

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

Abel Wolman, Jessie Herrada Nance, Leigh Hancock,
Tina Ontiveros,

March 2, 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/85897596809> Meeting ID: 858 9759 6809

phone in: 1-253-215-8782

Approval of February 16, 2023 minutes ¹

Old Business

1. Contact Hour Definitions ² – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (pending discussion with Instructional Council)

Submissions

1. Pam Morse, Abel Wolman (3:40 – 3:55 pm)
 - MTH 105 Math in Society (CCN Course Revision: #, des, out, cont)
 - MTH 111 College Algebra (CCN Course Revision: #, title, des, out, cont)
 - MTH 112 Elementary Functions (CCN Course Revision: #, title, req, des, out, cont)
 - MTH 243 Statistics I (CCN Course Revision: #, title, des, req, out, cont)
2. Jessie Herrada Nance, Leigh Hancock, Tina Ontiveros (3:55 – 4:10 pm)
 - WR 121 College Composition (CCN Course Revision: #, title, des, out, cont)
 - WR 122 Argumentative Writing (CCN Course Revision: #, title, des, req, out, cont)
 - WR 227 Technical and Professional Writing (CCN Course Revision: #, title, des, out, cont, txt/mat)
1. Mimi Pentz (4:10 – 4:40 pm)
 - MA 110 Medical Office Communications and Professionalism (New Course)
 - MA 114 Electronic Health Records (New Course)
 - MA 115 Digital Health & Patient Care (New Course)

- MA 125 Medical Office Clinical Procedures (New Course)
- MA 126 Medical Office Diagnostic Procedures (New Course)
- MA 130 Body Systems, Diseases, and Drug Treatments (New Course)
- MA 170 Admin Practicum (New Course)
- MA 117 Medical Office Administrative Procedures (Contact Hour Change)
 - MA 117 Medical Office Administrative Procedures (Course Revision: des, req, RI, cont, txt/mat)
- MA 270 Clinical Practicum (Contact Hour Change)
 - MA 270 Clinical Practicum (Course Revision: des, out, cont, txt/mat)
- MP 140 Introduction to Health Law and Ethics (Course Revision: des, req, cont, txt/mat)
- Medical Assisting (Certificate Suspension + Teach Out Plan + Termination of Program Checklist)
- Medical Assisting (New Certificate)

New Business

1. none

Discussion Items

1. none

Next Meeting: March 16, 2023

Attachments: ¹ February 16, 2023 CC Minutes; ² Submissions (7 CCN Course Revisions; 3 Course Revisions; 7 New Courses; 2 Contact Hour Changes; 1 Certificate Suspension; 1 New Certificate

Curriculum Committee Minutes
February 16, 2023 3:30 to 5pm
Location: TDC Boardroom 1.162 & HRC 209

PRESENT:

Voting Committee Members

Chair- Pam Morse (Math)
Vice Chair- Mimi Pentz (Nurs/Hlth)
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)
Jarett Gilbert (VP Instructional Services)

Supporting Staff

Sara Wade (Instructional Services)

Guests

Leigh Hancock

ABSENT

Voting Members

Jenn Kamrar (Art,Cult,Comm) **LOA**
Andrea LoManaco (Buiness)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order: 3:37pm	The meeting was called to order by chair Pam Morse.	
Approval of February 9, 2023 minutes	Motion: approve as written.	Motion: Stephen 2nds: Robert 6 in favor – 0 opposed – 0 abstains
Old Business:		
1. Suggested Text/Materials requirement - continued from 1.26.23 and 2.9.23	The CC members shared where their departments stand on the Suggested Text/Materials section of the submission forms. Clarification that the Suggested Text/Materials section of submission will be mandatory to fill out but the use of the materials	Motion: Stephen 2nds: Mimi 6 in favor – 1 opposed – 0 abstains

	<p>or texts listed are just suggested and instructors are free to use what materials/texts that they see best for the classes.</p> <p>Clarification of both sides of the argument:</p> <ol style="list-style-type: none"> 1. It helps out new instructors to the class find textbook/sources that they can use 2. Concern that researching & testing out possible textbooks/materials can take a lot of time that is felt that may not be needed in the course creation/revision process. <p>Most agreed that as long as it is clear that these are suggested texts, materials, and/or resources and in no way is an instructor will be forced to use the items listed, then they agreed to keep the Suggested Text/Materials section required to be completed.</p> <p>Motion: the committee reconfirmed their stance that the Suggested Text/Material section is a requirement for all submissions to be approved by the Curriculum Committee.</p>	
<p>2. Contact Hour Definitions - continued from 6.10.22, 9.9.22 10.6.22, 11.3.22</p>	<p>Discussion and clarification of what the original intent of this discussion was about. The original intent of this conversation was to consider providing guides that would help faculty understand the meaning of different types of contact hours (lecture, lab, lec/lab) and how instruction could be reflected for each when teaching in different modalities (f2f, online, hybrid, hyflex). Examples of how other institutions define these areas were provided.</p> <p>There was a hope that a subcommittee/workgroup would form to discuss, gather and propose definitions to the committee as a whole.</p> <p>Contact Hour Definitions Subcommittee headed by Kristen Booth. The committee will help to determine the definitions of a Hybrid, Hyflex, Face-to-face, and Online class as pertaining to contact hour categories (lecture, lab, lec/lab).</p> <p>Proposed reaching out to faculty outside of the committee.</p> <p><i>*Jarett & Sara will supply Kristen with a list of full-time faculty not currently serving on a committee, so that they may be contacted first to be asked if they would participate.</i></p>	

Discussion Items		
1. Standard Prerequisites - changing pre/co requisite WR 121 to prerequisite WR 115	<p>Discussion of the WR 121 pre/co-requisite and the impact of placement into classes with multiple measures. The concern is that students are being placed in WR 121 with/without the lab correctly, and consequently may not be ready for other classes that require pre/co-requisite of WR 121.</p> <p>Leigh shared with the committee that there is concern within the writing department that changing the WR 121 pre/co requisite, would harm students. For example, students not being prepared for other college courses that need the skills that are only taught in WR 121.</p> <p>Questions raised on where the problem resides. Is the issue the requisites, placement requirements, placement interpretation, etc.?</p> <p>* This discussion will be taken to IC and then brought back to the CC to be discussed further.</p>	
Meeting Adjourned: 4:48pm	Rebecca motioned to end the meeting seconded by Stephen, All in Favor. Meeting ended at 4:48pm	Next Meeting: March 2, 2023

Columbia Gorge Community College

CC date	
CC decision	
CC vote	

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" 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
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Math	Submitter name Phone Email	Abel Wolman awolman@cgcc.edu
Current prefix and number	MTH 105	Proposed prefix and number	MTH 105Z
Current course title	Math in Society	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Math in Society	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	To comply with statewide Common Course Numbering (CCN) requirements.		

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 applications of mathematics in society including quantitative techniques in personal and public finance, basic probability and statistics for understanding risk and uncertainty, and concepts and applications of formal logic to argumentation and persuasion. Investigates a variety of mathematical problem-solving techniques and provides a sampling of more advanced mathematics or mathematics-related topics. Integrates technology where appropriate. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Audit available.	Explores present-day applications of mathematics focused on developing numeracy. Includes quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. Emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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)

☐ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98
Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number: ☐ Prerequisite ☐ Corequisite ☐ pre/con

Proposed prerequisites, corequisites and concurrent

☐ Standard requisites – Prerequisite: placement into MTH 65 or MTH 98
Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number: ☐ Prerequisite ☐ Corequisite ☐ 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. Use relevant mathematical concepts and techniques to critically analyze and make knowledgeable decisions about issues in personal and public finance.
2. Use relevant concepts and techniques from probability and statistics to critically analyze and make knowledgeable decisions about problems involving risk and uncertainty.
3. Construct, interpret, and critique the graphical display of information.
4. Formulate logically rigorous arguments and critique those that are not.
5. Effectively communicate orally and in writing arguments and results based on quantitative and other rigorous forms of mathematical reasoning.

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

1. Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies.
2. Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics.
3. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics.
4. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.
5. Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.

Reason for outcomes
change To comply with statewide Common Course Numbering (CCN) requirements.

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

(required if revising outcomes)

Outcome #1: Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies.

- Describing and critiquing arguments.
- Understanding the language of logic.
- Recognizing common logical fallacies.
- Non-algebraic problem-solving strategies.

Outcome #2: Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics.

- Financial literacy, including taxes, simple and compound interest, annuities, and loans and credit instruments.
- Constructing and interpreting graphical displays of information.
- Constructing and interpreting graphical displays of information using technology.

Outcome #3: Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics.

- Probability and statistics, including counting rules, measures of central tendency and spread, calculating and interpreting basic probabilities, probability distributions, expectation, risk and uncertainty, margins of error and polling, and misuse of data and statistics.

Outcome #4: Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.

- Employing appropriate mathematical notation.
- Describing and critiquing mathematical arguments.
- Non-algebraic problem-solving strategies.

Outcome #5: Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.

- Describing and critiquing arguments.
- Understanding the language of logic.
- Recognizing common logical fallacies.
- Mathematical content and applications at the discretion of the instructor, including: apportionment; category theory; chaos theory; complexity theory; cryptography; data science; discrete mathematics; economics; fair division; fractal geometry; game theory; graph theory; math and ecology, law, and/or art; number theory; optimization; scheduling and linear programming; topology, algebraic and point set; and voting theory.

