

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)
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

Janie Griffin, Katherine Aiken

May 19, 2023 9:00 am – 12:00 pm

Hood River Center, room 1.312

Please attend in person; please use Zoom link only in the case of unavoidable attendance conflicts

Zoom log-in: <https://cgcc.zoom.us/j/84326055224> Meeting ID: 843 2605 5224; phone in: 1-253-215-8782

Approval of April 6, 2023 minutes ¹ (correction of error)

Old Business

1. Postponed April 6 submissions ²:
 - Rebecca Schwartz (9:05 – 9:20 am)
 - HST 260 Conspiracy Theories, Secret Societies and Historical Controversies (Gen Ed Request)
 - Initial Early Childhood Education (New Certificate)
2. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen) (Added to New Business)
3. Transferability Requirements – continued from 3.16.23 (LDC transfer, Gen Ed requirements, number of universities required) (Susan/Rebecca) (Added to New Business)

Submissions ²

3. Janie Griffin (9:20 – 9:25 am)
 - NUR 90 Nursing Assistant I (Contact Hour / Credit Change)
 - NUR 90 Nursing Assistant I (Course Revision: des, out, cont)
4. Pam Morse (9:25 – 9:30 am)
 - MTH 244 Statistics II (Course Revision: prefix, des, req)
1. Katherine Aiken (9:30 – 9:50 am)
 - ES 201 Introduction to Native American Studies (New LDC Course)
 - Gen Ed Request
 - Cultural Literacy Request
 - ES 203 Introduction to Chicane/Latine Studies: Making Culture (New LDC Course)
 - Gen Ed Request
 - Cultural Literacy Request

4. Robert Clark (9:50 – 9:55 am)
 - Electro-Mechanical Technology (Mod Deg Revision: crse title)
 - Aviation Maintenance Technology AAS (Degree Revision: courses, credits)
5. Todd Meislahn (9:55 – 10:10 am)
 - Medical Office Professional (Certificate Suspension)
 - Termination of Program Checklist
 - Teach Out Plan
 - Administrative Assistant AAS (Mod Deg Revision: electives)

New Business (10:25 – 11:55 am)

1. Credit for Prior Learning AR, OP and submission form for Licensure/Certification Acceptance Process ³ (Susan)
2. Curriculum Committee schedule for 2023-24 ⁴ (Susan)
3. Transferability Requirements ⁵ – continued from 3.16.23 (LDC transfer, Gen Ed requirements, number of universities required) (Susan/Rebecca) (Carry over from 3.16.23)
4. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen)

Discussion Items

Next Meeting: TBD – Curriculum Committee Orientation (September)

Attachments: ¹ April 6, 2023 CC Minutes; ² Submissions (2 New LDC Courses; 3 Gen Ed Request; 2 Cultural Literacy Requests; 2 Course Revisions; 1 Contact Hour / Credit Change; 1 Degree Revision; 2 Modified Deg/Cert Revisions; 1 New Certificate; 1 Certificate Suspension); ³ CPL for Licensure/Certification Administrative Rule, Operating Procedure, and Submission Form; ⁴ 2023-24 CC Schedule; ⁵ Transferability information

Curriculum Committee Minutes
April 6, 2023 3:30 to 5pm
Location: TDC Board Room 1.162 & Zoom

PRESENT:

Voting Committee Members

Chair- Pam Morse (Math)
Kristen Booth (Pre-College)
Stephen Shwiff (Social Science)
Jenn Kamrar (Art,Cult,Comm)

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

Sara Mustonen, Katherine Akin, Anna
Garcia, Todd Meislahn, Janie Griffin,
Leigh Hancock, Matt Fitzpatrick

ABSENT

Voting Members

Vice Chair- Mimi Pentz (Nurs/Hlth),
Andrea LoManaco (Buiness)
Emilie Miller (Science)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order: 3:36pm	The meeting was called to order by chair Pam Morse.	
Approval of March 16, 2023 meeting minutes.	Committee missed approving minutes, will be voted on by email.	Motion: 2nds: 0 in favor – 0 opposed – 0 abstains
Information Items:		
1. Course inactivations	CT 101.234. 235, 236; MA 112, 118, 122, 123, 124, 131, 132, 136, 180; MLT 100; MP 150; UAS 100, 103	

Old Business:		
1. Contact Hour Definitions (Postponed)	Kristen reported that she and Pam had met and developed an initial document. It was sent to Susan for review/comment. Will be ready for discussion at Retreat.	
2. Transferability Requirements – continued from 3.16.23 (LDC transfer, Gen Ed reequipments number of universities required)		
Submissions:		
CG 160 Credit for Prior Learning Portfolio Development (New LDC Course)	<p>Katherine Akin explained the purpose of the new portfolio class and how it connects with Credit for Prior Learning (CPL).</p> <p>Question arose about how this class was going to be graded. Class will be graded Pass/No Pass.</p> <p>Motion: approve as written</p>	<p>Motion: Robert 2nded: Kristen 6 in favor – 0 opposed – 0 abstained</p>
GED 50 Spanish GED (New Non-Credit Course)	<p>Motion: approve as written</p>	<p>Motion: Kristen 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>
BA 101 Introduction to Business (Course Revision: out, cont, txt/mat)	<p>Motion: approve as written</p>	<p>Motion: Kristen 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>
BA 101 Introduction to Business (Gen Ed Request)	<p>Clarification was asked on how this course will teach to ILO#4, Cultural Awareness. Concern was expressed that while the instructor could speak to how business in general does address concepts of Cultural Awareness, the outcomes and listed content of this course do not speak directly to the ILO nor provide intentional instruction recurrently enough to establish a thorough of even a fundamental understanding. Determined that ILO#4 was not addressed significantly.</p> <p>Motion: approve with the change that ILO #4 will be changed to “Not Addressed”</p>	<p>Motion: Kristen 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>

EMS 100 Introduction to Emergency Medical Services (Contact Hour/Credit Change)	<p>Janie explains the changes to EMS 100's lec/lab to better meet the students need to meet course material and outcomes.</p> <p>Motion: approve as written</p>	<p>Motion: Kristen 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>
APR 100 Introduction to Emergency Medical Services (New CTE Course)	<p>Janie explains that that the APR courses are created as part of the development of an apprenticeship program with the Mid-Columbia Fire Department. The course is exactly the same to EMS 100 but is created for outside partnerships. This course will be cross listed.</p> <p>Motion: approve as written</p>	<p>Motion: Rebecca 2nded: Kristen 6 in favor – 0 opposed – 0 abstained</p>
APR 105 EMT Part I (New CTE Course)	<p>Cross listed with EMS 105.</p> <p>Motion: approve as written</p>	<p>Motion: Kristen 2nded: Rebecca 6 in favor – 0 opposed – 0 abstained</p>
APR 106 EMT Part II (New CTE Course)	<p>Cross listed with EMS 106.</p> <p>Motion: approve as written</p>	<p>Motion: Rebecca 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>
Nursing AAS (Degree Revision)	<p>Janie explains that the outcomes were written as competencies rather than outcomes. This revision will make them shorter and easier to understand.</p> <p>Motion: approve as written</p>	<p>Motion: Stephen 2nded: Kristen 6 in favor – 0 opposed – 0 abstained</p>
WR 121L Foundations of College Composition (Course Revision: title, des, req, out, cont)	<p>Change due to the statewide common course numbering revision of WR121Z.</p> <p>Motion: approve as written</p>	<p>Motion: Jenn 2nded: Kristen 6 in favor – 0 opposed – 0 abstained</p>
MTH 105L Foundations of Math in Society (Course Revision: title, des, req, out, cont)	<p>Change due to the statewide common course numbering of MTH105Z.</p> <p>Motion: approve as written</p>	<p>Motion: Kristen 2nded: Stephen 6 in favor – 0 opposed – 0 abstained</p>
MTH 111L Foundation of College Algebra (Course Revision: title, des, req, out, cont)	<p>Change due to the statewide common course numbering of MTH111Z.</p> <p>Motion: approve as written</p>	<p>Motion: Stephen 2nded: Jenn 6 in favor – 0 opposed – 0 abstained</p>

MTH 243L Foundations of Statistics (Course Revision: #, title, des, out, cont)	Change due to the statewide common course numbering of STAT243Z. Motion: approve as written	Motion: Jenn 2nded: Kristen 6 in favor – 0 opposed – 0 abstained
HST 260 Conspiracy Theories, Secrets Societies and Historical Controversies (New LDC Course)	<p>Rebecca explain that the was a request from student services that that they, along with faculty would like to see more “fun” courses added to help students enjoy the courses so that we can keep the interest of students along with recruiting more students. To help students come here and stay here. We would be the only school in Oregon to offer this course.</p> <p>Course Description revised to: Introduces the world of secret societies and conspiracy theories from prehistoric times through modern iterations. Examines the differences between critical thinking, conspiracy thinking, and the nature of historical “truth”. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.</p> <p>It was asked if this could be used for Credit for Prior Learning – credit may potentially be earned through course challenge or portfolio submission.</p> <p>Questions arose how this course and the assignments will be assessed. There will be quizzes and assignments that can be used for assessment. And the Standard Assessment Processes should be listed.</p> <p>Motion: approve with the change to the Course Description and add the Standard Assessment Strategy Statement in Course Outcomes Assessment.</p>	Motion: Robert 2nded: Jenn 5 in favor – 1 opposed – 0 abstained
HST 260 Conspiracy Theories, Secrets Societies and Historical Controversies (Gen Ed Request)	Committee ran out of time; this submission will be tabled until the CC Retreat.	Motion: 2nded: 0 in favor – 0 opposed – 0 abstained
Initial Early Childhood Education (New Certificate)	Committee ran out of time; this submission will be tabled until the CC Retreat.	Motion: 2nded:

