revision: title, out, cont)
 - CT 111 Plumbing Basics (Course Revision: out, cont)
 - CT 112 Basic Stair Construction (Course Revision: out, cont)
 - CT 113 Building Decks and Porches (Course Revision: title, out, cont)
 - CT 114 Windows and Interior Doors (Course Revision: out, cont)
 - CT 115 Interior and Exterior Finishes (Course Revision: out, cont)
 - CT 221 Advanced Materials and Methods (Course Revision: des, req, out, cont)
 - CT 222 Advanced Foundations: Concrete (Course Revision: title, des, req, out, cont)
 - CT 223 Fences, Handrails and Gates (Course Revision: des, req, out, cont)

- CT 230 Roofing and Siding (Course Revision: des, req, out, cont)
- CT 231 Sheetrock/Drywall Basics (Course Revision: des, req, out, cont)
- CT 232 Flooring Basics (Course Revision: des, req, out, cont)
- CT 233 Green Building (Course Revision: title, des, req, out, cont)
- CT 100 Building Layout (New CTE Course)
- CT 241 Hardware, Adhesives, Sealants & Flashings (New CTE Course)
- CT 242 Estimating Materials & Labor (New CTE Course)
- CT 243 Prints, Drawings and Plans (New CTE Course)
- Construction Technology AAS (Degree Revision)
- Construction Technology (Certificate Revision)
- Construction Technology – Finishing (New Certificate)

New Business

1. Suggested Text/Materials requirement – continued from 1.26.23 (4:20 – 4:40 pm)

Discussion Items

1. Standard Prerequisites – Changing pre/co-requisite WR 121 to prerequisite WR 115 (4:40 – 5:00 pm, Rebecca)

Next Meeting: February 16, 2023

Attachments: ¹ January 26, 2023 CC Minutes; ² Submissions (4 New CTE Courses, 20 Course Revisions, 1 Degree Revision, 1 New Certificate, 2 Certificate Revisions)

Curriculum Committee Minutes
January 26, 2023 3:30 to 5pm
Location: Zoom Only

PRESENT:

Voting Committee Members

Chair- Pam Morse (Math)
Vice Chair- Mimi Pentz (Nurs/Hlth)
Andrea LoManaco (Business)
Kristen Booth (Pre-College)
Emilie Miller (Science)

Stephen Shwiff (Social Science)
Robert Wells-Clark (Ind/Trade)
Rebecca Schwartz (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum)
Mary Martin (Student Services)

Supporting Staff

Sara Wade (Instructional Services)

Guests

ABSENT

Voting Members

Jenn Kamrar (Art,Cult,Comm) **LOA**

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3:33pm	The meeting was called to order by chair Pam Morse.	
Approval of November 3, 2023 meeting minutes.	Motion: approve as written.	Motion: Rebecca 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
Old Business:		
1. Contact Hour Definitions (Postponed)		

Submissions:		
UAS 101 Introduction to Unmanned Aircraft Systems (Course Revision: des, out, cont, txt/mat)	Mike explained the proposed changes for the UAS program and the plans for the future. Motion: approve as written.	Motion: Stephen 2nded: Emilie 8 in favor – 0 opposed – 0 abstained
UAS 200 sUAS Professional Remote Pilot I (New CTE Course)	Motion: approve as written	Motion: Kristen 2nded: Mimi 8 in favor – 0 opposed – 0 abstained
Professional Small Unmanned Aircraft Systems (New Certificate)	Motion: approve as written	Motion: Kristen 2nded: Stephen 8 in favor – 0 opposed – 0 abstained
Professional Small Unmanned Aircraft Systems (Certificate Suspension, Teach Out Plan, Termination of Program Checklist)	Motion: approve as written	Motion: Mimi 2nded: Emilie 8 in favor – 0 opposed – 0 abstained
MTH 65 Beginning Algebra II (Course Revision: title)	Pam explained the only change is the title. The title change is due to the college not offering Beginning Algebra I, so it didn't make sense to offer a Beginning Algebra II. Motion: approve as written	Motion: Stephen 2nded: Mimi 8 in favor – 0 opposed – 0 abstained
Modified Degree/Certificate Revision (MTH 65 title revision)	Motion: approve as written	Motion: Kristen 2nded: Robert 0 in favor – 0 opposed – 0 abstained
IRW 115L Foundations of Critical Reading and Writing (Course Revision: req, des)	Motion: approve as written	Motion: Kristen 2nded: Mimi 8 in favor – 0 opposed – 0 abstained
New Business:		
1. Approval of Administrative Rules and Operating Procedures updates <ul style="list-style-type: none"> AR040.035.000 Occupational Supplementary 	Susan shared the update changes that she made to the committee's ARs and OPs. All changes were minor some due to word changes to name/title changes. Discussion regarding whether collective bargaining language should remain. Decided not to retain that language.	Motion 1: Stephen 2nded: Rebecca 8 in favor – 0 opposed – 0 abstained

<p>Courses/Continuing Education Units</p> <ul style="list-style-type: none"> • OP 040.035.001 Occupational Supplementary Courses/Continuing Education Units • AR 040.037.000 Termination of a Program <ul style="list-style-type: none"> • OP 040.037.001 Termination of a Program 	<p>Motion #1: approve AR040.035.0000 as written</p> <p>Motion #2: approve OP 040.035.001 as written</p> <p>Motion #3: approve AR 040.037.000 as written</p> <p>Motion #4: approve OP 040.037.001 as written</p>	<p>Motion 2: Kristen 2nded: Robert 8 in favor – 0 opposed – 0 abstained</p> <p>Motion 3: Mimi 2nded: Emilie 8 in favor – 0 opposed – 0 abstained</p> <p>Motion 4: Kristen 2nded: Andrea 8 in favor – 0 opposed – 0 abstained</p>
<p>2. Addition of make-up CC meeting in late February</p>	<p>Susan suggested due to the need of a make-up meeting, would February 16, 2023 be a good day for all? Andrea may be unavailable but all the rest said they could make that date work.</p> <p>Motion: to schedule the CC make up meeting for February 16, 2023.</p>	<p>Motion: Rebecca 2nded: Mimi 8 in favor – 0 opposed – 0 abstained</p>
<p>3. Gen Ed Request updates for CCN revisions</p>	<p>Common Course Numbering revisions will result in revised titles, descriptions and outcomes. Susan reminded the committee that it is the established process that if a course with a Gen Ed designation revises its outcomes, the course is required to update its Gen Ed Request as well. Would the committee be willing to simplify this process, allowing for a quicker turn around, by permitting Gen Ed designated courses to skip the required update to the Gen Ed Request, recognizing that the change in outcomes requested by the state is not a significant change in the intent of the course.</p> <p>Motion: For Common Course Numbering revisions only, suspend the requirement for Gen Ed course revisions that include outcomes revisions to submit an accompanying updated Ged Ed Request form.</p>	<p>Motion: Rebecca 2nded: Mimi 6 in favor – 0 opposed – 1 abstained</p>
<p>4. Refusal to include entry for Text & Materials section on CCOG</p>	<p>Susan brought to the committee’s attention that some faculty are refusing to include suggested Text & Materials when they are completing the CCOG updates. Requesting direction on how they want this handled.</p> <ul style="list-style-type: none"> • It was asked whether Susan should be the “Gate Keeper” of these changes, or should these issues come directly to the CC for a discussion/decision. Susan noted that CCOG 	<p>Motion: Stephen 2nded: Mimi 8 in favor – 0 opposed – 0 abstained</p>

	<p>updates are not required to go before the committee for approval.</p> <p>The committee ran out of time so it was proposed to bring this discussion back to the next CC meeting. And to invite the faculty to weigh in to the discussion, expressing their reasoning for this refusal.</p> <p>Motion: to bring back the discussion of Refusal of Text & Materials section on the CCOG to the next meeting.</p>	
Discussion Items:		
<p>1. Credit for Prior Learning – questions for Katherine Aiken and CC</p> <ul style="list-style-type: none"> • What may the CC expect to have coming before it for review and approval? • Does the CC envision any potential curricular issues when courses are approved for CGCC's catalog of courses, however, the courses are not offered/taught? • Portfolios class – please describe. Will students be required to take this course for each CPL request, or is it required only once. • What research has been done regarding transfer of CPL credit to universities. 	<p>Katherine reintroduced herself to the group. She explained what courses the CPL committee will be bringing to the Curriculum Committee.</p> <p>There will be three new CPL course coming before the committee in early March.</p> <ul style="list-style-type: none"> • Native Tribes – traditions, culture, customs • Hispanic Community- Traditional cooking, Holidays, Language, Traditions • Community Service and Civic Engagement <p>Discussion included:</p> <ul style="list-style-type: none"> • Appropriate prefix for these course - a possible SOC for the two culture courses and a possible PS for community service and Civic Engagement. • Creation of a portfolio class through which students will develop portfolios that will provide evidence of their knowledge and experience of the outcomes/content of a specific course. • Portfolios will be evaluated by Faculty, Staff and Community members that have expertise in the subject. • Identifying CPL courses in the catalog and on the website even though they may not actually be offered/taught. What format might that take? • Concerns regarding transferability of CPL credits. Rebecca provided assurances that universities will accept these credits the same as if the student took the course in the traditional method. 	