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
Department Notes (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
Abel Wolman	awolman@cgcc.edu	2-4-2023
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

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

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input 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	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 111	Proposed prefix and number	MTH 111Z
Current course title	College Algebra	Proposed title (60 characters max)	Precalculus I: Functions
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	College Algebra	Proposed transcript title (30 characters max)	Precalculus I: Functions
Reason for above proposed changes	The State has convened committees to create common course numbering (CCN) along with common titles, descriptions, and outcomes across all community colleges and public universities in the state.		

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 relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, power, polynomial, and rational functions. Investigates applications from a variety of perspectives. Prerequisite: MTH 95 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.	Prepares students for trigonometry or calculus, focusing on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. Explores topics symbolically, numerically, and graphically in real-life applications and interpreted in context. Emphasizes skill building, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Prerequisite: MTH 95 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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: 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 – Prerequisite: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No 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: 1. Model non-trivial, real-world phenomena using multiple mathematical approaches and to interpret results. 2. Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions. 3. Accurately compute results using the technology, algebra, and functions. 4. Communicate results mathematically and in writing.	Upon successful completion of this course, students will be able to: 1. Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology. 2. Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types. 3. Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior. 4. Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results. 5. Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.
Reason for outcomes change	To comply with statewide Common Course Numbering (CCN) requirements.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <p>Outcome #1: Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology.</p> <ul style="list-style-type: none"> • Given a set of data transform this information into different models. • Identify the domain and range of a given model. • Identify various aspects of the function <p>Outcome #2: Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types.</p> <ul style="list-style-type: none"> • Create appropriate mathematical models given 2 points. • Recognize when different functions are being asked for, exponential vs linear. • Create appropriate mathematical models (equations) given a graph. • Describe the various features of the function: <ul style="list-style-type: none"> ○ Domain ○ Range ○ Inflections ○ Concavity ○ Increase/decrease <p>Outcome #3: Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior.</p> <ul style="list-style-type: none"> • Interval notation • Set notation. • Appropriate function notation • Construct and interpret graphical displays. <p>Outcome #4: Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results.</p> <ul style="list-style-type: none"> • Identify the appropriate function to use for a given problem based on context. • Create and solve problems using linear functions. • Create and solve problems using exponential functions: <ul style="list-style-type: none"> ○ Decay ○ Growth ○ Newton's law of cooling ○ Compound interest <p>Outcome #5: Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.</p> <ul style="list-style-type: none"> • Use a variety of methods to solve real world problems • Compare solutions and determine the reasonableness based on the problem.
<p>Suggested Texts & Materials updates (specify if any texts</p>	<p>(update as needed) No change</p>

or materials are required):	
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (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
Pam Morse	pmorse@cgcc.edu	1/18/2023
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number	<input 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	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 112	Proposed prefix and number	MTH 112Z
Current course title	Elementary Functions	Proposed title (60 characters max)	Precalculus II: Trigonometry
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Elementary Functions	Proposed transcript title (30 characters max)	Precalculus II: Trigonometry
Reason for above proposed changes	The State has convened committees to create common course numbering (CCN) along with common titles, descriptions, and outcomes across all community colleges and public universities in the state.		

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 periodic functions, trigonometric identities, vectors, polar coordinates, parametric equations, complex numbers and applications. Prerequisite: MTH 111 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.	Prepares students for calculus and related disciplines, exploring trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. Explores topics symbolically, numerically, and graphically in real-life applications and interpreted in context. Emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Prerequisite: MTH 111Z or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	To comply with CCN committee required 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 – Prerequisite: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 111 or equivalent placement.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 111Z or equivalent placement.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Reason for requisite changes	To include new course number for MTH 111.		

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. Recognize periodic phenomena in which trigonometric functions can aid in overall understanding. 2. Construct appropriate models using periodic functions. 3. Recognize applications in which vectors, polar coordinates, parametric equations or complex numbers can aid in overall understanding. 4. Accurately compute results through the appropriate use of technology and algebra. 	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Translate among various systems of measure for angles including radians, degrees, and revolutions. 2. Represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of coordinates of a unit circle. 3. Graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity. 4. Manipulate trigonometric expressions and prove trigonometric identities. 5. Solve trigonometric equations using inverses, periodicity, and identities. 6. Define, represent, and operate with vectors both geometrically and algebraically. 7. Apply the law of sines and the law of cosines to determine lengths and angles.

5. Analyze and effectively communicate results within a mathematical context.	8. Use variables, trigonometric functions, and vectors to represent quantities, create models, find solutions, and communicate and interpretation of the results. 9. Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.
Reason for outcomes change	To comply with CCN committee required outcomes.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p>Outcome #1: Translate among various systems of measure for angles including radians, degrees, and revolutions.</p> <ul style="list-style-type: none"> • Graphing • Reference angles • Unit circles <p>Outcome #2: Represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of coordinates of a unit circle.</p> <ul style="list-style-type: none"> • Unit circles • Angles • Circles, Triangles, Sine and Cosine • The other Trigonometric Functions • Reference Angles <p>Outcome #3: Graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity.</p> <ul style="list-style-type: none"> • Unit Circles • Sinusoidal Graphs • Period, Amplitude, Symmetry • Graphs of Other Trig Functions • Period, Symmetry • Modeling <p>Outcome #4: Manipulate trigonometric expressions and prove trigonometric identities.</p> <ul style="list-style-type: none"> • Circles, Triangles, Sine and Cosine • Other Trigonometric Functions • Trig Identities <p>Outcome #5: Solve trigonometric equations using inverses, periodicity, and identities.</p> <ul style="list-style-type: none"> • Circles, Triangles, Sine and Cosine • Other Trigonometric Functions • Trig Identities <p>Outcome #6: Define, represent, and operate with vectors both geometrically and algebraically.</p> <ul style="list-style-type: none"> • Polar Coordinates • Parametric Equations • Vectors and Their Applications <p>Outcome #7: Apply the law of sines and the law of cosines to determine lengths and angles.</p> <ul style="list-style-type: none"> • Circles, Triangles, Sine and Cosine

	<ul style="list-style-type: none"> • Non-right triangles: Law of Sines and Cosines • Modeling <p>Outcome #8: Use variables, trigonometric functions, and vectors to represent quantities, create models, find solutions, and communicate and interpretation of the results.</p> <ul style="list-style-type: none"> • Unit Circles • Sinusoidal Graphs • Modeling • Vectors and Their Applications • Law of Sines and Cosines • Parametric equations <p>Outcome #9: Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.</p> <ul style="list-style-type: none"> • Unit Circles • Sinusoidal Graphs • Modeling • Vectors and Their Applications • Law of Sines and Cosines • Polar Coordinates and Complex Numbers • Parametric Equations
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
Department Notes (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 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
Pam Morse	pmorse@cgcc.edu	1/30/2023
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

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 _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number	<input 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	Math	Submitter name Phone Email	Abel Wolman awolman@cgcc.edu
Current prefix and number	MTH 243	Proposed prefix and number	STAT 243Z
Current course title	Statistics I	Proposed title (60 characters max)	Elementary Statistics I
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Statistics I	Proposed transcript title (30 characters max)	Elementary Statistics I
Reason for above proposed changes	To comply with statewide Common Course Numbering (CCN) requirements.		

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 displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals, and significance testing. Investigates applications from science, business, and social science perspectives. Prerequisites: MTH 95 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.	Focuses on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 95 or MTH 98 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 65 or MTH 98 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Reason for requisite changes	The math pathway for Statistics is satisfied by a MTH 65 or MTH 98 prerequisite.		

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 concepts and techniques from descriptive and inferential statistics and real-world applications of the same. 2. Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems. 3. Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference. 2. Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations. 3. Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments. 4. Identify, conduct, and interpret appropriate parametric hypothesis tests. 5. Assess relationships in quantitative bivariate data.
Reason for outcomes change	To comply with statewide Common Course Numbering (CCN) requirements.

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

(required if revising outcomes)

Outcome #1: Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference.

- a. Classify study designs and variable types and identify methods of summary and analysis.
 - Common statistical terminology including: population, sample, variable, and statistical inference.
 - Distinction between qualitative and quantitative data and discrete and continuous data.
 - Data distributions and their shape, including whether they are symmetric or skewed, heavy or light tailed, unimodal, bimodal, or multimodal.
 - Numerical summaries of central tendency, mean, median, and mode, and of dispersion or spread, range, interquartile range, variance, and standard deviation.
 - Calculation and interpretation of measures of relative standing, including quantiles, quartiles, percentiles, and z-scores.
 - Methods of data production, including differences between experiments and observational studies, and various forms of sampling designs, including voluntary response, simple random, stratified, multistage, systematic, and cluster sampling.
 - Identify elements of experiments and observational studies, including experimental units, factors, placebo, bias, control, replication, and randomization.
 - Sampling distributions and sampling statistics.
 - Estimation and significance testing.

Outcome #2: Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations.