		0 in favor – 0 opposed – 0 abstained
Discussion Items/New Business:		
1. Curriculum Committee Retreat Date	Curriculum Committee Retreat is May 19 th from 9am to Noon in Hood River, location is still to be determined. <i>*Sara will send out calendar invites to committee members.</i>	
Meeting Adjourned: 5:06pm	Stephen motioned to end the meeting seconded Rebecca, all in favor. Meeting ended at 5:06pm	Next Meeting: May 19, 2023

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Science	Submitter Name: Phone: Email:	Rebecca Schwartz rschwartz@cgcc.edu 6045
Course Prefix and Number:	HST 260	Course Title:	Conspiracy Theories, Secret Societies and Historical Controversies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Enter the world of secret societies and conspiracy theories from prehistoric times through modern iterations. Examine the differences between critical thinking, conspiracy thinking, and the nature of historical "truth". Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Understanding the cultural and historical context of conspiracies and secret societies 2. Recognize and identify common conspiracies, secret societies, their foundations, and iterations 3. Relate conspiracy culture to the expansion of power and secrecy in global societies 4. Analyze relationship between conspiracy theory, constructed history, and public discourse 5. Demonstrate critical thinking skills 6. Ability to address contemporary issues through historical lens		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Ability to address contemporary issues through historical lens • Relate conspiracy culture to the expansion of state power and secrecy in global societies • Summarize the cultural and historical context of conspiracies and secret societies <p>Course Content: Understanding and demonstrating communication skills Is a major part of this course. Students will need to examine communications from media, pop culture, first person accounts, and academic writings through a critical lens. They will then need to analysis those communications, summarize them, deconstruct them for meaning, biases, and gaps, and critique those communications. Students will need to articulate those critiques, summaries, discussion, and regular writing. Understanding communication patterns, purposes, and Intentions and then putting them into practice Is at the heart of this course.</p> <p>Outcome Assessment Strategies: Weekly journal assignment with compared responses over course of term, classroom discussion and participation, Critical Analysis of readings and media, Presentation, essay</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate critical thinking skills • Recognize and identify common conspiracies, secret societies, their foundations, and iterations • Analyze relationship between conspiracy theory, constructed history, and public discourse <p>Course Content: Designed around understanding "constructed history" this course embodies critical thinking skills and strategies in every assignment, reading, and class discussion. It is designed around the examination of arguments - their strengths and weaknesses, sources, purposes, biases, gaps, fallacies and motivations. Evaluating Information through research, reflection, and reasoning is central to every aspect of this course.</p> <p>Outcome Assessment Strategies:</p> <p>Weekly reflection essay to demonstrate growth in personal reflection, rhetorical analysis - examining arguments for reasoning and evaluation of Information</p> <p>1-page conspiracy assignment to demonstrate critical thinking skills</p> <p>Final paper to demonstrate assessable methods of research</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses.</p> <p align="center">At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "minor" or "major."</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Summarize the cultural and historical context of conspiracies and secret societies • Relate conspiracy culture to the expansion of governmental, social, and political power and secrecy in global societies <p>Course Content: Secret societies and conspiracy theories from around the world are studied, discussed, and reviewed for this course. As noted in the outcomes, the course examines how cultural context can shape a conspiracy. The course also looks at how societies develop, and how cultures shift over time from the micro secret societies through global societies. Context is key to understanding historical events. Without understanding relevant cultures, the events become meaningless. This course looks at how different cultures react to and shape conspiracies, and how those conspiracies shift from one culture to another.</p>

	<p>Outcome Assessment Strategies:</p> <p>Weekly journal assignment with compared responses over course of term, classroom discussion and participation, Critical Analysis of readings and media, Presentation, essay</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Ability to address contemporary issues through historical lens • Relate conspiracy culture to the expansion of governmental, social, and political power and secrecy in global societies • Analyze relationship between conspiracy theory, constructed history, and public discourse <p>Course Content: This course is designed to examine how past theories have grown to impact the modern world. Recognizing the consequences of human activity upon the world is a foundational tenant of historical research. Students will examine how constructed history has shaped the world today, particularly as it relates to the impact of public discourse over time. The relationship between conspiracies, secret societies, and propaganda is intentionally used to shape society. Tracing the evolutions of these theories will allow students to recognize the consequences of human activity.</p> <p>Outcome Assessment Strategies: Final paper will be key to assessing this outcome, as it is so much about the students understanding the if/then of constructed history and consequences. Weekly reflections with targeted prompts may also be beneficial.</p>

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences	
Outcomes:	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
<p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<ol style="list-style-type: none"> 1. Summarize the cultural and historical context of conspiracies and secret societies 2. Recognize and identify common conspiracies, secret societies, their foundations, and iterations

	3. Relate conspiracy culture to the expansion of governmental, social, and political power and secrecy in global societies 4. Analyze relationship between conspiracy theory, constructed history, and public discourse 5. Demonstrate critical thinking skills 6. Ability to address contemporary issues through historical lens
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	Conspiracy theories and secret societies are a uniquely human social phenomenon. The course is constructed around applying analytical skills to these phenomena. By deconstructing the historical roots of conspiracy theories, looking at their claims with a critical lens, and applying research methodology tools to them students develop a much deeper understanding of human behavior and its consequences. The course is designed to have students learn analytical skills, apply them to their own lives, current events, and historical accounts to foster that understanding.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	Conspiracy theories thrive on assumptions. In general, people assume those in media are not lying to us. We assume statistical analysis is unbiased, because numbers do not lie. We assume “where there is smoke there is fire” so there must be some truth to the things we hear. More to the point, we assume the history we have learned and the stories imbedded in our cultural norms are foundationally true. This course is designed to challenge those assumptions. Through learning about conspiracy theories - their motivations, foundations, etc. - students are given a new way to examine their own biases and assumptions about the world. Through the historical research and reflections of these course students are enabled to grow and better appreciate the diverse world. One of the subjections of the 3rd outcome listed in the course creation documents (Relate conspiracy culture to the expansion of governmental or political power and secrecy in global societies) discusses how conspiracy theories and secret societies are used as a tool for “othering.” It would be Impossible to discuss these topics without gaining a deeper appreciation for the diversity of the world, how It has been used historically in a negative way, and how It in actuality enriches our existence.

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
Rebecca Schwartz	rschwartz@cgcc.edu	3/29/2023
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Rebecca Schwartz		



Rebecca Schwartz <rschwartz@cgcc.edu>

New History Course

Rebecca Schwartz <rschwartz@cgcc.edu>
To: "Dr. Zip Krummel" <zkrummel@cgcc.edu>

Thu, Mar 30, 2023 at 1:47 PM

Hi Zip,

I wanted to thank you again for your input on the course I'm developing. It was really helpful. I've tried to incorporate your notes into the process. The only one that I was not able to completely incorporate on some level was into the course description, because there is a word limit (and all your suggestions were great!)

Attached is the course creation document as well as the syllabus and gened request form. I hope they meet with your approval, but am happy to make adjustments if needed.

Thank you again.

- Rebecca

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Rebecca A. Schwartz, Ph.D.
Dean of Academic Pathways, CGCC
She/Her/Hers

3 attachments



HST 260 course creation.doc
121K



HST 260 gened.doc
105K



History 260 Syllabus Final.docx
54K



Rebecca Schwartz <rschwartz@cgcc.edu>

New History Course

Dr. Zip Krummel <zkrummel@cgcc.edu>
To: Rebecca Schwartz <rschwartz@cgcc.edu>

Mon, Apr 3, 2023 at 10:01 AM

Yes, I approve.

[Quoted text hidden]

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Dr. Zip Krummel, EdD/PhD, CTS

Columbia Gorge Community College - Psychology/Social Sci. Dept. Chair

Think highly, Feel deeply, Speak plainly

Pronouns: Professor, Doctor, SgtMajor





Rebecca Schwartz <rschwartz@cgcc.edu>

New History Course

Dr. Zip Krummel <zkrummel@cgcc.edu>

Mon, Apr 3, 2023 at 10:02 AM

To: Rebecca Schwartz <rschwartz@cgcc.edu>

Go ahead and enter my name at the bottom of the two forms - it doesn't state signature, just enter the name. If it needs my signature then I will work on one for you.