	<ul style="list-style-type: none"> Suggested this could be covered as a professional development training. 	
Meeting Adjourned: 5:07pm	Rebecca motioned to end the meeting seconded Mimi, all in favor. Meeting ended at 5:07pm	Next Meeting: February 9, 2023

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Trades & Technology - UAS	Submitter name Phone Email	Mike Davis 503.680.6384
Current prefix and number	UAS 101	Proposed prefix and number	No change
Current course title	Introduction to Unmanned Aircraft Systems	Proposed title (60 characters max)	Introduction to Uncrewed Aircraft Systems
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Unmanned Aircraft Sys	Proposed transcript title (30 characters max)	Intro to Uncrewed Aircraft Sys
Reason for above proposed changes	Remove gender specific language from course title.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the fundamentals of Unmanned Aircraft Systems (UAS), including their history and developing role in modern aviation history. Includes UAS applications, UAS systems, human factors, UAS design, power systems, communications systems, FAA regulations, public policies and the future potential of the UAS. Covers FAA exam requirements. Prerequisites: placement into IRW 115 or WR 115, MTH 65 or MTH 98. Audit available.	Introduces the fundamentals of Uncrewed Aircraft Systems (UAS), including their history and developing role in modern aviation history. Includes UAS applications, UAS systems, human factors, UAS design, power systems, communications systems, FAA regulations, public policies and the future potential of the UAS. Covers FAA exam requirements. Prerequisites: placement into IRW 115 or WR 115, MTH 65 or MTH 98. Audit available.
Reason for description change	Remove gender specific language from course description.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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 – 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 – 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
Reason for requisite changes	No change		

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
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the function of UAS components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms 3. Prepare a mission plan using the components of the UAS mission planning process 4. Understand the civil applications of UAS 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization for Remote Pilot License. 6. Identify hazards associated with UAS operations and prescribe risk controls 7. Identify ethical issues related to UAS and determine professional responses. 	<p>Upon successful completion of this course, students will be able to:</p> <p>No change</p>
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Change title in EM-Tech degree.	
Implementation term	Summer, 2023
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Mike Davis	mdavis@cgcc.edu	2.2.23
Department Chair (enter name of department chair): James Pytel		
Department Dean (enter name of department dean): Robert Clark		

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.

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Trades & Technology - UAS	Submitter name Phone Email	Mike Davis 503.680.6384
Current prefix and number	UAS 102	Proposed prefix and number	No change
Current course title	Small Unmanned Aircraft Systems: Aerial Photogrammetry	Proposed title (60 characters max)	sUAS Aerial Photogrammetry
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	sUAS Aerial Photogrammetry	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Remove gender specific language from course title.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the fundamentals of photogrammetry with sUAS (drones), including concepts, real-world examples, navigation, best practices, data acquisition, mission assessment, data processing and map delivery. Recommended: COMM 111. Prerequisites: UAS 101. Audit available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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 – 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
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites – 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
Reason for requisite changes	No change		

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"> Determine the capabilities and limitations of photogrammetry. Read and interpret the photogrammetric data workflow. Prepare a sUAS mission and demonstrate data acquisition. Apply knowledge and demonstrate understanding of point cloud data and analysis. Apply data processing best practices using industry software. Design and present commercial grade map product. Sit for the Pix4D Certification Exam. Sit for the TOP Level 2 Certification Exam. 	Upon successful completion of this course, students will be able to: No change
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change

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	Summer, 2023
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Mike Davis	mdavis@cgcc.edu	2.2.23
Department Chair (enter name of department chair): James Pytel		
Department Dean (enter name of department dean): Robert Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 2.9.23
CC decision
CC vote

CERTIFICATE REVISION

Submitted by: Mike Davis

Email: mdavis@cgcc.edu

Phone: 503-680-6384

Department: CTE – UAS

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Professional Small Unmanned Aircraft Systems	Proposed Title:	Professional Small Uncrewed Aircraft Systems
Current Credits:	18	Proposed Credits:	No change
Overview and rationale for proposed changes:	Remove gender specific language from certificate and course titles.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Certificate title change 2. Course Title Changes: UAS 101, UAS 102		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			
Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2023			

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
IRW 115 or WR 115	Critical Reading and Writing or equiv placement or	ABE 75 or ABE 70 or GED 70 or equiv placement	5
	or Introduction to Expository Writing or equiv place	Placement into WR 115	4
MTH 65	Beginning Algebra II or equivalent placement	Placement into MTH 65	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			

Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing certificate outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT CERTIFICATE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who complete this certificate will be able to:</i>	
1. Demonstrate knowledge of UAS systems and the laws and regulations governing airspace and safety.	
2. Demonstrate and execute tasks necessary to complete UAS operations and missions.	
3. Exemplify a high standard of ethical and professional behavior.	
4. Pass APSA – NIST certification exams.	
5. Develop and implement a business and operations plan for a UAS enterprise organization/venture.	
6. Apply an understanding of photogrammetric data workflow.	
PROPOSED CERTIFICATE OUTCOMES	
<i>Students who complete this certificate will be able to:</i>	
No change	
RELATED INSTRUCTION	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the curriculum website .	
Additional Comments Or Changes	

SECTION #3 COURSE BY COURSE COMPARISON
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.</p> <p>If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p>

If you are removing a course, identify the course with (remove) and bold the text.
 If the course title is changed, identify the course with (title change) and bold the text.
 If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
 If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (5 credits)			FALL TERM (5 credits)		
UAS 101	Introduction to Unmanned Aircraft Systems IRW 115 or WR 115, MTH 65, or equivalent placement	5	UAS 101	Introduction to Uncrewed Aircraft Systems (TITLE CHANGE) IRW 115 or WR 115, MTH 65, or equivalent placement	5
WINTER TERM (4 credits)			WINTER TERM (4 credits)		
UAS 102	Small Unmanned Aircraft Aerial Photogrammetry UAS 101; Rec: COMM 111	4	UAS 102	sUAS Aerial Photogrammetry (TITLE CHANGE) UAS 101; Rec: COMM 111	4
SPRING TERM (9 credits)			SPRING TERM (9 credits)		
UAS 200	sUAS Professional Remote Pilot I FAA Remote Pilot License	5	UAS 200	sUAS Professional Remote Pilot I FAA Remote Pilot License	5
UAS 210	UAS Management place into IRW 115 or WR 115, MTH 65 or MTH 98	4	UAS 210	UAS Management place into IRW 115 or WR 115, MTH 65 or MTH 98	4
	Credit total	18		Credit total	18
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mike Davis	mdavis@cgcc.edu	2.3.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

Next steps:

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

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 102	Proposed prefix and number	No change
Current course title	Footings and Foundations	Proposed title (60 characters max)	Residential Concrete
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Footings and Foundations	Proposed transcript title (30 characters max)	Residential Concrete
Reason for above proposed changes	Title more representative of course content.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the construction of wood and concrete foundations. Explores determining property lines, setting building corners and establishing grades and elevations. Provides hands-on experience in the building of concrete footings and foundation wall forms. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes			

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"> 1. Demonstrate the layout of building lines and batter board set up. 2. Determine footing requirements and build a footing form. 3. Follow local building codes for foundation construction. 4. Build, erect, and use forms for poured foundation walls. 5. Estimate concrete materials required for a specific area. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Demonstrate the layout of building lines and batter board set up. 3. Determine footing requirements and build a footing form. 4. Follow local building codes for foundation construction. 5. Build, erect, and use forms for poured foundation walls. 6. Estimate concrete materials required for a specific area.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

(required if revising outcomes)

1. Demonstrate safe practices associated with Construction industry.
 - Cleanliness of work area
 - Recognizing margins for specific tool safety – Red Zone
 - Saws
 - Drills
 - Hand tools
 - Maintaining tools in proper working condition
 - Safety rules of thumb:
 - Don't force tools to do something they are not meant to do
 - Be present when using tools
 - Stay alert to what is going on around you
2. Demonstrate the layout of building lines and batter board set up.
 - Establish lot lines
 - Verify lot lines
 - Lay out building lines
 - Check squareness of building lines
 - Set up batter boards
3. Determine footing requirements and build a footing form.
 - Calculate dimensions for standard footings
 - Determine applications for reinforcement of footings
 - Form key in the footings
 - Lay out footing forms
 - Check forms for levelness and accurate measurements
 - Demonstrate the construction of footing forms
4. Follow local building codes for foundation construction.
 - Identify appropriate codes that apply to foundation construction
 - Read and interpret code
 - Follow and apply code standards
5. Build, erect, and use forms for poured foundation walls.
 - Identify the different wall forms used in construction
 - Calculate the amount of pressure created by concrete at base of wall form
 - Set up foundation wall forms
 - Brace wall forms and check dimensions
 - Utilize a variety of form hardware (snap ties, taper ties, coil ties, corner clamps)
6. Estimate concrete materials required for a specific area.
 - Demonstrate the proper mixing of concrete

	<ul style="list-style-type: none"> Identify methods used to deliver concrete to the forms Demonstrate methods to vibrate and compact concrete in forms Secure wall plates with appropriate anchors
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 103	Proposed prefix and number	No change
Current course title	Building Materials and Methods	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Building Materials and Methods	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces function and performance characteristics of basic building materials and components. Addresses methods and sequences in the construction process. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