- a. Identify patterns and striking deviations from patterns in data.
- b. Identify associations between variables from bivariate data.
- c. Apply technology to calculate statistical summaries and produce graphical representations.
 - Distinction between qualitative and quantitative data and discrete and continuous data.
 - Data distributions and their shape, including whether they are symmetric or skewed, heavy or light tailed, unimodal, bimodal, or multimodal.
 - Calculate and interpret contingency tables.
 - Use of technology to input and edit data, create statistical graphics, calculate summary statistics.
 - Relationships between two variables, including response and explanatory variables, scatterplots, association between variables, calculation and interpretation of correlation coefficients and the coefficient of determination.
 - Fitting lines to data via least-squares regression.

Outcome #3: Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments.

- a. Interpret point and interval estimates.

- Elementary probability theory, including sample space, simple event, disjoint events, independent events, and complementary events.
- Axioms of probability and the calculation and interpretation of probabilities, including marginal, joint, and conditional probabilities.
- The Law of Large Numbers and its application to probability theory.
- Random variables, including their distribution, density function, expected value, variance, and standard deviation.
- Discrete and continuous random variables, including binomially and normally distributed random variables.
- Sampling distributions of statistics, including the sampling distribution of the mean.
- The Central Limit Theorem and its application to statistical arguments.
- Production and interpretation of point and interval estimators, including calculation and interpretation of confidence intervals for a given confidence level.
- Calculate and interpret large-sample estimators of population means and proportions.

Outcome #4: Identify, conduct, and interpret appropriate parametric hypothesis tests.

- Identify the appropriate test based on variable type.
 - Identify situations where a one or two tailed test would be appropriate.
 - Conduct tests of one mean.
 - Conduct tests of one proportion.
 - Explain the difference between statistical and practical significance and the potential for error in hypothesis test conclusions.
 - Apply technology to perform hypothesis tests calculations.
- Significance testing, including null hypotheses, alternative hypotheses, one- and two-sided tests of significance, significance level, p-value, and statistical significance.
 - Verification of conditions for tests of significance.
 - Use of technology to compute p-values.
 - Assessment of significance tests for predetermined significance levels.
 - Distinction between statistical and practical significance.
 - Comparison of information from confidence intervals and significance tests.

Outcome #5: Assess relationships in quantitative bivariate data.

- Address questions relating correlation as a linear association between variables.
 - Distinguish between correlation and causation within data.
 - Apply technology to explore bivariate data.
- Relationship between response and explanatory variables.
 - Production and interpretation of scatterplots.
 - Identify and interpret positive and negative association between response and explanatory variables.
 - Calculate and interpret correlation coefficient and coefficient of determination.
 - Use technology to compute least-squares regression lines and to predict

	values from the resulting regression models. <ul style="list-style-type: none"> Investigate residuals and confounders and their influence on regression models and regression model interpretation. Distinguish between causation and association.
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
Department Notes (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
Abel Wolman	awolman@cgcc.edu	2-4-2023
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

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.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input checked="" type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input 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	Arts & Communications	Submitter name Phone Email	Jessie Herrada Nance jherradanance@cgcc.edu
Current prefix and number	WR 121	Proposed prefix and number	WR 121Z
Current course title	College Composition	Proposed title (60 characters max)	Composition I
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	College Composition	Proposed transcript title (30 characters max)	Composition I
Reason for above proposed changes	To comply with statewide Common Course Numbering (CCN) requirements.		

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 academic writing as a means of inquiry. Employs critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisite: IRW 115 or WR 115 or equivalent placement. Audit available.	Engages students in the study and practice of critical thinking, reading, and writing. Focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Provides the opportunity to apply key rhetorical concepts flexibly and collaboratively throughout the writing and inquiry processes. Prerequisite: IRW 115 or WR 115 or equivalent placement. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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. Read closely to determine a writer’s purpose and perspective. 2. Write for a variety of clearly defined purposes, audiences and contexts. 3. Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis. 4. Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity. 5. Write and revise coherent essays using MLA format. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply rhetorical concepts through analyzing and composing a variety of texts. 2. Engage texts critically, ethically, and strategically to support writing goals. 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres. 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.
Reason for outcomes change	To comply with statewide Common Course Numbering (CCN) requirements.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <p>Outcome #1: Apply rhetorical concepts through analyzing and composing a variety of texts.</p> <ul style="list-style-type: none"> • Thesis development/clarity of focus • Drafting and Organizing ideas for different genres (graphic organizers, outlines, etc.) • Paragraph development (integrating and explicating evidence, creating topic sentences) • Presentation of ideas using academic standards <p>Outcome #2: Engage texts critically, ethically, and strategically to support writing goals.</p> <ul style="list-style-type: none"> • Targeted close reading (includes focused examination of textual features such as syntax, diction, argument, plot, organization, etc.) • Summaries of Model Texts • Reading Analysis and Responses • Use of CGCC library resources: books, journals, databases, videos • Evaluation activities (CRAAP test, etc.) • Identification and use of scholarly sources <p>Outcome #3: Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.</p> <ul style="list-style-type: none"> • Generating ideas for a variety of writing (includes brainstorming, free-write, research, interviews) • Organizing and Composing for different purposes, audiences, writing situations, and genres. • Editing and Revising (including critiquing peer essays, analyzing comments, formulating a global revision and editing plan) <p>Outcome #4: Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.</p> <ul style="list-style-type: none"> • Reflection (composing reflection essays) • Wrap-up activities (including application of skills to diverse situations, understanding how writing skills covered support larger learning goals.)
<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>Department Notes (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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Impacted degrees/certificates/catalog pages that require updates include: AAOT; OTM; Elementary Educator Pathway; ASOT-BUS; AS; AGS; AAS; Accounting/Bookkeeping cert; Accounting AAS; Entrepreneurship cert; Entrepreneurship/Business Management AAS; Administrative Assistant cert; Administrative Assistant AAS; Early Childhood Education AAS; Medical Assisting cert; Nursing AAS; Emergency Medical Technician cert; Paramedic AAS; Advanced Manufacturing & Fabrication AAS; Aviation Airframe cert; Aviation Powerplant cert; Aviation Maintenance Technology cert; Aviation Maintenance Technology AAS; EM-Tech cert; EM-Tech AAS.	
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
Jessie Herrada Nance	jherradanance@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

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 checked="" 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
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts & Communications	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Current prefix and number	WR 122	Proposed prefix and number	WR 122Z
Current course title	Argumentative Writing	Proposed title (60 characters max)	Composition II
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Argumentative Writing	Proposed transcript title (30 characters max)	Composition II
Reason for above proposed changes	To comply with statewide Common Course Numbering (CCN) requirements.		

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
Continues the focus of WR 121 on academic writing as a means of inquiry with added emphasis on persuasion and argument supported by external research. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate original positions. Emphasizes development of writing and critical thinking through logical reasoning, rhetorical control, independent research and information literacy. Prerequisite: WR 121. Audit available.	Builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. Focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions. Prerequisite: WR 121Z. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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	<input checked="" 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: WR 121Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	To include new course number for WR 121.		

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 evaluate an author’s purpose, perspective, use of rhetorical strategies, reasoning and arguments. 2. Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion. 3. Write for a variety of clearly defined purposes, audiences and contexts - persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis. 4. Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply rhetorical concepts to achieve writing goals within a given discourse community. 2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources. 3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses. 4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection. 5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.
Reason for outcomes change	To comply with statewide Common Course Numbering (CCN) requirements.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <p>Outcome #1: Apply rhetorical concepts to achieve writing goals within a given discourse community.</p> <ul style="list-style-type: none"> • Parts of an argument • Types of appeals: Ethos, Pathos, Logos • Different argumentative strategies, such as Aristotelian, Toulmin, Rogerian • Inductive and deductive reasoning • Argumentative fallacies • Interrogation of colonized language and racist conventions <p>Outcome #2: Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.</p> <ul style="list-style-type: none"> • Close reading of assigned text and peer essays (includes targeted annotation and analysis) • Summary of diverse points of view on complex topic • Articulation/clarity of position • Presentation of ideas using academic and community standards <p>Outcome #3: Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.</p> <ul style="list-style-type: none"> • Use of CGCC library resource: books, journals, databases, videos • Identification and use of scholarly sources • Essay as inquiry and collaboration rather than debate • Citing sources via MLA or APA style • Contributing to the academic discourse <p>Outcome #4: Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.</p> <ul style="list-style-type: none"> • Generating ideas (may include brainstorm, free-write, research, interview, survey, etc.) • Thesis development • Organizing ideas (Argumentative strategies, outlines (formal and informal), etc.) • Drafting the essay • Editing and Revising (including critiquing peer essays, analyzing comments, formulating a global revision plan and editing) <p>Outcome #5: Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.</p> <ul style="list-style-type: none"> • Self-assessments and reflections • Envisioning final projects that showcase cumulative skills/knowledge
<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
Department Notes (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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Impacted degrees/certificates/catalog pages that require updates include: AAOT; OTM; Elementary Educator Pathway; AAT-English Literature; ASOT-BUS; AGS; AAS; Early Childhood Education Curriculum cert; Early Childhood Education AAS; Nursing AAS.	
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
Leigh Hancock	lhancock@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

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 checked="" 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 checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts & Communications	Submitter name Phone Email	Tina Ontiveros tontiveros@cgcc.edu
Current prefix and number	WR 227	Proposed prefix and number	WR 227Z
Current course title	Technical and Professional Writing	Proposed title (75 characters max)	Technical Writing
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	To comply with statewide Common Course Numbering (CCN) requirements.		