Z

On Thu, Mar 30, 2023 at 1:47 PM Rebecca Schwartz <rschwartz@cgcc.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]



Rebecca Schwartz <rschwartz@cgcc.edu>

History Class from CGCC

UO Registrar's Office <transfercredits@uoregon.edu>
To: rschwartz@cgcc.edu

Mon, Mar 20, 2023 at 1:55 PM

Good afternoon Rebecca,

No worries at all. I just wanted to check before building it in our SIS. Here is how this course will transfer to the University of Oregon:

Columbia Gorge Community College 041519
HST 260 = HIST 151T Social Science area, US.

Please let me know if you have any questions and have a great day!

Sincerely,

Shelly

Shelly Ehlers
Office & Transfer Coordinator



If you have additional questions, please use the EMAIL US button on [registrar.uoregon.edu](mailto:registrar@uoregon.edu).

From: Rebecca Schwartz <rschwartz@cgcc.edu>

Sent: Monday, March 20, 2023 3:10:58 PM

[Quoted text hidden]

[Quoted text hidden]



Rebecca Schwartz <rschwartz@cgcc.edu>

[External] History 260

Greg Davis <davisg@mail.wou.edu>
To: Rebecca Schwartz <rschwartz@cgcc.edu>

Mon, Mar 27, 2023 at 3:06 PM

Hi Rebecca,

No bother at all. This is a very unique class. We have nothing even close, so it would come in as a 2XX with a GenEd attribute.

Regards,

Greg Davis

Articulation Manager | Office of the Registrar

Western Oregon University

345 Monmouth Ave N | Monmouth, OR 97361

Phone: 503-838-9777 | Fax: 503-838-9696

wou.edu/registrar | 106 Lieuallen Administration Building



[Quoted text hidden]

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Rebecca Schwartz <rschwartz@cgcc.edu>

History course for CGCC

RO Articulation <articulation@pdx.edu>
To: Rebecca Schwartz <rschwartz@cgcc.edu>

Mon, Mar 20, 2023 at 11:41 AM

Hi Rebecca,

Since we don't have an exact course like this, this course will transfer as HST LD, which counts as a Social Science elective, and will count towards the BA and BS degree requirements for social science courses. It will also count towards a couple of majors that allow for lower division History electives towards their program requirements.

Thanks,
Suzanne

[Quoted text hidden]

[Quoted text hidden]

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Suzanne Koedoot
Transfer Articulation & Degree Map Coordinator
Degree Progress Technology Team
Office of the Registrar
Pronouns: she, her, hers
503-725-3482
skoedoot@pdx.edu



Rebecca Schwartz <rschwartz@cgcc.edu>

History Class for CGCC

Transfer Articulation <transferarticulation@sou.edu>
To: Rebecca Schwartz <rschwartz@cgcc.edu>

Mon, Mar 20, 2023 at 12:06 PM

Hi Rebecca,

This course will transfer as a lower division history elective and meet SOU's current GE Social Science requirement. Starting in Fall 2023 SOU will have a new GE model and this course will be applicable to the lower division GE Capacity requirement of Inquiry & Analysis.

Thank you,
Racquel Berglund
Transfer Articulation Coordinator

[Quoted text hidden]

[Quoted text hidden]

This communication may contain confidential or privileged information, including information covered by the Family Educational Rights and Privacy Act of 1974 (FERPA). Unauthorized use or reproduction of this communication is prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately.

[Quoted text hidden]

Columbia Gorge Community College

CC date	4-6-23	approved as
CC decision		amended: des, assess
CC vote	5-1-0	

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science	Submitter name: phone: email:	Rebecca Schwartz rschwartz@cgcc.edu 6045	
Prefix and Course Number:	HST 260	Credits:	4	
Course Title: (75 characters max, including spaces)	Conspiracy Theories, Secret Societies and Historical Controversies			
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: Lab:
Reason for the new course	1. Attract students with new and stimulating ways to engage with history in an academically rigorous way 2. To address trends of misinformation in local and national discourse 3. Assist students in developing understanding of historical context and critical thinking skills in an applied way			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input checked="" type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. 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

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .	
Introduces the world of secret societies and conspiracy theories from prehistoric times through modern iterations. Examines the differences between critical thinking, conspiracy thinking, and the nature of historical “truth”. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Summarize the cultural and historical context of conspiracies and secret societies.
	2. Recognize and identify common conspiracies, secret societies, their foundations, and iterations.
	3. Relate conspiracy culture to the expansion of state power and secrecy in global societies.
	4. Articulate the relationship between conspiracy theories and constructed history, and how they shape public discourse.
	5. Apply critical thinking skills to claims, historical accounts, conspiracies theories, and sources
	6. Address contemporary issues through a historical lens
Outcomes assessment strategies:	The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.

COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Summarize the cultural and historical context of conspiracies and secret societies <ol style="list-style-type: none"> a. Definition and prevalence of “conspiracies” and “secret societies” b. How cultural or societal norms become fertile ground for conspiracies. c. Role of secret societies throughout time <ol style="list-style-type: none"> i. Development of societies dependently and interdependently across cultures ii. Evolution of societies over time in discourse d. Relationship between concepts of conspiracies, secret societies, and propaganda <ol style="list-style-type: none"> i. Definition of terms: secret societies, conspiracies, propaganda, power, constructed history 2. Recognize and identify common conspiracies through time, secret societies, their foundations, and iterations. <ol style="list-style-type: none"> a. Secret societies in prehistoric times <ol style="list-style-type: none"> i. Canoe builders in America’s west coast ii. Scarii b. Birth of secret societies in ancient cultures <ol style="list-style-type: none"> i. Cult of Dionysys ii. Knights Templar c. Early conspiracies contrasted with modern day <ol style="list-style-type: none"> i. Conspiracies around assassinations through time: Death of Nero, JFK ii. Conspiracies as advertisement or recruitment tools in history – smoking and health or communism and consumerism in the 1950’s d. Real/Proven theories over time to demonstrate the complexities of conspiracy as a subject in history. <ol style="list-style-type: none"> i. In War ii. In popular culture iii. In media 3. Relate conspiracy culture to the expansion of governmental or political power and secrecy in global societies.

	<ul style="list-style-type: none"> a. Expanding discussion of power as it relates to conspiracies <ul style="list-style-type: none"> i. how is power attained and defined across different actors? ii. where is power often located? <ul style="list-style-type: none"> 1. individual power 2. group power 3. institutional power 4. economic power 5. political power b. Conspiracies and secret societies as tool for “Othering” <ul style="list-style-type: none"> i. Political and economic systems ii. Religion iii. Race and gender <p>4. Analyze relationship between conspiracy theory, constructed history, and public discourse.</p> <ul style="list-style-type: none"> a. Interconnected systems theory b. Impact conspiracy has on constructing public opinion (or vice versa) c. How public opinion becomes “fact” in public discourse d. Media throughout time as influence and influencer e. Rise of conspiracies and social media f. Similarities and differences in accounts <ul style="list-style-type: none"> i. Compare and contrast conflicting materials <p>5. Demonstrate critical thinking skills.</p> <ul style="list-style-type: none"> a. Identify and evaluate assumptions. b. Identify relevant, irrelevant, and gaps/limitations in information c. Understand source quality <ul style="list-style-type: none"> i. types of sources: primary, secondary, tertiary ii. biases iii. process in source creation (peer reviewed, independent, journalism vs. academic vs. speculation) d. Evaluate evidence based on sources e. Review logical fallacies <ul style="list-style-type: none"> i. Appeals ii. Biases iii. Ad hominem f. Critically analyze claims g. Apply critical thinking skills to analyzing validity of modern claims <p>6. Ability to address contemporary issues through historical lens.</p> <ul style="list-style-type: none"> a. Recognizing foundations of modern conspiracies through past iterations b. Apply critical thinking skills to analyzing validity of modern claims
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • The Protocols of the Elders of Zion, 1919 unknown author – Free Online • Allen, Gary <i>None Dare Call it Conspiracy</i> 1976 • Bernstein, H <i>The History of a Lie “The Protocols of the Wise Men of Zion”</i> – Public Domain • Butter, M 2021 <i>The Nature of Conspiracy Theories</i>. Policies Press • Critchlow, D., <i>Political Conspiracies in America</i>

Department Notes: (optional)	
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SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	I have not heard back from all universities yet, but all who responded said it would transfer Portland State University Western Oregon Southern Oregon University of Oregon
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	As one school said, "there is nothing even close" so few comparables. However, all said they would take it. HST LD 4 credits (Gen Ed Social Science Credit) Western Oregon U: Integrating Knowledge: Citizenship, Social Responsibility, & Global Awareness 2XX (Gen Ed), Southern Oregon University: Lower division history elective (Gen Ed Social Science credit) University of Oregon – HIST 151T
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AGS, AS, ASOT-BUS, AAS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course would serve as general education elective	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	Yes. There is no content overlap, but we have discussed how it may impact other courses in the department. No identified concerns	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: March 16, 2023 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. 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 #6 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
Rebecca Schwartz	rschwartz@cgcc.edu	4/6/2023
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Rebecca Schwartz		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