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"> 1. Identify materials and methods used in the construction industry. 2. Analyze building materials quality, function and utility. 3. Apply proper handling and storage of building materials. 4. Organize building materials and components for sequencing construction activities. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Identify materials and methods used in the construction industry. 3. Analyze building materials quality, function and utility. 4. Apply proper handling and storage of building materials. 5. Organize building materials and components for sequencing construction activities.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Identify materials and methods used in the construction industry. <ul style="list-style-type: none"> • Have knowledge of locally available materials and be able to identify which are appropriate for a project • Utilize specifications to identify construction method for project • Calculate board footage • Research and compile building products manual by Construction Specifications Institute (CSI) master format 3. Analyze building materials quality, function and utility. <ul style="list-style-type: none"> • Define load capacity of building material • Identify appropriate fastener type and sizing units • Determine grades and moisture content • Know the difference between nominal and dressed sized lumber 4. Apply proper handling and storage of building materials. <ul style="list-style-type: none"> • Determine the storage needs of different building products: <ul style="list-style-type: none"> ○ Moisture protection ○ Breathability ○ Weight bearing capacity ○ Hazardous materials • Identify steps to ensure proper storage and protection 5. Organize building materials and components for sequencing construction activities. <ul style="list-style-type: none"> • Establish schedule for construction • Identify sequence of materials based on schedule • Identify placement of materials for access
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 104	Proposed prefix and number	No change
Current course title	Floor Framing	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Floor Framing	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces basic floor framing systems and principles used in construction. Includes floor system install on foundations using current building construction methods. Explores floor leveling, sill plate installation, and joist and beam lay-out. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

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"> 1. Identify the types of framing. 2. Calculate the load on girders and beams used in construction. 3. Follow local building codes for floor construction. 4. Work collaboratively and communicate effectively with a team. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Identify the types of framing. 3. Calculate the load on girders and beams used in construction. 4. Follow local building codes for floor construction. 5. Work collaboratively and communicate effectively with a team.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 1. Identify the types of framing <ul style="list-style-type: none"> • Explain platform framing, its use and advantages • Explain balloon framing, its use and advantages • Identify the framing methods shown in an architectural plan 2. Calculate the load on girders and beams used in construction. <ul style="list-style-type: none"> • Calculate the size of girders and beams needed for support in a structure • Demonstrate the construction of a built-up girder • Understand weight bearing advantages of steel beams 3. Follow local building codes for floor construction. <ul style="list-style-type: none"> • Identify appropriate code that apply to floor construction • Read and interpret code • Follow and apply code standards 4. Demonstrate the procedure to assemble a floor frame. <ul style="list-style-type: none"> • Identify sub floor material • Construct a cripple wall • Install sill plates 5. Work collaboratively and communicate effectively with a team. <ul style="list-style-type: none"> • Determine role for team members to accomplish a project • Troubleshoot issues that arise with project • Respect opinions and work through disagreements
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 105	Proposed prefix and number	No change
Current course title	Wall and Ceiling Framing	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Wall and Ceiling Framing	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces wall framing methods and principles currently used in construction and following Oregon building codes. Includes wall layout and assembly of studs, corners, partitions and openings. Addresses the calculation of material quantities and the application of related building codes. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Estimate materials required for wall framing project. 2. Identify the main parts of a wall frame and its layout. 3. Follow local building codes for wall and ceiling construction. 4. Construct and erect wall sections and partitions. 5. Apply air and weather resistant barriers.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Estimate materials required for wall framing project. 3. Identify the main parts of a wall frame and its layout. 4. Follow local building codes for wall and ceiling construction. 5. Construct and erect wall sections and partitions. 6. Apply air and weather resistant barriers.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Estimate materials required for wall framing project. <ul style="list-style-type: none"> • Calculate the amount of sheathing required • Determine the number of studs required to reach 16" on center • Create a stock plan to determine wall and ceiling framing members required 3. Identify the main parts of a wall frame and its layout. <ul style="list-style-type: none"> • Identify sole plates, top plates, studs and headers • Demonstrate methods to frame wall corners • Review and interpret site plans to determine location of rough openings 4. Follow local building codes for wall and ceiling construction. <ul style="list-style-type: none"> • Identify appropriate codes that apply to wall and ceiling construction • Read and interpret codes • Follow and apply code standards 5. Construct and erect wall sections and partitions. <ul style="list-style-type: none"> • Construct partition intersections • Demonstrate the construction of a header • Review safety procedures when constructing wall sections • Plumb wall upon erection 6. Apply air and weather resistant barriers. <ul style="list-style-type: none"> • Identify appropriate material and grades • Installation of material to block leaks and infiltration • Determine proper installation
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 106	Proposed prefix and number	No change
Current course title	Roof Framing	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Roof Framing	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the theory and practice of roof framing. Includes calculations to determine rafter lengths for slopes and spans. Addresses erecting and installing trusses and techniques for rafter installation. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

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"> 1. Apply math formulas to calculate rafter layouts. 2. Classify and describe various roof types. 3. Follow local building codes for roof construction. 4. Analyze and build a functioning structural roof system. 5. Describe the framing methods for different types of roofs. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Apply math formulas to calculate rafter layouts. 3. Classify and describe various roof types. 4. Follow local building codes for roof construction. 5. Analyze and build a functioning structural roof system. 6. Describe the framing methods for different types of roofs.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Apply math formulas to calculate truss construction. <ul style="list-style-type: none"> • Understand the purpose of roof trusses. • Identify common truss parts, including plates and connectors • Calculate truss load based on number of members and nodes • Create a scale model of a truss pattern • Describe installation of trusses 3. Classify and describe various roof types. <ul style="list-style-type: none"> • Identify and apply elements of gable roof • Identify and apply elements of hip roof • Identify and apply elements of an intersecting roof • Identify and apply elements of a truss roof 4. Follow local building codes roof construction. <ul style="list-style-type: none"> • Identify appropriate codes that apply to roof construction • Read and interpret codes • Follow and apply code standards 5. Analyze and build a functioning structural roof system. <ul style="list-style-type: none"> • Determine which roof type is right for the project – Pros and cons • Apply principles of roof layout • Determine roof pitch and unit rise • Identify span and run 6. Describe the framing methods for different types of roofs. <ul style="list-style-type: none"> • Consider load issues with flat roofs • Identify angles used for upper roof surfaces and lower roof surfaces • Recognize special framing problems that may occur, and identify possible solutions
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>

Department Required Course Activities (optional)	(update as needed) No change
---	---------------------------------

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 110	Proposed prefix and number	No change
Current course title	Electrical Wiring Basics	Proposed title (60 characters max)	Electrical Basics
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Electrical Wiring Basics	Proposed transcript title (30 characters max)	Electrical Basics
Reason for above proposed changes	Title more representative of course content.		

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
Provides basic knowledge of electrical wiring and AC and DC circuits. Introduces electrical codes, ordinances, print reading and electricity fundamentals. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

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"> Utilize basic electrical terms. Apply basic electrical theory. Recognize limits of basic electrical training. Use approved practices for simple wiring installation tasks. Perform simple electrical troubleshooting. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> Demonstrate safe practices associated with Construction industry. Utilize basic electrical terms. Apply basic electrical theory. Recognize limits of basic electrical training. Use approved practices for simple wiring installation tasks. Perform simple electrical troubleshooting.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

(required if revising outcomes)

1. Demonstrate safe practices associated with Construction industry.
 - Cleanliness of work area
 - Recognizing margins for specific tool safety – Red Zone
 - Saws
 - Drills
 - Hand tools
 - Maintaining tools in proper working condition
 - Safety rules of thumb:
 - Don't force tools to do something they are not meant to do
 - Be present when using tools
 - Stay alert to what is going on around you
2. Utilize basic electrical terms.
 - Describe a residential electrical service and its circuitry
 - Define “current” and the laws governing its functional principles
 - Understand the National Electrical Code and its purpose
3. Apply basic electrical theory.
 - Explain the theory of electron flow through conducting material
 - Know the difference between alternating current and direct current
 - Describe the purpose and construction of transformers
 - Know the difference between a step-up transformer and a step-down transformer
 - Understand the two levels of voltage used in residential wiring and how it's provided
4. Recognize limitations of basic electrical training
 - Identify local and National electrical codes
 - Read and interpret codes
 - Understand qualifications and role of licensed Electricians
 - Follow restrictions guiding any electrical work
5. Use approved practices for simple wiring installation tasks.
 - Demonstrate connecting two conductors or a conductor and a device
 - Strip insulation from the ends of conductors
 - Wire a simple circuit and demonstrate it works when plugged to a power source
6. Perform simple electrical troubleshooting.
 - Demonstrate testing of receptacles, switches and fixtures
 - Utilize devices designed to protect electrical conductors from damage

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 111	Proposed prefix and number	No change
Current course title	Plumbing Basics	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Plumbing Basics	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Explores basic skills needed to assist with installation and repair of plumbing systems. Introduces plumbing plans and drawings, measuring for plumbing materials and safe operation of plumbing tools. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Cite codes and safety measures that govern the installation of plumbing systems. 2. Properly operate plumbing tools. 3. Assist with the design and installation of a plumbing system. 4. Measure and calculate plumbing materials needed for a job.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Cite codes and safety measures that govern the installation of plumbing systems. 3. Properly operate plumbing tools. 4. Assist with the design and installation of a plumbing system. 5. Measure and calculate plumbing materials needed for a job.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> Cleanliness of work area Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> Saws Drills