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 technical and professional communications. Students compose, design, revise, and edit effective letters, memos, reports, descriptions, instructions, and employment documents. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Recommended: basic computer literacy and word processing skills. Prerequisites: WR 121. Audit available.	Introduces techniques for producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. Focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical. Prerequisites: WR 121. Audit available.
Reason for description change	To comply with statewide Common Course Numbering (CCN) requirements.

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
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
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. Compose business and technical communications. 2. Design effective business communication documents such as emails, letters, proposals and employment documents. 3. Revise and edit documents to increase clarity and to create simple, effective documents. 4. Compose documents and communications that are targeted to a specific audience and for a specific purpose. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts. 2. Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research). 3. Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects. 4. Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences. 5. Examine and respond to individual and professional ethical responsibilities across organizational contexts.
Reason for outcomes change	To comply with statewide Common Course Numbering (CCN) requirements.

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

(required if revising outcomes)

Outcome #1: Describe how culture, identity, perception, biases, and power influence the communication process.

- Final compositions (emails, proposals, business letters, memos)
- Appropriate formats and writing styles for various types of technical and professional communications
- Oral Presentations
- Visual presentations
- Instructions (user manuals, how-tos, handbooks, guides, training, etc.)
- Proposals (projects, grants, RFP/RFI, and other persuasive documentation)
- Reports (formal/scientific, recommendations/feasibility, progress, etc.)
- Resumes/CVs, applications, cover letters, and other job-related documents
- Flyers, infographics, slideshows

Outcome #2: Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research).

- Professional research
- Inquiry emails
- Stakeholder engagement and consultation
- Surveys, newsletters, polls
- Usability testing
- Audience/user analysis and research
- Use of CGCC library resources: books, journals, databases, videos
- Identification and use of scholarly sources
- Web literacy and source evaluation

Outcome #3: Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects.

- Group presentations
- Informational interviews
- Collaborative portfolios
- Group work in shared documents, drives, folders
- Peer feedback and analysis
- Written self-assessment
- Team formation, team management, and project leadership

Outcome #4: Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences.

- Audience-centered communications (emails, memos)
- Communication with international audiences

	<ul style="list-style-type: none"> • Surveys, newsletters, polls • Document design (layout, formatting, composition, typography, etc.) • Accessibility in document design (fonts, images, tables, headings, etc) • Editing, revising, and proofreading documentation • Translation (globalization, localization, and other intercultural contexts) • Video production for technical communication topics • Visuals (figures/graphics, photographs, icons, symbols, other semiotics) <p>Outcome #5: Examine and respond to individual and professional ethical responsibilities across organizational contexts.</p> <ul style="list-style-type: none"> • Ethics (social, economic, and environmental justice, diversity statements/policy, etc.) • Legal and ethical issues in technical and professional communications • Value statements (Accessibility statements, mission statements, land acknowledgments, etc) • Web literacy and media bias analysis • Online journals demonstrating comprehension of the reading Self evaluation
Suggested Texts & Materials updates (specify if any texts or materials are required):	<ul style="list-style-type: none"> • ER Guide for WR 227. Read, Bowen, and Covey. • Technical Communications Across the Professions. Crystal Baye Herald (OER) • Technical Writing Essentials. Suzan Last (OER) • Technical Writing. DeSilva, Hamlin, Naas, et al (OER) • Technical Writing by A Gross, A Hamlin, B Merck, C Rubio, J Naas, M Savage & M DeSilva • Open Technical Communication by Tamara Powell, Tiffani Reardon & Jonathan Arnett • Free Online Textbook for Technical Writing by David McMurrey • Technical Writing by Lumen Learning and SUNY Open Textbook Resources • Technical Writing Essentials: Intro to Profess. Comm. in the Technical Fields by Suzan Last • Introduction to Professional Communications by Melissa Ashman
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (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 checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Impacted degrees/certificates/catalog pages that require updates include: AAOT; OTM; Elementary Educator Pathway; AAT-English Literature; ASOT-BUS; Nursing AAS.	
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
Tina Ontiveros	tontiveros@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

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.
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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:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Prefix and Course Number:	MA 110	Credits:	3
Course Title: (75 characters max, including spaces)	Medical Office Communications and Professionalism		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: 66 Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.		
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 type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
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 .			
Identifies the basic components of the communication model as well as various types of communication. Presents techniques for effective communication with coworkers, patients, families, and caregivers. Includes an overview of the psychosocial development of a person, from birth to death. Introduces principles of the Patient-Centered Medical Home model to encourage a therapeutic and helping relationship with the patient. Discusses appropriate patient interaction, proper office behavior, diversity and cultural bias, and emotional strength.			

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. Recognize common styles of communication.
	2. Identify and overcome common communication barriers
	3. Demonstrate professionalism in the workplace.
	4. Describe the different theories associated with human growth and development.
	5. Use critical thinking to complete patient interviews
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Students will complete simulation scenarios and group projects for practical skill demonstration. • Students will complete a written paper on a topic related to communicating with patients, families, and fellow employees. • Students will report on one CME article in the AAMA journal that emphasizes one of the stated outcomes.
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):	<p>Outcome #1: Recognize common styles of communication</p> <ul style="list-style-type: none"> • Communication styles and techniques <ul style="list-style-type: none"> ○ Techniques <ul style="list-style-type: none"> ▪ Active Listening ▪ Reflective responses ▪ Open-ended Questions ○ Styles <ul style="list-style-type: none"> ▪ Aggressive ▪ Passive ▪ Assertive • Types of verbal and nonverbal communication <ul style="list-style-type: none"> ○ Verbal <ul style="list-style-type: none"> ▪ Spoken

- Jargon
- Slang
- Colloquialisms
- Nonverbal
 - Paralanguage
 - Kinesics
 - Proxemics
- Identify the steps in the sender-receiver process
 - Message
 - Sender
 - Channel
 - Receiver
 - Feedback

Outcome #2: Identify and overcome common communication barriers

- Identify communication barriers
 - Language
 - Sensory
- Identify techniques for overcoming communication barriers
 - Interpreter Services
 - Written materials
- Identify challenges in communication with different age groups
 - Mental Development
 - Prejudices
 - Physical Attributes
 - Technology Gap
 - Embarrassment

Outcome #3: Demonstrate professionalism in the workplace.

- Demonstrate professional response(s) to ethical issues
- Identify issues associated with diversity as it relates to patient care
 - Different values, views, and perspectives
 - Cultural bias
 - Personal prejudice
 - Access to health services
- Demonstrate self-awareness and tact

Outcome #4: Describe the different theories associated with human growth and development

- Maslow's Hierarchy of Needs
- Erikson's Stages of Development
- Kubler-Ross Stages of Grief

Outcome #5: Use critical thinking to complete patient interviews

- Identify techniques for coaching a patient related to specific needs
 - Appropriate learning tools
 - Simplify
 - Validate
- Identify subjective and objective information

Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Health Professional and Patient Interaction 9e. ISBN: 9780323533621 • Interpersonal Relationships 8e. ISBN: 9780323544801 • Effective Communication for Health Professionals 2e. ISBN: 9780323625456 • Smith's Patient Centered Interviewing 4e. ISBN: 978-1-25-964462-7, • Ferri's Netter Patient Advisor, 3e
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the first term of a 2-term program.	
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.	N/A
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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):
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.	

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
Mimi Pentz	mpentz@cgcc.edu	2.23.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

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.

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu	
Prefix and Course Number:	MA 114	Credits:	2	
Course Title: (75 characters max, including spaces)	Electronic Health Records			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours:	Lecture: Lec/lab: 44 Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.			
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 type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:		
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 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 .				
Discusses basic concepts of use and maintenance of an Electronic Health Records (EHR) system. Provides hands-on experience performing the EHR tasks required of a medical office professional. Explores issues around EHR implementation, troubleshooting, HIPAA compliance, and claims submissions. Familiarizes students with administrative, clinical, and billing/coding skills.				

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. Describe the basic content of a typical electronic health record (EHR).
	2. Recognize the differences between confidentiality and privacy, and apply each appropriately.
	3. Identify patients' rights under HIPAA.
	4. Outline the procedure for the management of electronic health records.
	5. Complete clinical documentation in the patient record.
Outcomes assessment strategies:	6. Use the electronic health record (EHR) to perform reimbursement procedures.
	<p>Students will demonstrate these learning outcomes using a combination of strategies that may include the following conducted individually and in cooperation with other students.</p> <ul style="list-style-type: none"> ● Answer theoretical and application questions on chapter-specific quizzes and comprehensive tests given throughout the term. ● Complete actual hands-on exercises using the EHR.
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):	<p>Outcome #1: Describe the basic content of a typical electronic health record (EHR).</p> <ul style="list-style-type: none"> ● Clinical Information ● Administrative Information ● Legal Documents <p>Outcome #2: Recognize the differences between confidentiality and privacy, and apply each appropriately.</p> <ul style="list-style-type: none"> ● Confidential Versus Anonymous ● Privacy Rule

	<ul style="list-style-type: none"> ● Covered Entities and Business Associates ● Minimum Necessary Standard ● Authorization Versus Consent ● Security Rule <p>Outcome #3: Identify patients' rights under HIPAA</p> <ul style="list-style-type: none"> ● View or receive copies of the health record. ● Have inaccurate health information corrected. ● Receive a notice of privacy practices. ● Opt out of sharing certain information with certain people. ● Have certain information withheld from certain third parties. <p>Outcome #4: Outline the procedure for the management of electronic health records.</p> <ul style="list-style-type: none"> ● Eliminating duplicate charts ● Purging closed patient records ● Backing up the EHR. <p>Outcome #5: Complete clinical documentation in the patient record</p> <ul style="list-style-type: none"> ● Allergies ● Patient History ● Chief Complaint ● Medications ● Immunization History ● Vital Signs ● Order Entry <p>Outcome #6: Use the electronic health record (EHR) to perform reimbursement procedures</p> <ul style="list-style-type: none"> ● Superbill ● Post charges, payments, and adjustments to a patient ledger ● Complete 5010 claim processing
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • The Electronic Health Record for the Physician's Office: For Simchart for the Medical Office <i>current edition</i> Published by Elsevier • Simchart for the Medical Office Published by Elsevier
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes

		<input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the first term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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):	

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.