NEW CERTIFICATE REQUEST

Submitted by: Rebecca Schwartz

Email: rschwartz@cgcc.edu

Phone: 6045

Department: Social Sciences - ECE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Initial Early Childhood Education		Proposed Credits:	12
Reason for new certificate:	This is a micro-credentialing to correspond to Oregon Registry as Step 7. This is the first level in which students are credentialled to work in the room with children. The 12 credit certificate will increase employment opportunities for our students and align with state norms		Requested implementation term:	Fall 2023
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Early Childhood Education AAS			

SECTION #2 PREREQUISITES AND OUTCOMES

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

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
WR 115 or	Introduction to Expository Writing	Placement into 115	4
IRW 115	or Critical Reading and Writing	ABE 75 or ABE 70 or GED 70 or equal placement	5
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. Recognize developmental, environmental, cultural, and social factors that influence children's behavior.
2. Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and developmentally appropriate practice and list the related developmental theories
3. Demonstrate positive, respectful, and culturally responsive approaches to guidance.
4. Explain how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society

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			
ECE 126	Early Childhood Development: Birth to Age 8	Placement into WR 115 OR IRW 115	3

Winter Term			
ECE 121	Guidance & Classroom Management: Birth to Age 8	Placement into WR 115 OR IRW 115	3
Spring Term			
HEC 201	Family-Teacher Partnerships and Community Connections	Placement into WR 115 OR IRW 115	3
Summer Term			
ECE 221	Observation, Documentation & Assessment	Placement into WR 115 OR IRW 115	3
*Note - Many ECE students take only 1 course per term			
Credit total			12
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
Rebecca Schwartz	rschwartz@cgcc.edu	4.6.23
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Rebecca Schwartz		

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Health Occupations	Submitter name: Phone: Email:	Janie Griffin X6140 jgriffin@cgcc.edu
Course prefix and number	NUR 90	Course title	Nursing Assistant I
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 per week	0	Lecture per week	4
Lab per week	0	Lab per week	3
Lecture/Lab per week	18	Lecture/Lab per week	4
Total weekly contact hours	18	Total weekly contact hours	11
Total credits	9	Total credits	7
Reason for change:	To align with the changes to clinical hours and skills made by the Oregon State Board of Nursing requirements for students to be eligible to take the OSBN certification exam.		
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 type="checkbox"/> Yes <input checked="" 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 before 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
Janie Griffin, MN,RN	jgriffin@cgcc.edu	05/06/2023
Department Chair (enter name of department chair): Janie Griffin, MN, RN		
Department Dean (enter name of department dean): Janie Griffin, MN, RN		

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"/> 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 checked="" type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Health Occupations	Submitter name Phone Email	Janie Griffin X6140 jgriffin@cgcc.edu
Current prefix and number	NUR 90	Proposed prefix and number	No change
Current course title	Nursing Assistant I	Proposed title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	The Oregon State Board of Nursing has revised the required course content, skills and clinical hours required for a student to be eligible to take the certification exam for a nursing assistant.		

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
Covers the knowledge and skills needed for the safe physical care of patients in long-term care facilities. Follows curriculum approved by the Oregon State Board of Nursing in preparation for the Oregon Nursing Assistant Exam. Prerequisites: placement into IRW 115 or WR 115; proof of Measles immunization; Prerequisite/Concurrent: current TB test and passing of a criminal background check.	Identifies the knowledge and skills needed by a nursing assistant to provide safe and effective care to patients in a variety of health care settings. Follows curriculum approved by the Oregon State Board of Nursing in preparation for taking the Oregon certification exam for the nursing assistant. Prerequisites: placement into IRW 115 or WR 115; proof of Measles immunization; Prerequisite/Concurrent: current TB test and passing of a criminal background check.
Reason for description change	Previous description was too limiting as to where the Nursing assistant could work with the information provided in the course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No change		

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

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply OSHA and client safety standards and use proper infection control methods in client care situations. 2. Apply basic physiological and psychological care to clients. 3. Follow local, state and federal regulations for client care in various settings. 4. Demonstrate knowledge of ethics and client rights when providing client care. 5. Provide appropriate interventions in a client or care setting emergency. 6. Be prepared to take the Oregon Nursing Assistant Exam for certification. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the members of the healthcare team, their roles and responsibilities. 2. Describe basic anatomical and physiological changes across the stages of adulthood. 3. Demonstrate knowledge of ethics and client rights when providing client care. 4. Demonstrate a proficiency in performing authorized duties and skills required of the nursing assistant when caring for a client. 5. Apply OSHA and client safety standards and use of proper infection control methods in client care situations.
Reason for outcomes change	To meet the OSBN defined expectations of the nursing assistant.

<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: Identify the members of the healthcare team, their roles and responsibilities.</p> <ul style="list-style-type: none"> • Recognize the different positions in health care. • Practice communication with others on health care team: <ul style="list-style-type: none"> • Accepting assignment • Handling off care/giving report to another health care member • Documentation of care • Communication and Interpersonal skills as part of the team. <ul style="list-style-type: none"> • List characteristics of professionals • Describe listening techniques • Non-verbal communication/body language • Cultural responsiveness, a process that involves the integration of knowledge attitudes and skills that enhance cross-cultural communication and foster meaningful respectful interactions with others • Barriers to communication <p>Outcome #2: Describe basic anatomical and physiological changes across the stages of adulthood.</p> <ul style="list-style-type: none"> • Changes in vital signs, fatigue, body temperature responses • Skin tone, elasticity, rebound, fragile tissue • Response for fluid needs • Vision change • Hearing • Bowel and bladder control • Nutritional needs • Response to verbal communication, • Joint injuries, mobility, risk for falls • Response to pain, applying heat vs cold, positioning • Maslow's Hierarchy of needs • Dementia <p>Outcome #3: Demonstrate knowledge of ethics and client rights when providing client care.</p> <ul style="list-style-type: none"> • Professional boundaries. • Confidentiality Privacy and HIPAA • Mandatory reporting: Abuse, Neglect, Misappropriation • Components of cultural responsiveness and cultural awareness individual rights. <p>Outcome #4: Demonstrate a proficiency in performing authorized duties and skills required of the nursing assistant when caring for a client.</p> <ul style="list-style-type: none"> • Skills for personal care and ADLs • Tracking individual's nutrition and hydration
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	<ul style="list-style-type: none"> • Vital signs • Comfort measures • Medications • Individuals sleep needs • Safety • Entertainment and activities <p>Outcome #5: Apply OSHA and client safety standards and use of proper infection control methods in client care situations.</p> <ul style="list-style-type: none"> • Review OSHA regulations for long term care • Safe transfers and body mechanics • Use safe handling devices: gait belts, mechanical lifts, sit to stand • Positioning • Demonstrate use of personal protective equipment (Mask gown goggles and gloves). • Demonstrate hand hygiene, soap and alcohol based hand rub and describes appropriate uses. • Describes the chain of infection • Care for the person's environment utilizing enhanced barrier precautions and standard • Understand communicable and infectious diseases types of transmission and associated precautions. • Handle and dispose of hazardous waste and contaminated materials. • Environmental safety: fire and electrical safety • Preventing elopement.
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>REQUIRED</p> <ul style="list-style-type: none"> • ReadyCNA; Cinematic Health - Instruction to access the online materials will be provided during orientation for the courses after enrollment.
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 BEFORE 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
Janie Griffin	jgriffin@cgcc.edu	5/10/23
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 _____
 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 checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction <input type="checkbox"/> Content <input type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 244	Proposed prefix and number	STAT 244
Current course title	Statistics II	Proposed title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	Due to CCN work statistics will have a prefix of STAT not math or MTH any longer. While Statistics II is not yet part of the CCN charge, this aligns CGCC's statistics courses under one prefix.		

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 confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. Applications are investigated from science, business, and social science perspectives. Graphing calculator with advanced statistical programs required and/or computer software. Prerequisites: MTH 243 and its prerequisite requirements. Audit available.	Investigates confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. Applications are investigated from science, business, and social science perspectives. Graphing calculator with advanced statistical programs required and/or computer software. Prerequisites: MTH 243 or STAT 243Z . Audit available.
Reason for description change	To update requisites.

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: MTH 243	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 243 or STAT 243Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	To update for new CCN prefix for MTH 243.		

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. Statistically analyze observational and experimental studies and critically assess results from the same. 2. Clearly communicate statistical procedures and results. 3. Read with understanding scholarly publications and critically assess public dissemination of statistical information. 4. Adapt statistical techniques and reasoning to other disciplines and vocations.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change
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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	5/10/23
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.

**New Course
Lower Division Collegiate (LDC)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science		Submitter name: phone: email:	Katherine G. Aiken 208-699-2748 kaiken@cgcc.edu
Prefix and Course Number:	ES 201		Credits:	4
Course Title: (75 characters max, including spaces)		Introduction to Native American Studies		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: 0 Lab: 0
Reason for the new course	1. Acknowledge the academic merit of lived experience 2. Provides interdisciplinary historical, and contemporary perspectives on the social, political, legal, economic, environmental, and cultural issues of Indigenous Peoples of the United States. 3. Attract students with new and stimulating ways to engage learning outcomes and life experience 4. To address trends of equity and inclusion 5. Assist students in developing understanding of culture, lived experience, and place in society			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.
<input checked="" type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z.