	<ul style="list-style-type: none"> ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you <p>2. Cite codes and safety measures that govern the installation of plumbing systems.</p> <ul style="list-style-type: none"> • Understand necessity of adhering to plumbing code standards • Explain repercussions if standards are not followed • Compare the differences between codes from different communities <p>3. Properly operate plumbing tools.</p> <ul style="list-style-type: none"> • Proper and successful use of a compression fitting in creating a compression joint. • Proper and successful use of a pipe cutter and disconnect clip to make a fitting connection • Proper and successful use of a propane torch to sweat solder copper • Proper and successful use of a tubing cutter to cut and ream tubing • Proper and successful use of a pipe wrench to tighten and/or remove a pipe <p>4. Assist with the design and installation of a plumbing system.</p> <ul style="list-style-type: none"> • Be familiar with plumbing materials and terminology. • Identify symbols that represent plumbing devices and fixtures • Draw a plumbing system • Read and interpret plumbing system plans in order to translate into installation tasks. <p>5. Measure and calculate plumbing materials needed for a job.</p> <ul style="list-style-type: none"> • Find one side of a right-angle triangle • Compute the lengths of pipe offsets • Read and interpret plumbing system plans in order to generate a needed parts list
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 112	Proposed prefix and number	No change
Current course title	Basic Stair Construction	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Basic Stair Construction	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Explores the rise and run ratio for stair construction. Includes material estimation and installation of both open and closed interior staircases. Emphasizes the relevant building codes in stair construction. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify the stair types and when they are used in a project. 2. Calculate the rise-run ratio, riser size and stairwell length. 3. Lay out stringers for given stair rise and run. 4. Identify stair parts. 5. Follow local building codes for stair construction.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Identify the stair types and when they are used in a project. 3. Calculate the rise-run ratio, riser size and stairwell length. 4. Lay out stringers for given stair rise and run. 5. Identify stair parts. 6. Follow local building codes for stair construction.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> Cleanliness of work area Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> Saws Drills

	<ul style="list-style-type: none"> ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you <p>2. Identify the stair types and when they are used in a project.</p> <ul style="list-style-type: none"> • Understand the evolution of stairway construction • Identify the two types of stairs and their use • Calculate wider tread for winder stairs <p>3. Calculate the rise-run ratio, riser size and stairwell length.</p> <ul style="list-style-type: none"> • Distinguish between unit run and rise and total run and rise • Demonstrate accurate layout of stairway • Identify trimmers and headers to be used • Identify three rules for calculating rise-run and riser-tread ratio <p>4. Lay out stringers for given stair rise and run.</p> <ul style="list-style-type: none"> • Demonstrate riser height using a story pole • Use story pole to accurately transfer to a stringer and framing square • Identify three types of construction used for stringers • Demonstrate construction of a housed stringer stairway <p>5. Identify stair parts.</p> <ul style="list-style-type: none"> • Identify materials commonly used for treads and risers of main stairs • Describe basic stair riser shapes • Define the term "nosing" and the various designs associated with it • Identify the parts of an open stair <p>6. Follow local building codes for stair construction.</p> <ul style="list-style-type: none"> • Identify appropriate code that applies to stair construction • Read and interpret code • Follow and apply code standards
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 113	Proposed prefix and number	No change
Current course title	Building Decks and Porches	Proposed title (60 characters max)	Deck Building
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Building Decks and Porches	Proposed transcript title (30 characters max)	Deck Building
Reason for above proposed changes	Title more representative of course content.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the methods and materials used for proper site preparation in deck and porch installations. Outlines the steps followed in the construction of a deck or porch. Covers the identification of defects that impact safety in wood and composite decks and porches. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

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"> 1. Identify and compare varying types of decks and porches. 2. Select and install appropriate fasteners for deck and porch construction. 3. Prepare deck or porch site for layout and construction. 4. Recognize advantages and disadvantages of different structural and decking materials. 5. Identify defects that can impact safety in wood and composite decks and porches. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Identify and compare varying types of decks and porches. 3. Select and install appropriate fasteners for deck and porch construction. 4. Prepare deck or porch site for layout and construction. 5. Recognize advantages and disadvantages of different structural and decking materials. 6. Identify defects that can impact safety in wood and composite decks and porches.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

(required if revising outcomes)

1. Demonstrate safe practices associated with Construction industry.
 - Cleanliness of work area
 - Recognizing margins for specific tool safety – Red Zone
 - Saws
 - Drills
 - Hand tools
 - Maintaining tools in proper working condition
 - Safety rules of thumb:
 - Don't force tools to do something they are not meant to do
 - Be present when using tools
 - Stay alert to what is going on around you
2. Identify and compare varying types of decks and porches.
 - Describe the types of decks and their features
 - Ground level deck (footings only)
 - Raised deck (footings, post anchors)
 - Discuss porch styles and their features
 - Open porch (no enclosure, roof)
 - Screened Porch (screened, roof)
 - Farmhouse porch (runs width of house, no enclosure, roof)
3. Select and install appropriate fasteners for deck and porch construction.
 - Demonstrate installation of concealed fasteners
 - Identify connectors to use for decks and porches
4. Prepare deck or porch site for layout and construction.
 - Study local codes for deck and porch building
 - Access appropriate building permits
 - Lay out a deck using measuring tape
 - Prove corners of deck using diagonal measurements
 - Install a ledger for deck attachment
5. Recognize advantages and disadvantages of different structural and decking materials.
 - Identify grades, species and sizes of wooden structural materials
 - Choose materials the resist decay and withstand outdoor exposure
 - Describe composite boards and their use
 - Properly dispose of composite scrap according to EPA regulations
6. Identify defects that can impact safety in wood and composite decks and porches.
 - Identify checks and splits in wood boards
 - Identify rot and decay in wood boards

	<ul style="list-style-type: none"> • Recognize crooks and bows in wood boards • Identify delamination of composite boards • Recognize fiber and bonding defects of composite boards
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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.

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 114	Proposed prefix and number	No change
Current course title	Windows and Interior Doors	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Windows and Interior Doors	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the various types of windows, skylights, and interior doors available and their proper use. Provides instructions for installation. Includes procedures for installing weather-stripping and locksets. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Install a standard window and replacement window. 2. Install a bow or box bay window unit. 3. Prepare a rough opening for door frame installation. 4. Install standard door frame and exterior door.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Install a standard window and replacement window. 3. Install a bow or box bay window unit. 4. Prepare a rough opening for door frame installation. 5. Install standard door frame and exterior door.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools

	<ul style="list-style-type: none"> • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you <p>2. Install a standard window and replacement window.</p> <ul style="list-style-type: none"> • Identify the basic parts of a window • Define standard window height • Describe how to acclimate windows before installing • Check the rough opening for correct size • Apply proper leveling before fastening • Apply procedure for removing older window and installing replacement <p>3. Install a bow or box bay window unit.</p> <ul style="list-style-type: none"> • Understand the differences between a stick-built bay window and prefabricated units • Apply proper installation procedure for pre-fabricated unit <p>4. Prepare a rough opening for door frame installation.</p> <ul style="list-style-type: none"> • Refer to local building code to determine minimum door width • Prepare door frame for installation <p>5. Install standard door frame and exterior door.</p> <ul style="list-style-type: none"> • Identify the swing for the door and where rabbets and jambs must be located • Check door for proper fit within frame • Determine the advantages of using pre-hung door units • Follow manufacturer's recommendations when installing a pre-hung door unit
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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="checked" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 115	Proposed prefix and number	No change
Current course title	Interior and Exterior Finishes	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Interior and Exterior Finishes	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Provides training in the use of various interior and exterior finish materials and techniques. Includes calculating material quantities and accurate measuring techniques. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. 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: MTH 20 or equivalent placement test scores. 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
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Calculate material quantities for interior and exterior finishes. 2. Accurately measure, cut and install exterior finishes. 3. Accurately measure, cut and install interior finishes. 4. Properly install hardware to doors and cabinets.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Calculate material quantities for interior and exterior finishes. 3. Accurately measure, cut and install exterior finishes. 4. Accurately measure, cut and install interior finishes. 5. Properly install hardware to doors and cabinets.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> Cleanliness of work area Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> Saws

	<ul style="list-style-type: none"> ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you <p>2. Calculate material quantities for interior and exterior finishes.</p> <ul style="list-style-type: none"> • Construction math • Layout • Blueprint reading <p>3. Accurately measure, cut and install exterior finishes.</p> <ul style="list-style-type: none"> • Insulation and thermal insulation • Vapor barriers • Waterproofing • Roof ventilation <p>4. Accurately measure, cut and install interior finishes.</p> <ul style="list-style-type: none"> • Bases and casings • Handrails and stair caps • Stair treads <p>5. Properly install hardware to doors and cabinets.</p> <ul style="list-style-type: none"> • Placement • Accurate measurement • Predrilling techniques
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
Department Required Course Activities (optional)	(update as needed) No change

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="checked" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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."

Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 221	Proposed prefix and number	No change
Current course title	Advanced Materials and Methods	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Advanced Materials and Methods	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Investigates more advanced building practices, including new materials and their properties. Examines the latest approaches to construction, comparing and contrasting with traditional methods. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Investigates more advanced building practices, including new materials and their properties. Examines the latest approaches to construction, comparing and contrasting with traditional methods. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for requisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Weigh the advantages and disadvantages of advanced materials emerging in construction. 2. Test new building products for efficiency and effectiveness. 3. Identify attributes of modular structures. 4. Locate quality resources to stay current with emerging construction trends.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Weigh the advantages and disadvantages of advanced materials emerging in construction. 3. Test new building products for efficiency and effectiveness. 4. Identify attributes of modular structures. 5. Locate quality resources to stay current with emerging construction trends.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Weigh the advantages and disadvantages of advanced materials emerging in construction. <ul style="list-style-type: none"> • Properties • Durability • Ease of use 3. Test new building products for efficiency and effectiveness. <ul style="list-style-type: none"> • Research • Select a focus • Test • Evaluate 4. Identify attributes of modular structures. <ul style="list-style-type: none"> • Flexibility • Reuse options • Time and materials • Safety 5. Locate quality resources to stay current with emerging construction trends. <ul style="list-style-type: none"> • Articles • Periodicals • Conferences • Podcasts
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 222	Proposed prefix and number	No change
Current course title	Advanced Foundations: Concrete	Proposed title (60 characters max)	Commercial Concrete
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Advanced Foundations: Concrete	Proposed transcript title (30 characters max)	Commercial Concrete
Reason for above proposed changes	Title more representative of course content.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces concrete construction, including layout, footings, foundation walls, and slabs. Utilizes different forming methods and materials to erect a concrete foundation. Addresses handling and curing of concrete. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Introduces concrete construction, including layout, footings, foundation walls, and slabs. Utilizes different forming methods and materials to erect a concrete foundation. Addresses handling and curing of concrete. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Estimate amount of concrete for a given set of concrete footings. 2. Demonstrate proper mixing, placing and curing of concrete. 3. Construct forms for footings and foundations. 4. Pour and finish footings and foundations.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Estimate amount of concrete for a given set of concrete footings. 3. Demonstrate proper mixing, placing and curing of concrete. 4. Construct forms for footings and foundations. 5. Pour and finish footings and foundations.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Estimate amount of concrete for a given set of concrete footings. <ul style="list-style-type: none"> • Calculate amount of concrete for job • Foundation layout • Build form work for footing type 3. Demonstrate proper mixing, placing and curing of concrete. <ul style="list-style-type: none"> • Concrete tools • Concrete materials and properties • Placing and curing techniques (water sprinkle, covering, sealer) • Concrete testing 4. Construct forms for footings and foundations. <ul style="list-style-type: none"> • Concrete forming options (insulated, foam, pre-manufactured) • Formwork for foundations • Concrete reinforcing 5. Pour and finish footings and foundations. <ul style="list-style-type: none"> • Concrete troweling • Form removal • Concrete finishing
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

<p>Is this course used for related instruction?</p>	<div> <input type="checkbox"/> Yes </div> <div> <input checked="" type="checkbox"/> No </div>
<p>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.</p>	

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 223	Proposed prefix and number	No change
Current course title	Fences, Handrails and Gates	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Fences, Handrails and Gates	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Explores the design and layout of a fence, handrail and/or gate project. Includes selection of materials, proper brace and attachment techniques, and appropriate weather treatment. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Explores the design and layout of a fence, handrail and/or gate project. Includes selection of materials, proper brace and attachment techniques, and appropriate weather treatment. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Design layout based on client's request. 2. Calculate material requirements. 3. Present estimate with any nuances for client approval. 4. Construct project according to plans. 5. Apply appropriate finish.	Upon successful completion of this course, students will be able to: 1. Demonstrate safe practices associated with Construction industry. 2. Design layout based on client's request. 3. Calculate material requirements. 4. Present estimate with any nuances for client approval. 5. Construct project according to plans. 6. Apply appropriate finish.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Sketch layout based on client's request. <ul style="list-style-type: none"> • Create materials list • Determine Construction method • Prepare site 3. Calculate material requirements. <ul style="list-style-type: none"> • Identification of building products • Calculation of cost • Schedule of events 4. Present estimate with any nuances for client approval. <ul style="list-style-type: none"> • Communicate effectively • Document changes and any estimate impact • Follow up regularly 5. Construct project according to plans. <ul style="list-style-type: none"> • Machining, surfacing and assembly • Joinery • Adhesives • Hardware 6. Apply appropriate finish. <ul style="list-style-type: none"> • Stains and application techniques • Paint and application techniques • Protective finishes
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 230	Proposed prefix and number	No change
Current course title	Roofing and Siding	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Roofing and Siding	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the techniques for installing both metal and architectural asphalt roofing. Explores lap, sheet and single shingle siding options. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Introduces the techniques for installing both metal and architectural asphalt roofing. Explores lap, sheet and single shingle siding options. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

<p>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.)</p> <p>***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.***</p>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify appropriate materials for a roofing or siding project. 2. Calculate and explain roofing and siding bids. 3. Demonstrate roof and siding envelopes for waterproofing. 4. Inspect and identify potential leak issues. 	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Identify appropriate materials for a roofing or siding project. 3. Calculate and explain roofing and siding bids. 4. Demonstrate roof and siding envelopes for waterproofing. 5. Inspect and identify potential leak issues.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Identify appropriate materials for a roof or siding project. <ul style="list-style-type: none"> • Siding material types • Roofing material types • Fastening systems for siding and roofing • Manufacturers and mill requirements • Building codes 3. Calculate and explain roofing and siding bids. <ul style="list-style-type: none"> • Square footage calculation • Board footage calculation • Blueprint and specification reading • Communicate effectively 4. Demonstrate roofing and siding envelopes for waterproofing. <ul style="list-style-type: none"> • Sheathing and building paper • Waterproofing options (peel 'n stick flashing, roof sealants, waterproof siding) • Application methods 5. Inspect and identify potential leak issues. <ul style="list-style-type: none"> • Inspection techniques (water meter, crawl spaces, signs of mold) • Leak tests • Repair options
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>
<p>Is this course used for related instruction?</p>	<div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
<p>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.</p>	

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 231	Proposed prefix and number	No change
Current course title	Sheetrock/Drywall Basics	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Sheetrock/Drywall Basics	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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
Explores the basics of working with sheetrock, from handling and storage to mud, tape and textures. Introduces tools and techniques and addresses proper measuring, cutting and fitting. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Explores the basics of working with sheetrock, from handling and storage to mud, tape and textures. Introduces tools and techniques and addresses proper measuring, cutting and fitting. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

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"> 1. Apply an understanding of single layer sheetrock/drywall construction installation. 2. Perform backing and edge corner treatments. 3. Identify proper tools and techniques for applying mud, tape and textures. 4. Apply finishing techniques. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Apply an understanding of single layer sheetrock/drywall construction installation. 3. Perform backing and edge corner treatments. 4. Identify proper tools and techniques for applying mud, tape and textures. 5. Apply finishing techniques.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 2. Understand single layer construction. <ul style="list-style-type: none"> • Calculate drywall materials • Types of drywall • Proper storage and handling of drywall 3. Perform backing and edge corner treatments <ul style="list-style-type: none"> • Cornerbeads • Rigging • Molding application • Covering seams 4. Identify proper tools and techniques for applying mud, tape and textures. <ul style="list-style-type: none"> • Tool selection • Applying tape • Types of textures and its application (orange peel, stucco, slap brush) • Patching damaged drywall 5. Apply finishing techniques. <ul style="list-style-type: none"> • Troweling • Edging • Broom finish • Concrete stains
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

<p>Is this course used for related instruction?</p>	<div> <input type="checkbox"/> Yes </div> <div> <input checked="" type="checkbox"/> No </div>
<p>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.</p>	

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 232	Proposed prefix and number	No change
Current course title	Flooring Basics	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Flooring Basics	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	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	
Explores hardwood, engineered wood, laminate, vinyl, plank, tile and sheet flooring and the proper use for each. Addresses subfloor preparation, cutting vents and making other penetrations, as well as installation. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.		Explores hardwood, engineered wood, laminate, vinyl, plank, tile and sheet flooring and the proper use for each. Addresses subfloor preparation, cutting vents and making other penetrations, as well as installation. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.	
Reason for description change	To reflect requisite changes.		

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

<p>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.)</p> <p>***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.***</p>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify appropriate flooring type for desired use. 2. Prepare subfloor surface and install vapor barrier. 3. Perform proper penetration techniques based on flooring type. 4. Install a variety of flooring types based on manufacturer's instructions. 	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. 2. Identify appropriate flooring type for desired use. 3. Prepare subfloor surface and install vapor barrier. 4. Perform proper penetration techniques based on flooring type. 5. Install a variety of flooring types based on manufacturer's instructions.
Reason for outcomes change	With removal of CT 101 Tools & Safety from the degree/certificate, a safety outcome/content was added to courses throughout the program to ensure coverage of this material.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ul style="list-style-type: none"> • Cleanliness of work area • Recognizing margins for specific tool safety – Red Zone <ul style="list-style-type: none"> ○ Saws ○ Drills ○ Hand tools • Maintaining tools in proper working condition • Safety rules of thumb: <ul style="list-style-type: none"> ○ Don't force tools to do something they are not meant to do ○ Be present when using tools ○ Stay alert to what is going on around you 1. Identify appropriate flooring type for desired use. <ul style="list-style-type: none"> • Tile types (ceramic, porcelain, glass, etc.) • Tile selection based on use (durability, maintenance) • Wood floor options (wood-like laminate, engineered wood, hardwood) • Wood floor characteristics (durability, maintenance) • Refinishing existing wood floors 2. Prepare subfloor surface and install vapor barrier. <ul style="list-style-type: none"> • Subfloor preparation and/or repair • Moisture vapor transmission • Permeability 3. Demonstrate proper penetration techniques based on flooring type. <ul style="list-style-type: none"> • Proper cutting tools • Penetration techniques to prevent damage (proper tools for cutting, how and where to cut) • Finishing of cuts and penetrations 4. Install a variety of flooring types based on manufacturer's instructions. <ul style="list-style-type: none"> • Layout • Installation techniques (glue, nails, tongue and groove) • Grout options (cementitious, epoxy, furan, color) • Tile and wood sealers
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - Construction	Submitter name Phone Email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Current prefix and number	CT 233	Proposed prefix and number	No change
Current course title	Green Building	Proposed title (60 characters max)	Green Building Materials and Methods
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Green Building	Proposed transcript title (30 characters max)	Green Building Mat & Methods
Reason for above proposed changes	Title more representative of course content.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ...". Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the types and applications of green building materials. Investigates energy efficiency options, including improving indoor air quality. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Introduces the types and applications of green building materials. Investigates energy efficiency options, including improving indoor air quality. Prerequisites: MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115. Audit Available.
Reason for description change	To reflect requisite changes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121; MTH 105 or equivalent placement test scores	<input checked="" 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: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> Placement into: IRW 115 or WR 115			
prefix & number: MTH 98 or placement into MTH 65	<input checked="" 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
Reason for prerequisite changes	Requisites are currently higher than needed. Students are to be able to start in first or second year rather than needing to complete the first year prior to the second.		