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Mimi Pentz	mpentz@cgcc.edu	2.23.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

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 _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Prefix and Course Number:	MA 115	Credits:	2
Course Title: (60 characters max, including spaces)	Digital Health & Patient Care		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 22 Lec/lab: Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.		
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 type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
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 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 .			
Addresses the efficacy, benefits, and need for digital health platforms. Covers the use of information and communication technologies (ICTs) to solve health problems. Examines the use of telemedicine for patient empowerment and telecare in remote locations and underserved areas. Explains the current technologies and tools and how to put them to effective use in daily healthcare. Provides legal provisions for telehealth implementation, discussing the risks of remote healthcare provision and cross-border care.			

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. Differentiate the types of digital health as it pertains to medical services
	2. Define staff roles and workflow in telehealth
	3. Apply the basic requirements and legalities for the delivery of telemedicine services.
	4. Utilize the different types of technology used in professional communication.
	5. Participate in telehealth interactions with a patient
Outcomes assessment strategies:	Students will demonstrate these learning outcomes by answering theoretical and application multiple choice questions on information covered in lecture and reading assignments. Students may complete a variety of assignments to demonstrate understanding, including group work, case studies, and homework assignments.
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):	<p>Outcome #1: Differentiate the types of digital health as it pertains to medical services</p> <ul style="list-style-type: none"> • Telemedicine • Telehealth • Remote patient monitoring <p>Outcome #2: Define staff roles and workflow in telehealth</p> <ul style="list-style-type: none"> • Administrative • Clinical • Information technologist team <p>Outcome #3: Apply the basic requirements and legalities for the delivery of telemedicine services.</p>

	<ul style="list-style-type: none"> Federal and State Laws Relating to Telemedicine Billing and Reimbursement in Telemedicine Telehealth Act <p>Outcome #4: Utilize the different types of electronic technology used in professional communication.</p> <ul style="list-style-type: none"> Platforms <ul style="list-style-type: none"> Teladoc, Sesame Care, PlushCare, MeMD Electronics <ul style="list-style-type: none"> Computers, cameras, videoconferencing, the Internet <p>Outcome #5: Participate in telehealth interactions with a patient</p> <ul style="list-style-type: none"> Delivery of Telemedicine Services Telemedicine and Remote Visit Etiquette with Patients Patient Education Case study practice
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> Telehealth 1e ISBN: 9780702084232 Understanding Telehealth ISBN: 9781259837401 Fundamentals of Telemedicine and Telehealth Field Guide to Telehealth and Telemedicine for Nurse Practitioners and Other Healthcare Providers Telemedicine and Telehealth Handbook for Medical Practices 1e
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the first term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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
Mimi Pentz	mpentz@cgcc.edu	2.23.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Prefix and Course Number:	MA 125	Credits:	6
Course Title: (75 characters max, including spaces)	Medical Office Clinical Procedures		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: 132 Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.		
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 type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
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 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 .			
Provides practice and the opportunity to demonstrate proficiency in clinical competencies as required by the accrediting agency in a medical setting. Reviews examination room techniques: assisting the physician with examinations, treatment and minor surgery. Covers methods of asepsis and sterilization and the proper care of equipment and supplies.			

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. Demonstrate appropriate techniques of medical and surgical asepsis.
	2. Perform clinical competencies as required by the accrediting agency in a medical setting.
	3. Prepare the patient for examinations and procedures.
	4. Explain the infection cycle.
	5. Apply basic units of measurement.
	6. Apply the rules of medication administration.
Outcomes assessment strategies:	<p>Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students.</p> <ul style="list-style-type: none"> • Develop skills in the actual performance of medical assistant clinical tasks in accordance with the theoretical knowledge taught in the clinical procedures course. • Answer theoretical and application questions in modules after viewing demonstrations and reading modules and text. <p>Individual proficiency testing will take place after modules have been graded and returned; reading has been assigned, lab demonstrations, and supervised lab practice.</p>
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):	

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Demonstrate appropriate techniques of medical and surgical asepsis.</p> <ul style="list-style-type: none"> • Sanitization • Levels of Disinfection <ul style="list-style-type: none"> ○ High-Level Disinfection ○ Intermediate-Level Disinfection ○ Low-Level Disinfection • Sterilization Methods <p>Outcome #2: Perform clinical competencies as required by the accrediting agency in a medical setting.</p> <ul style="list-style-type: none"> • Vital signs, documentation, medication dosage and administration, assisting physician, coaching patients, screening procedures <p>Outcome #3: Prepare the patient for examinations and procedures.</p> <ul style="list-style-type: none"> • Physicals, annual visits, well-child checks, surgical and diagnostic procedures, and assisting the physician <p>Outcome #4: Explain the infection cycle.</p> <ul style="list-style-type: none"> • Infectious agent • Reservoir • Susceptible host • Means of transmission • Portals of entry • Portals of exit <p>Outcome #5: Apply basic units of measurement.</p> <ul style="list-style-type: none"> • Household system • Metric system <p>Outcome #6: Apply the rules of medication administration.</p> <ul style="list-style-type: none"> • Right patient • Right medication • Right dose • Right route • Right time • Right documentation
<p>Suggested Texts & Materials (specify if any texts or materials are required):</p>	<ul style="list-style-type: none"> • Today's Medical Assistant, <i>current edition</i> Published by Elsevier with <i>Evolve Resources</i>
<p>Department Notes (optional)</p>	

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the second term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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
Mimi Pentz	mpentz@cgcc.edu	2.23.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

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

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Prefix and Course Number:	MA 126	Credits:	5
Course Title: (75 characters max, including spaces)	Medical Office Diagnostic Procedures		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: 110 Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.		
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 type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
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 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 .			
Introduces clinical laboratory principles and procedures commonly performed in the physician's office setting, including urinalysis, basic hematology, chemistry, hematology, microbiology, immunology, and quality control. Trains in basic venipuncture and skin puncture techniques as well as proper specimen- handling procedures as dictated by the Clinical Laboratory Standards Institute(CLSI). Covers the preparation and training to function as an internal member in the ambulatory clinical lab care setting.			

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. Complete routine laboratory procedures in a professional, accurate and timely manner.
	2. Identify and adhere to Clinical Laboratory Improvement Amendments (CLIA) test categories.
	3. Operate CLIA-waived tests using the necessary controls, standards, and instrumentation.
	4. Perform all laboratory procedures in accordance with current safety protocols, and blood and body fluid precautions.
	5. Recognize the purpose of quality control in the laboratory, and employ quality control methods when a CLIA-waived laboratory test is performed.
Outcomes assessment strategies:	<p>The instructor will outline the methods used to evaluate student progress and the criteria for assigning a grade at the beginning of the course.</p> <ol style="list-style-type: none"> 1. Assessment methods may include written and practical examinations and laboratory check-offs. 2. Evaluation of problem-solving skills, teamwork, attendance, laboratory performance, and communication skills may also be included. <p>All laboratory exercises must be completed satisfactorily as well as satisfactory competency in phlebotomy and specimen collection to achieve a passing grade.</p>
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):	<p>Outcome #1: Perform routine laboratory procedures in a professional, accurate and timely manner.</p> <ul style="list-style-type: none"> ● Specimen collection, identification, and processing of specimens ● Use of appropriate laboratory techniques, instruments, and equipment <p>Outcome #2: Identify and adhere to Clinical Laboratory Improvement Amendments (CLIA) test categories.</p> <ul style="list-style-type: none"> ● Waived, moderately complex, and highly complex. <p>Outcome #3: Perform CLIA-waived tests using the necessary controls, standards, and instrumentation.</p> <ul style="list-style-type: none"> ● CLIA waived hematology test ● CLIA waived chemistry test ● CLIA waived urinalysis test ● CLIA waived immunology test ● CLIA waived microbiology test <p>Outcome #4: Perform all laboratory procedures in accordance with current safety protocols, and blood and body fluid precautions.</p> <ul style="list-style-type: none"> ● Occupational Safety and Health Administration Bloodborne Pathogens Standard <ul style="list-style-type: none"> ○ Exposure Control Plan ○ Labeling Requirements ○ Engineering Controls ○ Work Practice Controls ○ Personal Protective Equipment <p>Outcome #5: Recognize the purpose of quality control in the laboratory, and employ quality control methods when a CLIA-waived laboratory test is performed.</p> <ul style="list-style-type: none"> ● Storage and Handling of Test Systems ● Stability of Testing Components ● Calibration ● Controls
Suggested Texts & Materials (specify if any texts or materials are required):	Today's Medical Assistant, <i>current edition</i> Published by Elsevier with <i>Evolve Resources</i>
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the second term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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):	

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.