<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

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

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

Engages in interdisciplinary historical, and contemporary perspectives on the social, political, legal, economic, environmental, and cultural issues of Indigenous Peoples of the United States. Examines U.S. Federal Indian law and policy, Native citizenship and enrollment, methods of tribal governance and Native American arts and cultural expressions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Illustrate kinship-defined roles, expectations, and responsibilities.
	2. Demonstrate and recognize the importance of cultural practices.
	3. Understand and practice seasonal subsistence activities.
	4. Articulate significance of story-telling to Tribal/Indigenous Ways of Knowing.
	5. Understand the concept of Tribal sovereignty and its impact on Tribes.
	6. Demonstrate native language with some degree of competence.
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>May be taken for CPL credit. Please see portfolio class for related assessment process.</p>

COURSE CONTENT, ACTIVITIES AND DESIGN

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.

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.

Department required course activities (optional):

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

Outcome #1: Illustrate kinship-defined roles, expectations, and responsibilities

- Multigenerationality in tribal kinship
 - Elders/Respect
 - Recognize uniqueness of history and cultural practices across different tribes

Outcome #2: Demonstrate and recognize the importance of cultural practices

- Native arts
- Crafts
- Traditional Regalia
- Dancing
- Singing
- Drumming

Outcome #3: Understand and practice seasonal subsistence activities

- Hunting
 - Salmon fishing
 - Deer hunting
 - Trapping
- Foraging
 - Root gathering
 - Berry picking
 - Subsistence farming

Outcome #4: Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing

- Tribe specific stories
- Stories as lessons
- Stories as preservation of traditions

Outcome #5: Demonstrate understanding of Tribal sovereignty and its impact on Tribes

- Define tribal sovereignty
 - History of tribal sovereignty
 - Native citizenship
 - Enrollment

	<ul style="list-style-type: none"> ○ Relation to US citizenship • Tribal Governance <ul style="list-style-type: none"> ○ Design ○ Relation to US government ○ Related laws and policies <p>Outcome #6: Demonstrate native language with some degree of competence</p> <ul style="list-style-type: none"> • Spoken language as a critical element of shared heritage. • Articulation of culture specific vocabulary
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Rodney Frey, Carry Forth the Stories: An Ethnographer's Journey with Native Oral Tradition. Washington State University Press, 2017.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the university? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	Oregon State University, Portland State University, Southern Oregon University
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	Portland Community College, NAS 201 Introduction to Native American Studies
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input checked="" type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AGS, AS, ASOT-BUS, AAS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course would serve as general education elective	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	Yes. There is no content overlap, but we have discussed how it may impact other courses in the department. No identified concerns	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: May 9, 2023 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. 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 #6 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
Katherine Aiken	kakien@cgcc.edu	5/9/2023
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Rebecca Schwartz		

Columbia Gorge Community College

CC date 5.19.23

CC decision _____

CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Sciences	Submitter Name: Phone: Email:	Katherine Aiken 208-699-2748 kaiken@cgcc.edu
Course Prefix and Number:	ES 201	Course Title:	Introduction to Native American Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Engages in interdisciplinary historical, and contemporary perspectives on the social, political, legal, economic, environmental, and cultural issues of Indigenous Peoples of the United States. Examines U.S. Federal Indian law and policy, Native citizenship and enrollment, methods of tribal governance and Native American arts and cultural expressions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Illustrate kinship-defined roles, expectations, and responsibilities. 2. Demonstrate and recognize the importance of cultural practices. 3. Understand and practice seasonal subsistence activities. 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing. 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes. 6. Demonstrate native language with some degree of competence.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional ILO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:

For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [ILO rubric](#).

Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Illustrate kinship-defined roles, expectations, and responsibilities 2. Demonstrate and recognize the importance of cultural practices 3. Understand and practice seasonal subsistence activities 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes 6. Demonstrate native language with some degree of competence. <p>Course Content:</p> <p>Communicating effectively will be a vital component of this course. Reading and listening skills will be necessary in order to grasp the concept of culture and its relationship to various Indigenous practices. Students will need to write about these in essays and papers. Students will engage in oral communication in terms of storytelling and the role of oral tradition in Indigenous cultures.</p> <p>Outcome Assessment Strategies:</p> <p>Students will complete a weekly journal with reflections; they will tell an Indigenous story and discuss its meaning; class participation and discussions; paper</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Illustrate kinship-defined roles, expectations, and responsibilities 2. Demonstrate and recognize the importance of cultural practices 3. Understand and practice seasonal subsistence activities 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes <p>Course Content: Students must critically evaluate information in order to grasp, explain, and discuss the nature of Indigenous culture and to evaluate Tribal ways of knowing. The concepts of Tribal sovereignty and governance represent contemporary issues that students must think critically in order to understand and analyze and then apply the results to problem-solving in terms of addressing those contemporary issues.</p> <p>Outcome Assessment Strategies: Weekly reflective journal; class attendance and participation; case study related to Tribal sovereignty; essay on Tribal governance</p>
<p align="center">Provide a response for each of the following three ILOs that your course addresses.</p> <p align="center">At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one: <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one: <input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Illustrate kinship-defined roles, expectations, and responsibilities 2. Demonstrate and recognize the importance of cultural practices 3. Understand and practice seasonal subsistence activities 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes 6. Demonstrate native language with some degree of competence <p>Course Content: The main focus of this course is understanding cultural differences in terms of Indigenous peoples. This course will facilitate students’ understanding and ability to constructively address a number of issues that are prominent in contemporary society. These include tensions surrounding sovereignty and</p>

	<p>treaty rights as they impact hunting, fishing and environmental awareness. Questions about “who is an Indian and who is not” as they relate to Tribal benefits and payments and associated concerns; issues surrounding cultural appropriation that are of paramount importance to Native peoples.</p> <p>Outcome Assessment Strategies: Weekly reflection journal; class participation and discussions; position paper on Treaty rights</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p>Check one: <input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> Understand and practice seasonal subsistence activities Demonstrate understanding of Tribal sovereignty and its impact on Tribes <p>Course Content: The Tribal approach to community and the majority culture approach differ in many respects and there is sometimes tension between the two. Examining these differences will require students to recognize the consequences of human activity upon our social and natural world from both perspectives.</p> <p>Outcome Assessment Strategies: Weekly reflection journal; class participation and discussions; paper comparing Tribal approach to environment and majority culture approach</p>

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:	
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
Social Sciences	
Outcomes:	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
<p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> Understand the role of individuals and institutions within the context of society. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. Utilize appropriate information literacy skills in written and oral communication. Understand the diversity of human experience and thought, individually and collectively. Apply knowledge and skills to contemporary problems and issues. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> Illustrate kinship-defined roles, expectations, and responsibilities Demonstrate and recognize the importance of cultural practices Understand and practice seasonal subsistence activities Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing

	5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes 6. Demonstrate native language with some degree of competence
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	At the crux of this course is applying analytical skills to Indigenous culture and its ramifications for society as a whole. Grasping the content of this course will enable students to better understand both the human behavior of Indigenous people and of the majority culture that interacts with Indigenous people and upon them.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	Students will apply knowledge and experience to foster personal growth in terms of understanding and appreciating Indigenous culture; the Indian way of knowing; and Tribal government. This will broaden perspective and provide a counterpart to previously held personal beliefs. It will bring the diverse social world in which we live into bold relief.

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). 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.

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: ES 201

Title: Introduction to Native American Studies

Credits: 4

Total Contact Hours: Lec: 44 Lab: 0 Lec/Lab: 0

Course Description: Engages in interdisciplinary historical, and contemporary perspectives on the social, political, legal, economic, environmental, and cultural issues of Indigenous Peoples of the United States. Examines U.S. Federal Indian law and policy, Native citizenship and enrollment, methods of tribal governance and Native American arts and cultural expressions.

Course Prerequisites: Placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☒ Gen Ed/Distribution req. in: PSU – Social Science Distribution
SOU – Equity, Diversity, & Inclusion (however not as CPL)
- ☐ Requirement in major: (list major) _____
- ☒ Elective for major: SOU – Ethnic Studies; PSU – Indigenous Studies; OSU – Ethnic Studies
- ☒ Course Equivalency: PSU – NAS 201 Introduction to Native American Studies _____
- ☐ Other: _____
- ☐ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

Portland State University Suzanne, Office of Registrar

Southern Oregon University, Ian Parent, Associate Director of Admissions

Oregon State University, Ricardo DeBellis, Assistant Director, Office of Admissions

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____

Date: May 12, 2023

Printed Name: Katherine G. Aiken

Title: CPL Program Manager

Department: Instructional Services

E-mail: kaiken@cgcc.edu

Fwd: [External] FW: Transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:41 AM

----- Forwarded message -----

From: **DeBellis, Ricardo F** <rick.debellis@oregonstate.edu>
Date: Fri, Apr 28, 2023 at 8:44 AM
Subject: [External] FW: Transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

I had our Articulation team take a look the courses and they felt they would transfer in as ES LDT (Ethnic Studies – Lower Division Transfer). Please let me know if you have any questions.