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"> 1. Recognize the energy and atmospheric impacts of building products. 2. Identify appropriate green materials for specific applications. 3. Apply energy performance in the planning and construction process. 4. Perform an energy audit of a given space. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the energy and atmospheric impacts of building products. 2. Identify appropriate green materials for specific applications. 3. Apply energy performance in the planning and construction process. 4. Perform an energy audit of a given space. 5. Communicate effectively with coworkers, industry partners, and clients.
Reason for outcomes change	Adding communication outcome to ensure PLO coverage.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Recognize the energy and atmospheric impacts of building products. <ul style="list-style-type: none"> • Key practices of sustainable buildings, such as: <ul style="list-style-type: none"> ○ synthetic roof underlayment ○ passive solar ○ greywater plumbing ○ solar thermal cladding • LEED and other building guidelines • EPA and DOE laws related to sustainable building 2. Identify appropriate green materials for specific applications. <ul style="list-style-type: none"> • High efficiency products • PV Systems • Geothermal heating/cooling 3. Apply energy performance in the planning and construction process. <ul style="list-style-type: none"> • Thermal and electrical loads • Structure envelope – vapor barrier, Insulation • Structure placement – wind and sun patterns • Energy efficient HVAC systems 4. Perform an energy audit of a given space. <ul style="list-style-type: none"> • Planning scope of audit • Investigating systems within scope • Implementing efficiency changes • Sustaining changes 5. Communicate effectively with coworkers, industry partners, and clients. <ul style="list-style-type: none"> • Be prepared for presentations <ul style="list-style-type: none"> ○ Collect data ○ Understanding client needs ○ Recognizing budgetary constraints • Using imagery – drawings and pictures • Relevant vocabulary • Tact and patience • Timeliness
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) No change</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed) No change</p>
<p>Is this course used for related instruction?</p>	<div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
<p>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.</p>	

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"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 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 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."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	02/09/2023
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 2.9.23
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Trades & Technology - Construction	Submitter name phone and email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Prefix and Course Number:	CT 100	Credits:	3
Course Title: (60 characters max, including spaces)	Building Layout	Transcript Title: (30 characters max, including spaces)	Building Layout
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 0 Lec/lab: 60 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Meets the wide variety of industry needs requested by industry partners.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Place into MTH 98 or MTH 65 Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> placement into: IRW 115 or WR 115		<input type="checkbox"/> placement into:	
course prefix & number: MTH 98 or placement into MTH 65	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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](#).

<p>Focusses on the fundamentals related to residential construction. Identifies safe practices to be used on the job site. Addresses proper use of layout tools in a variety of applications and locations. Prerequisites: MTH 98 or placement into MTH 65. Placement into IRW 115 or WR 115. Audit available.</p>	
<p>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.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate safe practices associated with Construction industry.
	2. Read and create simple drawings or prints from a variety of floor plans and typicals.
	3. Create a set of perpendicular control lines to layout construction floor plans.
	4. Apply offsets and setbacks to the layout of a structure.
	5. Establish elevations and grades.
	6. Layout, on site, a 160-foot square dwelling with usable attic space.
Outcomes assessment strategies (optional):	7. Communicate effectively with coworkers, industry partners and clients.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ol style="list-style-type: none"> a. Cleanliness of work area b. Recognizing margins for specific tool safety – Red Zone <ol style="list-style-type: none"> i. Saws ii. Drills iii. Hand tools c. Maintaining tools in proper working condition d. Safety rules of thumb: <ol style="list-style-type: none"> i. Don’t force tools to do something they are not meant to do ii. Be present when using tools iii. Stay alert to what is going on around you

2. Read and create simple drawings or prints from a variety of floor plans and typicals.
 - a. Standard markings on a floor plan
 - i. Plan index/legend – footings, foundations, orientation, perpendicular walls, anchor points, specialty anchors
 - ii. Scaling with Ratios
3. Create a set of perpendicular control lines to layout construction floor plans.
 - a. Purpose
 - i. Providing X and Y axis for establishment of all other dimensions
 - ii. Transferring an idea on paper to an actual site
 - iii. Team obligation to site accuracy
 - b. Making accurate readings, measurements and markings
 - i. Navigating and plotting document information correctly
 - ii. 3-4-5 procedure for creating 90-degree angle (Pythagorean Theorem)
 - c. Transfer of data/measurements
 - i. Accessing data from drawing for transposing on to the work surface
 - ii. Transposing site measurements to design layout
 - iii. Double checking finished markings on site – work backwards to confirm measurements
4. Apply offsets and setbacks to the layout of a structure.
 - a. Define offsets and setbacks
 - i. Easements
 - ii. Property line codes and requirements
 1. Utilities placements
 2. Natural wetland regulations
 - b. Research appropriate documentation
 - i. Existing layouts
 - ii. New objectives
5. Establish elevations and grades.
 - a. Tools used in establishing elevation and grades
 - i. Laser levels
 - ii. Transits
 - iii. Water level
 - b. Surveyor marks and pins
 - c. Creating targets for checking elevations
6. Layout a 160-square foot dwelling with usable attic space.
 - a. Layout perpendicular control lines
 - b. Apply offsets
 - c. Establish elevations and grades

	<p>7. Communicate effectively with coworkers, industry partners, and clients.</p> <ul style="list-style-type: none"> a. Be prepared for presentations <ul style="list-style-type: none"> i. Collect data ii. Understanding client needs iii. Recognizing budgetary constraints b. Using imagery – drawings and pictures c. Relevant vocabulary d. Tact and patience e. Timeliness
Suggested Texts & Materials (specify if any texts or materials are required):	Modern Carpentry, 12th Edition, Wagner, Smith
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Construction Technology – Building	# credit: 33
Name of degree(s):	Construction Technology AAS	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 12.21.22 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	2-9-23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Clark		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Trades & Technology - Construction	Submitter name phone and email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Prefix and Course Number:	CT 241	Credits:	3
Course Title: (60 characters max, including spaces)	Hardware, Adhesives, Sealants & Flashings	Transcript Title: (30 characters max, including spaces)	Hrdw, Adhes, Selants & Flshgs
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 0 Lec/lab: 60 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Meets the wide variety of industry needs requested by industry partners.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Place into MTH 98 or MTH 65 Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> placement into: IRW 115 or WR 115		<input type="checkbox"/> placement into:	
course prefix & number: MTH 98 or placement into MTH 65	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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](#).

<p>Focuses on fundamentals related to the application and techniques for installing sealants, hardware, adhesives, and shaping flashings. Examines code requirements as well as ADA compliance. Prerequisites: MTH 98 or placement into MTH 65. Placement into IRW 115 or WR 115. Audit available.</p>	
<p>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.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate safe practices associated with Construction industry.
	2. Identify common types of adhesives, their characteristics and uses.
	3. Differentiate between water-based latex caulking and silicone-based sealants.
	4. Apply appropriate types of flashing to residential structures.
Outcomes assessment strategies (optional):	5. Install a variety of residential hardware.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Demonstrate safe practices associated with Construction industry. <ol style="list-style-type: none"> a. Cleanliness of work area b. Recognizing margins for specific tool safety – Red Zone <ol style="list-style-type: none"> i. Saws ii. Drills iii. Hand tools c. Maintaining tools in proper working condition d. Safety rules of thumb: <ol style="list-style-type: none"> i. Don't force tools to do something they are not meant to do ii. Be present when using tools iii. Stay alert to what is going on around you 2. Identify common types of adhesives, their characteristics and uses. <ol style="list-style-type: none"> a. Construction adhesives <ol style="list-style-type: none"> i. Uses <ol style="list-style-type: none"> 1. Sheathing on roof or sub-floor systems