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Mimi Pentz	mpentz@cgcc.edu	2.24.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

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

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Prefix and Course Number:	MA 130	Credits:	4
Course Title: (75 characters max, including spaces)	Body Systems, Diseases, and Drug Treatments		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: 88 Lab:
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.		
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 type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
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 .			
Surveys the foundations of anatomy and physiology of the human body. Provides a basic overview of body systems including circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary. Identifies the general mechanisms of disease including etiology, symptoms, and common treatments. Expands on common medication treatments with an emphasis on administration, pronunciation, classifications, dosages, effects, and appropriate abbreviations used in calculating medication dosages.			

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. Recognize the structure and normal function of the eleven body systems and their major organs
	2. Identify cell structures and their functions
	3. Recognize and use anatomic terms
	4. Recognize common pathology, including: signs, symptoms, etiology, diagnostic measures, and treatment modalities
	5. Identify appropriate drug uses, as well as effects, dangers, and precautions
Outcomes assessment strategies:	Students will demonstrate these learning outcomes through tasks conducted individually and in cooperation with other students. Answer theoretical and application multiple choice questions on information covered in lecture and reading assignments. Complete a variety of work assignments to demonstrate an understanding of basic concepts.
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):	<p>Outcome #1: Recognize the structure and normal function of the 11 body systems and their major organs</p> <ul style="list-style-type: none"> • Integumentary System • Skeletal System • Muscular System • Nervous System • Endocrine System • Cardiovascular System • Lymphatic System • Digestive System • Respiratory System

	<ul style="list-style-type: none"> • Urinary System • Reproductive System <p>Outcome #2: Identify cell structure and functions.</p> <ul style="list-style-type: none"> • Structure of the Generalized Cell <ul style="list-style-type: none"> ○ Plasma Membrane ○ Cytoplasm ○ Nucleus ○ Cytoplasmic Organelles ○ Filamentous Protein Organelles • Cell Functions <ul style="list-style-type: none"> ○ Movement of Substances Across the Cell Membrane ○ Cell Division ○ DNA Replication and Protein Synthesis <p>Outcome #3: Recognize and use anatomic terms.</p> <ul style="list-style-type: none"> • Body planes • Directional terms • Quadrants • Cavities <p>Outcome #4: Recognize common pathology, including: signs, symptoms, etiology, diagnostic measures, and treatment modalities.</p> <ul style="list-style-type: none"> • Anemia, arthritis, bacteria, cancer, diabetes, hypertension, viruses, etc <p>Outcome #5: Identify appropriate drug uses, effects, dangers, and precautions.</p> <ul style="list-style-type: none"> • Treatment • Prevention • Side effects • Complications
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Today's Medical Assistant, <i>current edition</i>, published by Elsevier with <i>Evolve Resources</i> • Pharmacology, <i>current edition</i>, published by Elsevier with <i>Evolve Resources</i> • Introduction to Clinical Pharmacology, <i>current edition</i>, published by Elsevier • Basic Concepts in Pharmacology: What You Need to Know for Each Drug Class, 6e • Basic and Clinical Pharmacology 15e • Ernstmeyer, K. and Christman, E. (Eds.). (2020). Open RN Nursing Pharmacology by Chippewa Valley Technical College
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):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# credit: 40
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):	Required course covered in the second term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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
Mimi Pentz	mpentz@cgcc.edu	2.23.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

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

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION					
Department:	Health	Submitter name phone and email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu		
Prefix and Course Number:	MA 170	Credits:	1		
Course Title: (75 characters max, including spaces)		Admin Practicum			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours:	Lecture: Lec/lab: Lab: 35	
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.	To create a class that better aligns with Medical Assisting requirements and is competitive with other local programs.				
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 type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty		<input type="checkbox"/>		<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)					
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.					
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:			
course prefix & number: department permission		X 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 .					
Provides hands-on practice in administrative skills in a medical clinic/physician office setting. Department permission required.					
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. Skillfully assist, perform, and document routine administrative procedures according to office protocol
	2. Maintain ethical standards and confidentiality for patient privacy practice.
	3. Effectively apply verbal, nonverbal, and written communications principles and skills in the workplace.
Outcomes assessment strategies:	<p>Student performance is evaluated by the supervisor to whom the student is assigned at the medical office.</p> <p>The grading system utilized for the course is “Pass” or “No Pass”. In order to receive a “Pass” grade, the student must:</p> <ul style="list-style-type: none"> • Satisfactorily complete the objectives listed for the administrative medical office assistant as stated in the AAMA guidelines • Receive satisfactory evaluations for each of the work area supervisors. • Complete all of the time assigned (184-196 hours)
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):	<p>Students are assigned to a clinical office during the third term of the Medical Assisting program.</p> <p>The total time assigned is 35 hours over 1 week. Hours of assignment are based on office requirements and will be indicated on a schedule published by the course instructor in concert with the practice site supervisor. The offices are selected by the course instructor. Insofar as possible, student requests for assignment will be taken into consideration.</p> <p>Students are required to wear uniforms conforming to the requirements set forth by the CGCC Medical Assisting Program. Apparel should consist of uniform scrubs (top and pants) with photo ID badge and white duty shoes. These items are purchased by the student in accordance with the guidelines in the Medical Assisting Student Handbook.</p>

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Skillfully assist, perform, and document routine administrative procedures according to office protocol</p> <ul style="list-style-type: none"> ● Patient check-in, insurance verification, maintain patient medical records, observe and abide by all office policies and procedures, ect <p>Outcome #2: Maintain ethical standards and confidentiality for patient privacy practice.</p> <ul style="list-style-type: none"> ● Transmit information in a confidential and professional manner ● Deal with all patients with empathy and impartiality. ● Use appropriate telephone techniques in the medical office. ● Maintain all patient medical records in accordance with office policy and standard HIPAA requirements. <p>Outcome #3: Effectively apply verbal, nonverbal, and written communication principles and skills in the workplace.</p> <ul style="list-style-type: none"> ● Communicate professionally with all staff and patients including those with special needs. ● Utilize their skills in recognizing verbal and non-verbal communication.
Suggested Texts & Materials (specify if any texts or materials are required):	Today's Medical Assistant, <i>current edition</i> ISBN: 9780323639859
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Medical Assisting	# 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):	Required course covered in the first term of a 2-term program.	
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.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: _____ <input checked="" 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):	
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.		

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
Mimi Pentz	mpentz@cgcc.edu	2.24.23
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Janie Griffin, MN, RN, PNP(ret)		

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Health	Submitter name: Phone: Email:	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Course prefix and number	MA 117	Course title	Medical Office Administrative Procedures
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	30	Lecture	50
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	3	Total weekly contact hours	5
Total credits	3	Total credits	5
Reason for change:	Better alignment with accreditation requirements.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain and describe how the impact was resolved		

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

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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
Mimi Pentz	mpentz@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. 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 director. 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 checked="" type="checkbox"/> Related Instruction
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Health	Submitter name Phone Email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Current prefix and number	MA 117	Proposed prefix and number	No change
Current course title	Medical Office Administrative Procedures	Proposed title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	No changes.		

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 medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Corequisite: MA 118.	Introduces medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management.
Reason for description change	Update for requisite 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 checked="" type="checkbox"/> Placement into: placement into MTH 65 or MTH 98			
prefix & number: IRW 115 or WR 115 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MA 118	<input type="checkbox"/> Prerequisite	<input checked="" 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	Requisites determined to be unnecessary, and the program wants to eliminate barriers for entering students.		

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. Perform procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing. 2. Understand and perform the tasks required in the maintenance of the medical record, the reports contained within and HIPAA guidelines with regard to medical information. 3. Compose and respond to written communication from businesses and patients. 4. Perform the procedures for screening incoming telephone calls and taking messages. 5. Understand and perform procedures to maintain accounts receivable in the medical office including post charges, payments and/or adjustments to the patient account. 6. Compare and contrast various health insurance plans including managed care plans, Medicare and Medicaid. 7. Assist in the business functions of the medical office, including inventory, accounts payable, writing policies and procedures, procurement of supplies, and compliance with OSHA.	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):

Outcome #1: Perform procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing.

- Types of scheduling
 - Time-Specified (Stream) Scheduling
 - Wave Scheduling
 - Modified Wave Scheduling
 - Double Booking
 - Open Booking
 - Patient Appointment Requests and Self-Scheduling
 - Clustering or Categorization
 - Multiple Offices
- Maintaining Confidentiality
- Acknowledgement of Receipt of Notice of Privacy Practices
- Verifying Insurance and Obtaining Authorizations
- Verifying a Managed Care Referral
- Accepting Copayments

Outcome #2: Understand and perform the tasks required in the maintenance of the medical record, the reports contained within and HIPAA guidelines with regard to medical information.