Rick

[Rick F. DeBellis](#) | Associate Director[Oregon State University](#) | [Office of Admissions](#)[Degree Partnership Programs](#) | [Transfer Student Services](#)[Degree Partnership Website](#) | [Transfer Website](#)[541.737.2790](#) | 211 Kerr AdministrationSchedule an admission advising appointment with Rick, please go to <http://beav.es/36M>

From: Abbott, Joanna <joanna.abbott@oregonstate.edu>
Sent: Thursday, April 27, 2023 3:42 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: RE: Transferability

Hi Rick,

These would transfer to OSU as ES LDT, from what I can see. Hope this helps!

Thank you,

Joanna

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Monday, April 24, 2023 4:41 PM
To: Abbott, Joanna <joanna.abbott@oregonstate.edu>
Subject: FW: Transferability

Can you review this for Columbia Gorge CC?

Thanks

Rick

From: Katherine Aiken <kaiken@cgcc.edu>
Sent: Monday, April 24, 2023 2:20 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: Transferability

[This email originated from outside of OSU. Use caution with links and attachments.]

Dear Ricardo DeBellis,

I am writing to inquire if the attached two courses (which are similar to those offered at other institutions in Oregon) will transfer to Oregon State and count towards general education requirement.

Thank you.

Katherine

--

Katherine G. Aiken, Ph.D.

Credit for Prior Learning Program Manager

Columbia Gorge Community College

She/Her

This communication may contain confidential or privileged information, including information covered by the Family Educational Rights and Privacy Act of 1974 (FERPA). Unauthorized use or reproduction of this communication is prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately.

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager

Fwd: [External] Re: [External] Re: [External] Re: [External] Re: transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:37 AM

On Fri, Apr 28, 2023 at 2:43 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

No problem.

ES 201 will transfer as our NAS 201. This counts as a social science elective towards the BA/BS distribution looking for social science classes, as well as towards the Indigenous Studies major. ES 203 will transfer as SSC LD, a generic social science elective that counts towards BA/BS distribution requirements that look for social science courses.

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 8:26 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

I think I have it this time. sorry for the inconvenience. I am new to this process.

Katherine

On Wed, Apr 26, 2023 at 1:32 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Sorry and yes

On Wed, Apr 26, 2023 at 1:30 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

Thanks. It looks like at least credit information is missing. Can you please collect all of the information in the curriculum proposals in one document for each class and then pass it along to me?

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 1:25 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Winter quarter

On Wed, Apr 26, 2023 at 1:24 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

Thanks. When would these classes first be offered if approved by your curriculum office?

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 10:29 AM Katherine Aiken <kaiken@cgcc.edu> wrote:

Dear Suzanne,

I am so sorry. Yes two courses
Ethnic Studies 201 Introduction to Native American Studies
and
Ethnic Studies 203 Introduction to ChicanxLatinxStudies: Making Culture

Thank you.

Katherine

On Wed, Apr 26, 2023 at 8:41 AM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

It looks like some information is missing from the document you submitted. Did you mean to submit your request for two classes, or just the one indicated in bold on the document?

Thanks,
Suzanne

On Mon, Apr 24, 2023 at 2:21 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Dear Colleague,

I am writing to inquire if the attached Columbia Gorge Community College courses (which are the same as those from other Oregon institutions) will transfer to Portland State and count towards general education requirement.

Thank you.

Katherine Aiken

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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Fwd: [External] Re: [External] Transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:40 AM

----- Forwarded message -----

From: **Ian Parent** <parenti@sou.edu>
Date: Tue, Apr 25, 2023 at 9:53 AM
Subject: [External] Re: [External] Transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

Yes, this will satisfy the lower division Equity, Diversity, and Inclusion section of our general education model which goes into effect beginning Fall 2023, as long as the credit was earned via classroom instruction. The description states that credit can be earned with a credit for prior learning portfolio and we currently do not allow CPL credit awarded from other institutions to satisfy our general education requirements.

I hope this is helpful.

Regards,

Ian Parent

On Tue, Apr 25, 2023 at 9:46 AM Katherine Aiken <kaiken@cgcc.edu> wrote:
Four. We are adding these courses

Thank you

On Tue, Apr 25, 2023 at 8:46 AM Ian Parent <parenti@sou.edu> wrote:
Hello Katherine,

Could you tell me how many credits are awarded for the Ethnic Studies 203 course? I can't seem to find it in your '22-'23 catalog.

Thank you,

Ian Parent

--

Ian Parent
Associate Director of Admission
P. 541-552-6607 - F. 541-552-8403
sou.edu

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Ian Parent
Associate Director of Admission
P. 541-552-6607 - F. 541-552-8403
sou.edu

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

Columbia Gorge Community College

CC date 5.19.23

CC decision _____

CC vote _____

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Sciences	Submitter Name:	Katherine G. Aiken
		Phone:	208-699-2748
		Email:	kaiken@cgcc.edu
Course Prefix and Number:	ES 201	Course Title:	Introduction to Native American Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Engages in interdisciplinary historical, and contemporary perspectives on the social, political, legal, economic, environmental, and cultural issues of Indigenous Peoples of the United States. Examines U.S. Federal Indian law and policy, Native citizenship and enrollment, methods of tribal governance and Native American arts and cultural expressions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Illustrate kinship-defined roles, expectations, and responsibilities. 2. Demonstrate and recognize the importance of cultural practices. 3. Understand and practice seasonal subsistence activities. 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing. 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes. 6. Demonstrate native language with some degree of competence.		

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

3. Meet the state-wide AAOT Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> 1. Illustrate kinship-defined roles, expectations, and responsibilities 2. Demonstrate and recognize the importance of cultural practices 3. Understand and practice seasonal subsistence activities 4. Articulate the significance of story-telling to Tribal/Indigenous Ways of Knowing 5. Demonstrate understanding of Tribal sovereignty and its impact on Tribes 6. Demonstrate native language with some degree of competence
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	At the crux of this course is an exploration of the complex belief, practices of Indigenous peoples as Indian Ways of Knowing are foundational. The relationships among human peoples, animal people, plant people, etc. are based upon reciprocity and therefore the very nature of this culture is historically at odds with the more individualistic majority culture. This fundamental difference has led to discrimination as Tribal members do not conform to majority notions of success, for example. Tribal approaches to the environment clash with majority culture. This course helps students understand the historical background of Tribal sovereignty and of the Indian Way of Knowing and how those elements have impacted Tribal history and the relationships between Tribes and the majority community.

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
Katherine Aiken	kakien@cgcc.edu	5/9/2023

Department Chair (enter name of department chair): Zip Krummel

Department Dean (enter name of department dean): Rebecca Schwartz

NEXT STEPS:

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

Columbia Gorge Community College

CC date 5.19.23

CC decision _____

CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Science	Submitter name:	Katherine G. Aiken
		phone:	208-699-2748
		email:	kaiken@cgcc.edu
Prefix and Course Number:	ES 203	Credits:	4
Course Title: (75 characters max, including spaces)	Introduction to Chicane/Latine Studies: Making Culture		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 44 Lec/lab: Lab:
Reason for the new course	1. Acknowledge the academic merit of lived experience 2. Attract students with new and stimulating ways to engage learning outcomes and life experience 3. To address trends of equity and inclusion 4. Assist students in developing understanding of culture, lived experience, and their place in society		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

<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

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

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

Introduces cultural heritage of Chicane/Latine people in the United States. Draws on multiple disciplines such as anthropology, folklore, literature and linguistics, and examines the combination and integration of various traditions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z.

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. Identify and evaluate strategies for facilitating cultural resilience.
	2. Participate in traditional cultural celebrations.
	3. Examine the relationship between religion and culture.
	4. Articulate the relationship between culture and family values with education.
	5. Understand the relationship between traditions and culture.
	6. Articulate foodways as a critical element of culture.
	7. Demonstrate fluency in spoken Spanish.
Outcomes assessment strategies:	<p>The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p> <p>May be taken for CPL credit. Please see portfolio class for related assessment process.</p>

COURSE CONTENT, ACTIVITIES AND DESIGN

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.

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.

Department required course activities (optional):

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

Outcome #1: Identify and evaluate strategies for facilitating cultural resilience.

- Immigrant experiences of Hispane and Latine
 - Family values
 - Generational tensions

Outcome #2: Participate in traditional cultural celebrations.