- 2. Repairing damaged lumber
 - 3. Sound deadening for stair risers
- ii. Trouble shooting areas:
 - 1. Quick skinning
 - 2. Application and storage temperatures
 - 3. Use with caulking gun and clean-up
- b. Powdered glue
 - i. Uses
 - 1. For woods with knots
 - 2. Finished floor systems
 - ii. Trouble shooting areas
 - 1. Time sensitive
- c. Water-proof type one water resistant adhesive:
 - i. Uses
 - 1. Repairs and new construction when laminating
 - 2. Mock-ups for fabricating
- 3. Differentiate between water-based latex caulking and silicone-based sealants.
 - a. Caulking gun characteristics
 - b. Types of a sealants
 - i. Silicon-base
 - 1. Applications/usage
 - 2. Challenges
 - a. Cleaning requirements
 - b. Spreading/running a bead
 - ii. Water-base latex
 - 1. Applications/usage
 - 2. Challenges
 - a. Cleaning requirements
 - b. Spreading/running a bead
- 4. Apply appropriate types of flashing to residential structures
 - a. Types of flashing
 - i. Step flashing
 - ii. Drip flashing
 - iii. Gable-end flashing
 - iv. Roof boots
 - v. Z-flashing
- 5. Install a variety of residential hardware
 - a. Types of hardware
 - i. Drawer pulls
 - ii. Door hinges
 - iii. Lock sets
 - iv. Door stops
 - v. Door closers
 - vi. Door kicks
 - b. Adjust and maintain of existing hardware

Suggested Texts & Materials (specify if any texts or materials are required):	Modern Carpentry, 12th Edition, Wagner, Smith
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Construction Technology – Building	# credit: 33
Name of degree(s):	Construction Technology AAS	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):	Construction Technology – Finishing	# credit: 33
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: 12.21.22 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	2.9.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Trades & Technology - Construction	Submitter name phone and email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Prefix and Course Number:	CT 242	Credits:	3
Course Title: (60 characters max, including spaces)	Estimating Materials & Labor	Transcript Title: (30 characters max, including spaces)	Estimating Materials & Labor
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 0 Lec/lab: 60 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Meets the wide variety of industry needs requested by industry partners.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Place into MTH 98 or MTH 65 Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> placement into: IRW 115 or WR 115		<input type="checkbox"/> placement into:	
course prefix & number: MTH 98 or placement into MTH 65	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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](#).

Explores both fixed and time/material models, budget flexibility and limitations. Compares dynamic scope verses fixed scope bids, including the calculation of materials and labor costs, timelines/deadlines, and change orders. Prerequisites: MTH 98 or placement into MTH 65. Placement into IRW 115 or WR 115. Audit available.	
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.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Create an overall scope, budget, and timeline for work
	2. Implement a change order, including materials and labor costs
	3. Communicate effectively with coworkers, industry partners and clients.
Outcomes assessment strategies (optional):	
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Create an overall scope, budget, and timeline for work <ol style="list-style-type: none"> a. Determine parameters of work to be done b. Preparing budget <ol style="list-style-type: none"> i. Determine costs – materials and time, demolition, travel ii. Work within customer budget as appropriate iii. Strategies when shopping for materials c. Creation of job calendar/timeline <ol style="list-style-type: none"> i. Organization of subcontractors’ time ii. Delivery of material iii. Inspection scheduling 2. Implement a change order, including materials and labor costs <ol style="list-style-type: none"> a. Change order based on upgrades/downgrades b. Change order addressing work not covered in original estimate c. Changes require new contract for additional work d. Permits, inspection, zoning and plan review requirements apply and

	<p>need to be updated and approved</p> <p>3. Communicate effectively with coworkers, industry partners, and clients.</p> <ul style="list-style-type: none"> a. Be prepared for presentations <ul style="list-style-type: none"> i. Collect data ii. Understanding client needs iii. Recognizing budgetary constraints b. Using imagery – drawings and pictures c. Relevant vocabulary d. Tact and patience e. Timeliness
Suggested Texts & Materials (specify if any texts or materials are required):	Modern Carpentry, 12th Edition, Wagner, Smith
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Construction Technology – Building	# credit: 33
Name of degree(s):	Construction Technology AAS	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):	Construction Technology – Finishing	# credit: 33
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: 12.21.22 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	2.9.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Clark		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Trades & Technology - Construction	Submitter name phone and email	Glenn Wood 541-965-3428 gwood@cgcc.edu
Prefix and Course Number:	CT 243	Credits:	3
Course Title: (60 characters max, including spaces)	Prints, Drawings and Plans	Transcript Title: (30 characters max, including spaces)	Prints, Drawings and Plans
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 0 Lec/lab: 60 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Meets the wide variety of industry needs requested by industry partners.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Place into MTH 98 or MTH 65 Prerequisite/concurrent: WR 121			
<input checked="" type="checkbox"/> placement into: IRW 115 or WR 115		<input type="checkbox"/> placement into:	
course prefix & number: MTH 98 or placement into MTH 65	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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](#).

<p>Develops skills for producing a set of drawings, plans, or prints. Examines basic views, including: elevations, section views and typicals. Provides an opportunity to create a functional design for a 200 square foot dwelling. Prerequisites: MTH 98 or placement into MTH 65. Placement into IRW 115 or WR 115. Audit available.</p>	
<p>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.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply drawing skills when drafting plans, drawings and prints.
	2. Recognize the components of plan views, elevations, and section views.
	3. Create drawings of basic individual rooms.
	4. Design a 200-foot square dwelling with usable attic space.
	5. Communicate effectively with coworkers, industry partners and clients.
Outcomes assessment strategies (optional):	
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Apply drawing skills when drafting plans, drawings and prints. <ol style="list-style-type: none"> a. Setting up drafting table b. Drafting tools (straight edge, 45/90 degree template, protractors) c. Drawing techniques <ol style="list-style-type: none"> i. Light touch ii. Pencil control iii. Types of lines 2. Recognize the components of plan views, elevations, and section views. <ol style="list-style-type: none"> a. Legends/index <ol style="list-style-type: none"> i. Explanation grid ii. Scale iii. Direction

	<ul style="list-style-type: none"> iv. Summary b. Floor plans <ul style="list-style-type: none"> i. Code requirements (cabinets, walkways, door heights, stairs) ii. 2 dimensional drawing – lines iii. Symbols c. Elevations <ul style="list-style-type: none"> i. Necessary data ii. 3 dimensional drawing elements d. Typical <ul style="list-style-type: none"> i. Cross sections of common structural features ii. Code requirements <p>3. Create drawings of basic individual rooms.</p> <ul style="list-style-type: none"> a. Kitchen b. Bathroom c. Living spaces d. Garages <p>4. Design a 200-square foot dwelling with usable attic space.</p> <ul style="list-style-type: none"> a. Draft accurate plans, including: <ul style="list-style-type: none"> i. Legend/index ii. Floor plans iii. Elevations iv. Typical <p>5. Communicate effectively with coworkers, industry partners, and clients.</p> <ul style="list-style-type: none"> a. Be prepared for presentations <ul style="list-style-type: none"> i. Collect data ii. Understanding client needs iii. Recognizing budgetary constraints b. Using imagery – drawings and pictures c. Relevant vocabulary d. Tact and patience e. Timeliness
Suggested Texts & Materials (specify if any texts or materials are required):	Modern Carpentry, 12th Edition, Wagner, Smith
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?

☒ Yes
☐ No

Name of certificate(s):	Construction Technology - Building	# credit: 33
Name of degree(s):	Construction Technology AAS	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):	Construction Technology - Finishing	# credit: 33
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 12.21.22 <input type="checkbox"/> No	

Implementation term:	<input checked="checked" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	2-9-23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Clark		

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. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date 02.09.23
CC decision
CC vote

REVISION of AAS DEGREE REQUEST

Submitted by: Glen Wood

Email: gwood@cgcc.edu

Phone: 541-965-3428

Department: Technology & Trades - Construction

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Construction Technology	Proposed Title:	No change
Current Credits:	92	Proposed Credits:	90
Overview and rationale for proposed changes:	To meet needs of local contractors/construction industry.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Change course titles for the following courses: CT 102, CT 110, CT 113, CT 114, CT 222, CT 233 2. Add: CT 100, CT 241, CT 242, CT 243 3. Delete: CT 101, CT 234, CT 235, CT 236 4. Changing terms for multiple courses 5. Decrease degree credits from 92 to 90 <p>(23.9% change in degree)</p>		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s) Construction Technology certificate Basic Construction certificate	

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	Spring 2022
Requested Implementation Term	Summer 2023			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 98 or place into MTH 65	Quantitative Math or equivalent placement	placement into IRW 115 or WR 115; placement into MTH 98	4
Placement into IRW 115 or WR 115	Integrated Reading & Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement Placement into WR 115	0
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES

All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Does the revision involve changing degree outcomes?

☒ Yes ☐ No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Qualify for employment in the construction field.
2. Apply comprehensive construction skills to build or remodel structures.
3. Consider specialization in specific elements of the construction industry.
4. Demonstrate professionalism and produce quality work.
5. Use effective communication skills to interact with fellow crew members and supervisor.
6. Use critical thinking skills to evaluate jobsite practices.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. Apply comprehensive construction skills in building or remodeling structures.
2. Identify area for specialization in the construction industry.
3. Demonstrate professionalism and produce quality work.
4. Use effective communication skills to interact with fellow crew members and supervisor.
5. Use critical thinking skills to evaluate jobsite practices.