- Storage of electronic health records
- Maintaining the integrity of the EHR
 - Levels of access
 - Staff training to maintain integrity
- Storing computerized records
- Equipment and supplies for paper-based medical records
 - Storage equipment
 - Filing supplies
- Filing systems
 - Alphabetic Filing
 - Numeric Filing

Outcome #3: Compose and respond to written communication from businesses and patients.

- Business letter standards
- Postal addressing
- Grammar and punctuation
- Spelling and Proofreading

Outcome #4: Perform the procedures for screening incoming telephone calls and taking messages.

- Telephone courtesy
- Telephone personality
- Maintaining patient privacy
- Effective telephone communication
- Centralized or electronic routing
- Managing incoming calls
 - Performing telephone screening
 - Taking messages on a paper message form

- Taking messages on the computer
- Urgent or emergency calls
- Dealing with problem calls

Outcome #5: Understand and perform procedures to maintain accounts receivable in the medical office including post charges, payments and/or adjustments to the patient account.

- Perform procedural and diagnostic coding.
- Insurance claim forms
- CMS-1500 forms.
- Post entries on day sheets.
- Perform accounts receivable, billing, and collection procedures.
- Post adjustments, process credit balance, refunds, NSF checks and post collection agency payments.

Outcome #6: Compare and contrast various health insurance plans including managed care plans, Medicare and Medicaid.

- Fee-for-Service Plans
- Managed Care Plans
 - Health Maintenance Organization Models
 - Other Managed Care Models
- Government Plans
 - Medicare
 - Medicaid
 - Children's Health Insurance Program
 - Insurance Plans for Dependents of Members of the Armed Services and Veterans
 - Workers' Compensation

Outcome #7: Assist in the business functions of the medical office, including inventory, accounts payable, writing policies and procedures, procurement of supplies, and compliance with OSHA.

- Cash disbursements
 - Check register
 - Computerized bookkeeping system
- Computerized charge entry
- Fee schedule
- Patient account ledger
 - Posting payments to the patient account
 - Posting adjustments to the patient account
- Maintaining equipment
 - Inventory
 - Monitoring equipment function and readiness for use
 - Service contracts
 - Service calls
 - New equipment purchases
- Supplies
 - Supply inventory
 - Restocking
 - Ordering supplies

	<ul style="list-style-type: none"> ○ Receiving supplies • Patient and employee safety <ul style="list-style-type: none"> ○ Safe work practices ○ Monitoring environmental safety ○ Signs and instructions
Suggested Texts & Materials updates (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Today's Medical Assistant, <i>current edition</i> Published by Elsevier <i>with Evolve Resources</i>

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course was used for RI; however, with drop in overall credits for the Medical Assisting certificate, RI is no longer needed and will be deleted from this course.	
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.	
Required course in Medical Office Professional certificate. The Business department has decided to suspend the MOP as students are not declaring for it.	
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
Mimi Pentz	mpentz@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

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.

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Health	Submitter name: Phone: Email:	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Course prefix and number	MA 270	Course title	Clinical Practicum
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture		Lecture	
Lab	180	Lab	125
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	18	Total weekly contact hours	12
Total credits	6	Total credits	4
Reason for change:	Administrative portion of course was moved to the new course MA 170 Admin Practicum.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain and describe how the impact was resolved		

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

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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
Mimi Pentz	mpentz@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. 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 director. 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 checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Health	Submitter name Phone Email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Current prefix and number	MA 270	Proposed prefix and number	No change
Current course title	Clinical Practicum	Proposed title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	No changes.		

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
Practice administrative skills and clinical skills in a medical clinic/physician office setting. Prerequisites: HE 113; Department permission required.	Provides hands-on practice in administrative and clinical skills in a medical clinic/physician office setting. Prerequisites: HE 113; Department permission required.

Reason for description change	Update language style to match guidelines.
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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)

☐ Standard requisites – Placement into MTH 65 or MTH 98
 Prerequisite/concurrent: WR 121

☐ 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 prerequisite changes	No 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. Assist, perform and document routine administrative and clinical procedures according to office protocol. 2. Identify, administer, and document medications based on usage outcomes, side effects and according to the principles of safe medication administration in a clinical setting. 3. Collect, process, and test diagnostic specimens and document follow-up results in a clinical setting. 4. Apply current up-to-date quality control and safety practices in the workplace. 5. Apply verbal, nonverbal and written communications principles and skills in the workplace. 6. Maintain ethical standards and confidentiality for patient privacy practice. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Complete routine clinical procedures according to office protocol. 2. Perform injections in a clinical setting. 3. Complete common diagnostic laboratory procedures. 4. Apply current up-to-date quality control and safety practices in the workplace. 5. Demonstrate ethical standards and confidentiality for patient privacy practice.
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Complete routine clinical procedures according to office protocol.</p> <ul style="list-style-type: none"> • Interview patient for chief complaint • Document in the patient medical record. • Collect vital signs. <p>Outcome #2: Perform injections in a clinical setting.</p> <ul style="list-style-type: none"> • Prepare and administer injectable medications /vaccines per office guidelines. • Follow the 6 rules of medication administration <ul style="list-style-type: none"> ○ Right patient ○ Right medication ○ Right dose ○ Right route ○ Right time

	<p>○ Right documentation</p> <p>Outcome #3: Complete common diagnostic laboratory procedures.</p> <ul style="list-style-type: none"> • Collect specimens • Process specimens or prepare for transport. • Perform CLIA-waived tests according to office protocol. • Maintain quality control while performing CLIA-waived tests. <p>Outcome #4: Apply current up-to-date quality control and safety practices in the workplace.</p> <ul style="list-style-type: none"> • Handwashing, wrapping instruments, sterilization techniques, disposing of bio-hazardous materials, and standard precautions. • Abide by all safety rules and regulations regarding equipment. <p>Outcome #5: Demonstrate ethical standards and confidentiality for patient privacy practice.</p> <ul style="list-style-type: none"> • Maintain all patient medical records per office policy and standard HIPAA requirements. • Transmit information in a confidential and professional manner. • Access and instruct patients about preventative health issues. • Contact patients to give test results and/or other medical information per physician orders.
Suggested Texts & Materials updates (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Today's Medical Assistant, 4th Edition with Evolve Resources by Kathy Bonewit-West, BS, MEd and Sue Hunt, MA, RN, CMA (AAMA), ISBN: 9780323639859
Outcomes assessment strategies:	<p>Student performance is evaluated by the supervisor to whom the student is assigned at the medical office.</p> <p>The grading system utilized for the course is "Pass" or "No Pass". In order to receive a "Pass" grade, the student must:</p> <p>Satisfactorily complete the objectives listed for the administrative and clinical medical office assistant as stated in the AAMA guidelines</p> <p>Receive satisfactory evaluations for each of the work area supervisors.</p> <p>Complete minimum time assigned (125 hours)</p>
Department Required Course Activities (optional)	<p>Students are assigned to a clinical office during the third term of the Medical Assisting program.</p> <p>The total time assigned is 125 hours over 5 weeks. The offices are selected by the course instructor. Hours of assignment are based on office requirements and will be indicated on a schedule published by the course instructor in concert with the practice site supervisor. Insofar as possible, student requests for assignments will be taken into consideration.</p> <p>Students are required to wear uniforms conforming to the requirements set forth by the CGCC Medical Assisting Program. Apparel should consist of uniform scrubs (top and pants) with photo ID badge and appropriate shoes. These items are purchased by the student in accordance with the guidelines in the Medical Assisting Student Handbook.</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Required course in Medical Office Professional certificate. The Business department has decided to suspend the MOP as students are not declaring for it.	
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
Mimi Pentz	mpentz@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

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 checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction <input checked="" type="checkbox"/> Content <input checked="" type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Health	Submitter name Phone Email	Mimi Pentz 541-506-6164 Mpentz@cgcc.edu
Current prefix and number	MP 140	Proposed prefix and number	No change
Current course title	Introduction to Health Law and Ethics	Proposed title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	No changes.		

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 legal aspects, code of ethics and policy issues relevant to health care. Emphasizes confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies and the professional code of ethics for medical assistants. Includes concepts of professional credentialing and responsibility, liability and working within legal/ethical boundaries. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98.	Introduces the legal aspects, code of ethics and policy issues relevant to health care. Emphasizes confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies and the professional code of ethics for medical assistants. Includes concepts of professional credentialing and responsibility, liability and working within legal/ethical boundaries.
Reason for description change	Update for requisite 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: placement into MTH 65 or MTH 98			
prefix & number: IRW 115 or WR 115 or equivalent placement	<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 prerequisite changes	Requisites determined to be unnecessary, and the program wants to eliminate barriers for entering students.		

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. Apply applicable federal, state and local laws and Centers for Medicare & Medicaid regulations to the health care environment 2. Apply laws of HIPAA and informed consent when working with medical records. 3. Apply legal requirements of acceptable methods for complete and timely documentation and authentication of entries to the medical record 4. Maintain ethical tenets of a healthcare professional and act in an ethical manner. 5. Understand the nuances of professional liability and medical malpractice. 6. Have an awareness of health care policy with regard to death & dying, genetics, and health care trends.	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):	Outcome #1: Apply applicable federal, state and local laws and Centers for Medicare & Medicaid regulations to the health care environment. <ul style="list-style-type: none"> • Discuss the basis of and primary sources of law. • Discuss the classifications of law. • Differentiate between expressed and implied contracts. • Discuss the contractual rights and responsibilities of both physicians and

patients.