- Cinco de Mayo
- Dia de Muertes
- Other traditions as applicable

Outcome #3: Examine the relationship between religion and culture

- Significance of Religion to Hispane and Latine communities
 - Dia De Los Reyes
 - Dia de la Virgen de Guadalupe
 - Semana Santa/Holy Week
- Catholicism
- Evangelical churches
- Churches as “safe spaces” for immigrants

Outcome #4: Articulate the relationship between culture and family values with education

- Navigating public school systems
 - Student success and family traditions
 - Strategies to successful navigation
- Role of HSIs
- Evolution of Ethnic studies in higher education
 - Relationship between representation and population
 - Interdisciplinary work

Outcome #5: Understand the relationship between traditions and culture

- Relationship between traditions and culture
 - Defining culture
 - Validations of culture through traditions
 - Family relationships
 - Examples from popular culture, literature, film, music

	<ul style="list-style-type: none"> ▪ <i>In the Heights</i> (film) ▪ <i>Like Water for Chocolate</i> (book/film) ▪ Selena (music/pop culture) ▪ Shakira (speech on women in her culture) <ul style="list-style-type: none"> • Relationship between representation and population • Interdisciplinary work <p>Outcome #6: Articulate foodways as a critical element of culture</p> <ul style="list-style-type: none"> • Define foodways – relate to definition of culture • Food as cultural focus • Food preparation as tradition • Food consumption and meal times as cultural activities • How food serves as a cultural interaction <ul style="list-style-type: none"> ○ Tacos – there transformation across cultures ○ Traditional versus Americanized versions of food <p>Outcome #7: Demonstrate fluency in Spokane Spanish</p> <ul style="list-style-type: none"> • Spoken language as a critical element of shared heritage. • Articulation of culture specific vocabulary
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> • Idalia Nunez-Itendach, “Siento que el inglés esta tumbando mi espan˜ol’: A Transfronteriza Childs Embodied Critical Language Awareness,” <i>Journal of Bilingual Education and Bilingualism</i> 25:7 (2022): 2608-2620. • Idalia Nunez Cortez, “Collective (Re)constructions of Linguistic Surveillance at Home: Transfronteriz Families as Cultural and Linguistic Guardians,” <i>Equity and Excellence in Education</i> 54(3) (2021):238-251. • Richard P. Durán, Zuleyma Carruba-Rogel, Bertin Solis, “Latinix Immigrant Parents Cultural Communication Resources: Bridging the Worlds of Home, Community and School Policy,” <i>Equity and Excellence in Education</i> 53 (2020): 89-104. • Steven Alvarez, “Taco Literacy: Public Advocacy and Mexican Food in the U.S. Nuevo South,” <i>Composition Studies</i> 45 (Fall 2017):151-166.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University’s distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	Oregon State University, Portland State University, Southern Oregon University
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	Portland Community College CHLA203 Intro to Chicanx/Latinx Studies: Making Culture
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input checked="" type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AGS, AS, ASOT-BUS, AAS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course would serve as general education elective	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	Yes. There is no content overlap, but we have discussed how it may impact other courses in the department. No identified concerns	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: May 9, 2023 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. 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 #6 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
Katherine Aiken	kakien@cgcc.edu	5/9/2023
Department Chair (enter name of department chair): Zip Krummel		
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

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Sciences	Submitter Name: Phone: Email:	Katherine Aiken 208-699-2748 kaiken@cgcc.edu
Course Prefix and Number:	ES 203	Course Title:	Introduction to Chicane/Latine Studies: Making Culture
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces cultural heritage of Chicane/Latine people in the United States. Draws on multiple disciplines such as anthropology, folklore, literature and linguistics, and examines the combination and integration of various traditions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.		
Course Outcomes:	1. Identify and evaluate strategies for facilitating cultural resilience. 2. Participate in traditional cultural celebrations. 3. Examine the relationship between religion and culture. 4. Articulate the relationship between culture and family values with education. 5. Understand the relationship between traditions and culture. 6. Articulate foodways as a critical element of culture. 7. Demonstrate fluency in spoken Spanish.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional ILO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:

For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [ILO rubric](#).

Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills.
(*Communication*)

☒ major designation
REQUIRED

Course Outcomes:

1. Identify and evaluate strategies for facilitating cultural resilience
3. Examine the relationship between religion and culture
4. Articulate the relationship between culture and family values with education
5. Understand the relationship between traditions and culture
6. Articulate foodways as a critical element of culture
7. Demonstrate fluency in spoken Spanish

Course Content:

Students will communicate effectively in a number of ways. If students choose the Portfolio option, it is certainly a reading and writing exercise. Students will read scholarly articles that discuss foodways, the relationship between culture and family values with educational systems, and that generally discuss Chicane/Latine culture. Students will need to read these sources critically and evaluate them. Understanding the different immigrant pathways of various Latinx groups

Tension between generations as community seeks to both embrace majority culture and maintain individual culture, i.e. younger generation vs. older generation in terms of family relationships, social behaviors, gender roles. Specific relationship to issues of spoken Spanish language in English only

	<p>professional settings, for example physicians' offices, where translation is difficult, but important</p> <p>Outcome Assessment Strategies: Critical analysis of readings; Classroom discussion and participation; presentation; essay</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify and evaluate strategies for facilitating cultural resilience 2. Participate in traditional cultural celebrations 3. Examine the relationship between religion and culture 4. Articulate the relationship between culture and family values with higher education 5. Understand the relationship between traditions and culture 6. Articulate foodways as a critical element of culture <p>Course Content: As students explore various elements of Chicane/Latinx culture, they will need to evaluate information regarding those culture. Students will reflect upon the ways in which Chicane/Latinx communities interact with one another and with American society at large. This will require students to think critically about cultural values and their impact on societal issues.</p> <p>Outcome Assessment Strategies: Weekly journal entries; classroom discussion and participation; paper on one element of Hispane/Latine popular culture</p>
<p>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one: <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify and evaluate strategies for facilitating cultural resilience 2. Participate in traditional cultural celebrations 3. Examine the relationship between religion and culture 4. Articulate the relationship between culture and family values with higher education 5. Understand the relationship between traditions and culture 6. Articulate foodways as a critical element of culture 7. Demonstrate fluency in spoken Spanish <p>Course Content:</p> <p>The entire basis of this course is to foster an understanding of cultural differences. Students will explore how religion, language, and cultural practices impact the Hispane/Latine community</p> <p>Outcome Assessment Strategies:</p> <p>Weekly personal reflection journals; class participation and discussions; oral presentation; paper</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify and evaluate strategies for facilitating cultural resilience 2. Participate in traditional cultural celebrations 3. Examine the relationship between religion and culture 4. Articulate the relationship between culture and family values with higher education 5. Understand the relationship between traditions and culture 6. Articulate foodways as a critical element of culture <p>Course Content:</p> <p>As students meet the established course outcomes a major focus will be to discuss, understand, and reflect upon how Hispane/Lantine cultures impact the United States. This will be especially relevant in terms of the educational system and how Hispane/Latine students have impacted it. Both P-12 and institutions of higher education struggle to provide an inclusive environment for Hispane/Latine students, while at the same time those students and their families face challenges in navigating the American school system.</p> <p>Outcome Assessment Strategies:</p> <p>Weekly personal reflection journal; class participation and discussion; paper</p>

SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:	
<p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 1. Identify and evaluate strategies for facilitating cultural resilience 2. Participate in traditional cultural celebrations 3. Examine the relationship between religion and culture 4. Articulate the relationship between culture and family values with higher education 5. Understand the relationship between traditions and culture 6. Articulate foodways as a critical element of culture 7. Demonstrate fluency in spoken Spanish
<p>*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	Students must utilize their analytical skills in order to grasp and apply cultural principles to societal issues. This will enable them to acquire a greater understanding of tensions between Hispano/Latine culture and the majority culture.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	Students will come away with a better understanding of Chicane/Latine culture and cultural practices that will broaden their perspective and certainly encourage a greater appreciation of the diverse social world in which we live. This knowledge will facilitate students’ understanding that the social world in which we live is the result of various cultures interacting with one another in ways that allow for some cultural amalgamation, but that also encourage cultural resilience and awareness.

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). 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.

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: ES 203

Title: Introduction to Chicane/Latine Studies: Making Culture

Credits: 4

Total Contact Hours: Lec: 44 Lab: 0 Lec-Lab: 0

Course Description: Introduces cultural heritage of Chicane/Latine people in the United States. Draws on multiple disciplines such as anthropology, folklore, literature and linguistics, and examines the combination and integration of various traditions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

Course Prerequisites: Placement into MTH 65 or MTH 98; Prerequisite/Concurrent: WR 121

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☒ Gen Ed/Distribution req. in: PSU – Social Science Distribution
SOU – Equity, Diversity, & Inclusion (however not as CPL)
- ☐ Requirement in major: (list major) _____
- ☒ Elective for major: SOU – Ethnic Studies; PSU – Indigenous Studies; OSU – Ethnic Studies
- ☐ Course Equivalency: (list comparable courses; identify univ.) _____
- ☐ Other: _____
- ☐ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

Suzanne, Office of Registrar, Portland State University

Ricardo De Bellis, Assistant Director, Office of Admissions, Oregon State University

Ian Parent, Associate Director of Admissions, Southern Oregon Community College

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____

Date: May 12, 2023

Printed Name: Katherine G. Aiken

Title: CPL Program Manager

Department: Instructional Services

E-mail: kaiken@cgcc.edu

Fwd: [External] FW: Transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:41 AM

----- Forwarded message -----

From: **DeBellis, Ricardo F** <rick.debellis@oregonstate.edu>
Date: Fri, Apr 28, 2023 at 8:44 AM
Subject: [External] FW: Transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

I had our Articulation team take a look the courses and they felt they would transfer in as ES LDT (Ethnic Studies – Lower Division Transfer). Please let me know if you have any questions.