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the [catalog](#) certificate map. List course requisites under Course Title. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Fall Term (16 credits)			Fall Term (16 credits)		
CT 101	Tools and Safety (REMOVE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 100	Building Layout (ADD) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 102	Footings and Foundations MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 102	Residential Concrete (TITLE CHANGE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 103	Building Materials and Methods MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 103	Building Materials and Methods MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 104	Floor Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 104	Floor Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
WR 115	Introduction to Expository Writing placement into WR 115	4	WR 115	Introduction to Expository Writing placement into WR 115	4
Winter Term (16 credits)			Winter Term (16 credits)		
CT 105	Walls and Ceiling Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 105	Walls and Ceiling Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 106	Roof Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 106	Roof Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 110	Electrical Wiring Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 110	Electrical Basics (TITLE CHANGE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 111	Plumbing Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 111	Plumbing Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
WR 121	English Composition IRW 115 or WR 115 or equivalent placement	4	WR 121	English Composition IRW 115 or WR 115 or equivalent placement	4

Spring Term (13 credits)			Spring Term (13 credits)		
CT 112	Basic Stair Construction MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 112	Basic Stair Construction MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 113	Building Decks and Porches move to winter Yr-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 115	Interior and Exterior Finishes moved from fall Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 114	Windows and Interior Doors MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 114	Windows and Interior Doors MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
MTH 105	Math in Society MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121	4	MTH 105	Math in Society MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121	4
Fall Term (16 credits)			Fall Term (16 credits)		
CT 115	Interior and Exterior Finishes move to spring Y-1 WR 121, MTH 105 or equiv placement	3	CT 230	Roofing and Siding moved from winter Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 221	Advanced Materials and Methods move to winter Y-2 WR 121, MTH 105 or equiv placement	3	CT 231	Sheetrock/Drywall Basics moved from winter Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 222	Advanced Foundations: Concrete move to spring Y-2 WR 121, MTH 105 or equiv placement	3	CT 232	Flooring Basics moved from winter Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 223	Fences, Handrails and Gates move to winter Y-2 WR 121, MTH 105 or equiv placement	3	CT 233	Green Building Materials and Methods (TITLE CHANGE) moved from winter Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
	Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4		Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4
Winter Term (13 credits)			Winter Term (16 credits)		
CT 230	Roofing and Siding move to fall Y-2 WR 121, MTH 105 or equiv placement	3	CT 221	Advanced Materials and Methods moved from fall Y-2	3

				MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	
CT 231	Sheetrock/Drywall Basics move to fall Y-2 WR 121, MTH 105 or equiv placement	3	CT 223	Fences, Handrails and Gates moved from fall Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 232	Flooring Basics move to fall Y-2 WR 121, MTH 105 or equiv placement	3	CT 243	Plans, Drawings and Prints (ADD) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 233	Green Building move to fall Y-2 WR 121, MTH 105 or equiv placement	3	CT 113	Deck Building (TITLE CHANGE) moved from spring Y-1 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
	Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4		Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4
Spring Term (11 credits)			Spring Term (13 credits)		
CT 234	Remodeling Projects/Practicum (REMOVE) WR 121, MTH 105 or equiv placement	2	CT 241	Hardware, Adhesives, Sealants and Flashings (ADD) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 235	Community Projects/Practicum (REMOVE) WR 121, MTH 105 or equiv placement	2	CT 242	Estimating Labor and Materials (ADD) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 236	Project Leadership (REMOVE) WR 121, MTH 105 or equiv placement	3	CT 222	Commercial Concrete (TITLE CHANGE) moved from fall Y-2 MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
	Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4		Gen Ed place into MTH 98 or MTH 65; pre/co WR 121	4
	Credit Total	92		Credit Total	90
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Glen Wood	gwood@cgcc.edu	
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

Next steps:

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

Columbia Gorge Community College

CC date	2.9.23
CC decision	
CC vote	

CERTIFICATE REVISION

Submitted by: Glenn Wood

Email: gwood@cgcc.edu

Phone: 541-965-3428

Department: CTE – Construction

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Construction Technology	Proposed Title:	Construction Technology - Building
Current Credits:	36	Proposed Credits:	33
Overview and rationale for proposed changes:	<p>Program is being updated to meet industry standards. In addition, program certificates and degree are being redesigned to improve stackability as well provide multiple entry points for students. With new model, students will be able to enter a one-year certificate that represents around half of the technical courses in the AAS degree in any given year. The Construction Technology revision is limited to course title changes and the addition and deletion of courses.</p>		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Course Title Changes: CT 102, CT 110 2. ADD Course: CT 100 3. REMOVE Courses: CT 101, CT 113 4. Revise program requisites to reflect revised requisites for courses. 5. Reduce overall credits from 36 to 33. <p>25% change</p>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Construction Technology AAS		
Will the proposed changes affect the base degree or certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?	Changes will match revisions in AAS degree.		

Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	November 2, 2022
Requested Implementation Term	Summer, 2023				

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)</p>			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 90	Introductory Writing	Placement into WR 90 and RD 90	3
RD 90	Transformative Reading	Placement into RD 90	3
MTH 60 or MTH 98	Beginning Algebra I or Quantitative Math	MTH 20 or equivalent placement tests or placement into RD and WR 90 and MTH 20 or equivalent placement tests	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
MTH 98 or place into MTH 65	Quantitative Math or equivalent placement	placement into IRW 115 or WR 115; placement into MTH 98	4
Placement into IRW	Integrated Reading & Writing or	ABE 75 or ABE 70 or GED 70 or equivalent placement	0

115 or WR 115	Introduction to Expository Writing	Placement into WR 115	
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Does the revision involve changing certificate outcomes?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT CERTIFICATE OUTCOMES (Required whether or not outcomes are being changed.)			
<i>Students who complete this certificate will be able to:</i>			
1. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with the construction field.			
2. Demonstrate the safe and proper use and care of basic construction tools.			
3. Perform fundamental construction techniques properly, including foundations, carpentry, basic plumbing and electrical.			
4. Apply safe work habits at all times.			
PROPOSED CERTIFICATE OUTCOMES			
<i>Students who complete this certificate will be able to:</i>			
No change			
RELATED INSTRUCTION			
Does the revision involve changing or adding Related Instruction?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the curriculum website .			
Additional Comments Or Changes			

SECTION #3 COURSE BY COURSE COMPARISON
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.</p> <p>If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p>

If the course title is changed, identify the course with (title change) and bold the text.
 If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
 If you need more lines to accommodate the courses, right click and insert rows.
 The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (12 credits)			FALL TERM (12 credits)		
CT 101	Tools and Safety (REMOVE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 100	Building Layout (ADD) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 102	Footings and Foundations MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 102	Residential Concrete (TITLE CHANGE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 103	Building Materials and Methods MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 103	Building Materials and Methods MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 104	Floor Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 104	Floor Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
WINTER TERM (12 credits)			WINTER TERM (12 credits)		
CT 105	Walls and Ceiling Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 105	Walls and Ceiling Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 106	Roof Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 106	Roof Framing MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 110	Electrical Writing Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 110	Electrical Basics (TITLE CHANGE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 111	Plumbing Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 111	Plumbing Basics MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
SPRING TERM (12 credits)			SPRING TERM (9 credits)		
CT 112	Basic Stair Construction	3	CT 112	Basic Stair Construction	3

	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115			MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	
CT 113	Building Decks and Porches (REMOVE) MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3			
CT 114	Windows and Interior Doors MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 114	Windows and Interior Doors MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 115	Interior and Exterior Finishes MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3	CT 115	Interior and Exterior Finishes MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
	Credit total	36		Credit total	33

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.

Columbia Gorge Community College

CC date 2.9.23
 CC decision _____
 CC vote _____

NEW CERTIFICATE REQUEST

Submitted by: Glen Wood

Email: gwood@cgcc.edu

Phone: 541-965-3428

Department: Technology & Trades -
 Construction

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Construction Technology – Finishing		Proposed Credits:	33
Reason for new certificate:	Program certificates and degree are being redesigned to improve stackability as well as provide multiple entry points for students. With new model, students will be able to enter a one-year certificate that represents half of the technical courses in the AAS degree in any given year. This certificate represents the second half of technical courses.		Requested implementation term:	Summer, 2023
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	November 2, 2022
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Construction Technology AAS			

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
MTH 98 or place into MTH 65	Quantitative Math or equivalent placement	placement into IRW 115 or WR 115; placement into MTH 98	4
Placement into IRW 115 or WR 115	Integrated Reading & Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement Placement into WR 115	0

Is this a limited entry program? Students must apply, via the department for program entry.

☐ Yes ☒ No

PROPOSED OUTCOMES

Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Students who successfully complete this certificate will be able to:

1. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with the construction field.
2. Demonstrate the safe and proper use and care of basic construction tools.
3. Apply safe work habits at all times.
4. Perform fundamental construction techniques properly, including flooring, concrete, drywall, roofing, and exterior finishing details.
5. Communicate effectively with coworkers, industry partners, and clients.
6. Use advanced green building techniques and materials.

SECTION #3 PROPOSED COURSEWORK

List all courses (course number, title, requisites and credits) in the term by term order that is to be displayed in the [catalog](#) certificate map. Enter electives below if applicable. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
Fall Term (12 credits)			
CT 230	Roofing and Siding	WR 121, MTH 105 or equiv placement	3
CT 231	Sheetrock/Drywall Basics	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 232	Flooring Basics	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 233	Green Building Materials and Methods	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
Winter Term (12 credits)			
CT 113	Deck Building (TITLE CHANGE)	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 221	Advanced Materials and Methods	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 223	Fences, Handrails and Gates	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 243	Plans, Drawings and Prints	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
Spring Term (9 credits)			
CT 222	Commercial Concrete	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 241	Hardware, Adhesives, Sealants and Flashings	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
CT 242	Estimating Labor and Materials	MTH 98 or placement into MTH 65; placement into IRW 115 or WR 115	3
Credit total			33
ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits
	none		

SECTION #4 RELATED INSTRUCTION

Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.

All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 DEPARTMENT REVIEW

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

Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	2.9.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells-Clark		

Next steps:

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