- Relate how the law of agency and the doctrine of respondent superior apply to health care.

Outcome #2: Apply laws of HIPAA and informed consent when working with medical records.

- Explain how the language provision and standards of HIPAA mandates apply to your profession.
- Discuss the special requirements for disclosing PHI
- Discuss the patient rights defined by HIPAA.
- Recognize and dispel some of the more prevalent myths concerning HIPAA.

Outcome #3: Apply legal requirements of acceptable methods for complete and timely documentation and authentication of entries to the medical record.

- Purpose of medical records and the importance of proper documentation.
- Procedure for making a correction in a medical record.
- Obtaining a patient's consent for release of medical information.
- Doctrine of informed consent.
- EMR and the efforts being made to record all medical records electronically.

Outcome #4: Maintain ethical tenets of a healthcare professional and act in an ethical manner.

- Importance of knowledge of law and ethics in health care
- Differences among law, ethics, bioethics, etiquette, and protocol.
- Moral values and how they relate to law, ethics, and etiquette.
- How moral values relate to law, ethics, and etiquette.

Outcome #5: Understand the nuances of professional liability and medical malpractice.

- General liability for which a physician/employer is responsible.
- Reasonable person standard, standard of care, and duty of care.
- Responsibilities of health care practitioners concerning privacy, confidentiality, and privileged communication.
- Elements necessary to prove negligence (the four D's).
 - Duty
 - Dereliction
 - Direct cause
 - Damages
- Phases of a lawsuit.
- Advantages to alternative dispute resolution.

Outcome #6: Have an awareness of health care policy with regard to death & dying, genetics, and health care trends.

- Changing attitudes toward death.
- Accepted criteria for determining death.
- Health care professional's role in caring for the dying.
- Benefits to end-of-life health care derived from the right to die movement.
- Various stages of grief.

Suggested Texts & Materials updates (specify if any texts or materials are required):	Today's Medical Assistant, <i>current edition</i> Published by Elsevier with <i>Evolve Resources</i>	
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.		
Required course in Medical Office Professional certificate. The Business department has decided to suspend the MOP as students are not declaring for it.		
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
Mimi Pentz	mpentz@cgcc.edu	3.2.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

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 3.2.23
CC decision
CC vote

CERTIFICATE SUSPENSION

Submitted by: Mimi Pentz

Email: mpentz@cgcc.edu

Phone: 541-506-6164

Department: Health

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Certificate Title:	Medical Assisting		Credits:	47
Overview and rationale for suspension:	Revisions needed to meet changing industry standards resulted in a greater than 30% change. Therefore, we were required to suspend the existing certificate and create a new certificate.			
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 suspension 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, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: Medical Office Professional will be impacted due to inactivation of some courses. Todd Meislahn, chair of Business department, has been contacted, and he is moving forward to suspend the MOP certificate.	Has the suspension 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested term for start of suspension	Summer, 2023			

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
MA 112	Medical Office Assistant 1	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 117	Medical Office Administrative Procedures	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MA 118	Medical Office Administrative Procedures Lab	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 122	Medical Office Assistant 2	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 123	Medical Office Clinical Procedures	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 124	Medical Office Clinical Procedures Lab	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 131	Pathophysiology for the Medical Assistant	5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 132	Medical Office Assistant 3	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 136	Medications	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 180	Coding & Reimbursement	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MA 270	Clinical Practicum	6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MLT 100	Medical Office Laboratory Procedures	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MP 140	Introduction to Health Law & Ethics	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MP 150	Introduction to Electronic Health Records	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BI 122	Introduction to Human Anatomy and Physiology II	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
PSY 101	Psychology & Human Relations	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	none		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

*Provide explanation of "Other"

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

<i>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."</i>		
Submitter	Email	Date
Mimi Pentz	mpentz@cgcc.edu	2.24.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
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.

Teach Out Planning Document

Certificate Title: Medical Assisting			Date 3.02.23
Section 1: Instructional Department			
<p>The Health Department recommends that the Medical Assisting certificate be officially suspended.</p> <p>Rationale: Revisions needed to meet changing industry standards resulted in a greater than 30% change. Therefore, we were required to suspend the existing certificate and create a new certificate.</p>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	03.02.23
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below.¹		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	03.02.23
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	03.21.23
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	3.22.23
Update webforms			3.22.23
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	N/A
Notify NWCCU	Electronic submission form		4.22.23
Update Catalog	Remove degree/cert map	website	6.1.23
Revise/update the webpage		email	6.1.23

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send a letter and email to each student * All enrolled students will have graduated prior to suspension.	N/A
Documentation of contact with students	Advisors will work with students and document in student record		3.22.23
	Registrar's office will scan letters to student record		3.31.23

¹ Teach Out details for students who will not complete prior to suspension (be specific):

It is anticipated that currently enrolled students (4) will graduate in June 2023, prior to the official suspension date.

However, students who are not able to complete the certificate prior to suspension will be able to meet one on one with the Program Coordinator to create an individualized course schedule with classes from the new medical assisting certificate to ensure they meet all required outcomes.

The following information regarding continued enrollment is provided in the MA Handbook.

Readmission to the Program

Students who have left the program, for academic or non-academic reasons, and wish to rejoin must reapply and repeat any classes that were not completed successfully (letter grade of "C" or better) providing there is space available. The only exception is that a failure in any part of the externship course, MA270, will result in the student will not be allowed to retake and therefore the student cannot apply for readmission to the program. The decision to re-admit will be based on space availability by the Program Coordinator in conjunction with input from the Director of Nursing and Health Occupations, Chief Academic and Student Affairs Officer, if appropriate, following the guidelines set out in the Medical Assisting Program Re-Entry Admission Packet.

Candidates for re-entry should contact the program office as soon as possible prior to the time they desire to re-enter, but no later than August 1 of the year prior to the start of Fall Term. The specific requirement for reapplication, retesting, etc. will be available at that time.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Medical Assisting

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1 st yr., 2 nd yr., within 8 credits, etc.)	4 students currently enrolled. All anticipated to graduate in June, 2023	N/A
List the program courses that 2 nd year students have not completed	N/A	N/A
Provide enrollment comparison of the past 3-5 years of the program	N/A	N/A
The program is being considered for termination due to low enrollment?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	Changing local needs for MA training, including the addition of a competing program at MCMC, have prompted a revision of the Medical Assisting certificate. A shorter, more accessible program was called for.	done
The program is being considered for termination due to a change in workforce needs?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		N/A
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	N/A
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain		N/A
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	N/A
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<p>Identify any potential curricular or academic consequences</p>	<p>Certificate is being suspended due to requirements around having a greater than 30% change. A new certificate will take its place. The Medical Office Professional certificate will be impacted due to inactivation of some courses. Todd Meislahn, chair of the Business department, has been contacted, and he is moving forward to suspend the MOP certificate as it has not had enrollment in the past 10 years.</p>	
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Columbia Gorge Community College

CC date 3.2.23
CC decision
CC vote

NEW CERTIFICATE REQUEST

Submitted by: Mimi Pentz

Email: mpentz@cgcc.edu

Phone: 503.680.6384

Department: Health

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Medical Assisting		Proposed Credits:	40
Reason for new certificate:	Replacing existing 47 credit certificate. Revision is over 30% change and requires that we build a new certificate and suspend the existing certificate. The revision is to create a certificate that better aligns with Medical Assisting requirements and is competitive with other local programs.		Requested implementation term:	Summer 2023
Is there impact on other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: Medical Office Professional will be impacted due to inactivation of some courses. Todd Meislahn, chair of Business department, has been contacted, and he is moving forward to suspend the MOP certificate.	Has the certificate 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
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 type="checkbox"/> Yes <input checked="" 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?				

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
Placement into IRW 115 or WR 115	Critical Reading and Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115	5 4

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. Perform administrative procedures associated with Medical Office.
2. Perform clinical assisting and laboratory procedures.
3. Create and enter data into different healthcare documents.
4. Apply legal concepts to medical practice.
5. Communicate professionally with patients, coworkers, and providers.
6. To enter the profession proficient in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains laid out by the American Association of Medical Assistants

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 (18 credits)			
MA 117	Medical Office Administrative Procedures	none	5
MA 114	Electronic Health Records	none	2
MP 111	Medical Terminology	placement into IRW 115 or WR 115	4
MA 110	Medical Office Communications and Professionalism	none	3
MP 140	Introduction to Health Law and Ethics	none	3
MA 170	Admin Practicum	dept permission	1
Winter Term (18 credits)			
MA 130	Body Systems, Diseases, and Drug Treatments	none	4
MA 125	Medical Office Clinical Procedures	none	6
MA 126	Medical Office Diagnostic Procedures	none	5
HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers	Recommended: IRW 115 or equiv placement	1
MA 115	Digital Health & Patient Care	none	2
Spring Term (4 credits)			
MA 270	Clinical Practicum	HE 113, dept permission	4
Credit total			40
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
Mimi Pentz	mpentz@cgcc.edu	2.24.23
Department Chair (enter name of department chair): Janie Griffin		
Department Dean (enter name of department dean): Janie Griffin		

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.
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