Rick

[Rick F. DeBellis](#) | Associate Director[Oregon State University](#) | [Office of Admissions](#)[Degree Partnership Programs](#) | [Transfer Student Services](#)[Degree Partnership Website](#) | [Transfer Website](#)[541.737.2790](#) | 211 Kerr AdministrationSchedule an admission advising appointment with Rick, please go to <http://beav.es/36M>

From: Abbott, Joanna <joanna.abbott@oregonstate.edu>
Sent: Thursday, April 27, 2023 3:42 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: RE: Transferability

Hi Rick,

These would transfer to OSU as ES LDT, from what I can see. Hope this helps!

Thank you,

Joanna

From: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Sent: Monday, April 24, 2023 4:41 PM
To: Abbott, Joanna <joanna.abbott@oregonstate.edu>
Subject: FW: Transferability

Can you review this for Columbia Gorge CC?

Thanks

Rick

From: Katherine Aiken <kaiken@cgcc.edu>
Sent: Monday, April 24, 2023 2:20 PM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: Transferability

[This email originated from outside of OSU. Use caution with links and attachments.]

Dear Ricardo DeBellis,

I am writing to inquire if the attached two courses (which are similar to those offered at other institutions in Oregon) will transfer to Oregon State and count towards general education requirement.

Thank you.

Katherine

--

Katherine G. Aiken, Ph.D.

Credit for Prior Learning Program Manager

Columbia Gorge Community College

She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager

Fwd: [External] Re: [External] Re: [External] Re: [External] Re: transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:37 AM

On Fri, Apr 28, 2023 at 2:43 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

No problem.

ES 201 will transfer as our NAS 201. This counts as a social science elective towards the BA/BS distribution looking for social science classes, as well as towards the Indigenous Studies major. ES 203 will transfer as SSC LD, a generic social science elective that counts towards BA/BS distribution requirements that look for social science courses.

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 8:26 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

I think I have it this time. sorry for the inconvenience. I am new to this process.

Katherine

On Wed, Apr 26, 2023 at 1:32 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Sorry and yes

On Wed, Apr 26, 2023 at 1:30 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

Thanks. It looks like at least credit information is missing. Can you please collect all of the information in the curriculum proposals in one document for each class and then pass it along to me?

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 1:25 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Winter quarter

On Wed, Apr 26, 2023 at 1:24 PM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

Thanks. When would these classes first be offered if approved by your curriculum office?

Thanks,
Suzanne

On Wed, Apr 26, 2023 at 10:29 AM Katherine Aiken <kaiken@cgcc.edu> wrote:

Dear Suzanne,

I am so sorry. Yes two courses
Ethnic Studies 201 Introduction to Native American Studies
and
Ethnic Studies 203 Introduction to ChicanxLatinxStudies: Making Culture

Thank you.

Katherine

On Wed, Apr 26, 2023 at 8:41 AM RO Articulation <articulation@pdx.edu> wrote:

Hi Katherine,

It looks like some information is missing from the document you submitted. Did you mean to submit your request for two classes, or just the one indicated in bold on the document?

Thanks,
Suzanne

On Mon, Apr 24, 2023 at 2:21 PM Katherine Aiken <kaiken@cgcc.edu> wrote:

Dear Colleague,

I am writing to inquire if the attached Columbia Gorge Community College courses (which are the same as those from other Oregon institutions) will transfer to Portland State and count towards general education requirement.

Thank you.

Katherine Aiken

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

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Fwd: [External] Re: [External] Transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>
To: Susan Lewis <slewis@cgcc.edu>

Fri, May 12, 2023 at 10:40 AM

----- Forwarded message -----

From: **Ian Parent** <parenti@sou.edu>
Date: Tue, Apr 25, 2023 at 9:53 AM
Subject: [External] Re: [External] Transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

Yes, this will satisfy the lower division Equity, Diversity, and Inclusion section of our general education model which goes into effect beginning Fall 2023, as long as the credit was earned via classroom instruction. The description states that credit can be earned with a credit for prior learning portfolio and we currently do not allow CPL credit awarded from other institutions to satisfy our general education requirements.

I hope this is helpful.

Regards,

Ian Parent

On Tue, Apr 25, 2023 at 9:46 AM Katherine Aiken <kaiken@cgcc.edu> wrote:
Four. We are adding these courses

Thank you

On Tue, Apr 25, 2023 at 8:46 AM Ian Parent <parenti@sou.edu> wrote:
Hello Katherine,

Could you tell me how many credits are awarded for the Ethnic Studies 203 course? I can't seem to find it in your '22-'23 catalog.

Thank you,

Ian Parent

--

Ian Parent
Associate Director of Admission
P. 541-552-6607 - F. 541-552-8403
sou.edu

--

Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

This communication may contain confidential or privileged information, including information covered by the Family Educational Rights and Privacy Act of 1974 (FERPA). Unauthorized use or reproduction of this communication is prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately.

--

Ian Parent
Associate Director of Admission
P. 541-552-6607 - F. 541-552-8403
sou.edu

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Katherine G. Aiken, Ph.D.
Credit for Prior Learning Program Manager
Columbia Gorge Community College
She/Her

Columbia Gorge Community College

CC date 5.19.23

CC decision _____

CC vote _____

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Sciences	Submitter Name:	Katherine Aiken
		Phone:	208-699-2748
		Email:	kaiken@cgcc.edu
Course Prefix and Number:	ES 203	Course Title:	Introduction to Chicane/Latine Studies: Building Culture
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces cultural heritage of Chicane/Latine people in the United States. Draws on multiple disciplines such as anthropology, folklore, literature and linguistics, and examines the combination and integration of various traditions. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.		
Course Outcomes:	1. Identify and evaluate strategies for facilitating cultural resilience. 2. Participate in traditional cultural celebrations. 3. Examine the relationship between religion and culture. 4. Articulate the relationship between culture and family values with higher education. 5. Understand the relationship between traditions and culture. 6. Articulate foodways as a critical element of culture. 7. Demonstrate fluency in spoken Spanish.		

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*
- 3. Meet the state-wide AAOT Cultural Literacy Criteria:**

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:

List the course outcome(s) from the course's CCOG that clearly reflect the	1. Identify and evaluate strategies for facilitating cultural resilience 2. Participate in traditional cultural celebrations
--	---

Cultural Literacy Outcome and Criteria.	3. Examine the relationship between religion and culture 4. Articulate the relationship between culture and family values with higher education 5. Understand the relationship between traditions and culture 6. Articulate foodways as a critical element of culture 7. Demonstrate fluency in spoken Spanish
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The central focus of this course is on difference as it is an introduction to Chicane/Latine studies. Students in the course will devote their studies to the values, beliefs, and culture of these communities. Each learning outcome represents an exploration of culturally based assumptions and an examination of historical/cultural ideas and issues.

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
Katherine Aiken	kaiken@cgcc.edu	5/3/23
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean (enter name of department dean): Dr. Rebecca Schwartz		

NEXT STEPS:

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). 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.

Modified Degree/Certificate Revision

The Modified Certificate/Degree Revision form may be used for the following:

1. **Course title changes within degrees/certificates**
2. **Course number changes within degrees/certificates**
3. **Degree or certificate title changes**
4. **Addition or deletion of degree/certificate electives**

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

Submitted by:	Jim Pytel	Email: jpytel@cgcc.edu	Phone:
Title of Degree/Certificate:	Electro-Mechanical Technology AAS	Requested Implementation Term:	Summer 2023
What type of change are you requesting?	<input checked="" type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	Introduction to Unmanned Aircraft Systems	Revised Course Title:	Introduction to Uncrewed Aircraft Systems
Current Course Number:	UAS 101	Revised Course Number:	No change
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Jim Pytel	jpytel@cgcc.edu	5.19.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Clark		

Next steps:

1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned 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. You are not required to attend the CC meeting; however, you are always welcome. You will be notified of the committee's decision.

Columbia Gorge Community College

CC date 5.19.23
CC decision
CC vote

REVISION of AAS DEGREE REQUEST

Submitted by: Robert Wells Clark Email: rclark@cgcc.edu Phone: Department: Technology & Trades - Aviation

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Aviation Maintenance Technology		Proposed Title:	No change	
Current Credits:	104		Proposed Credits:	108	
Overview and rationale for proposed changes:	To add Gen Ed credits to reach requirement levels.				
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Add 4 credits of Gen Ed 2. Change overall credit load from 104 to 108 3. Move PSY101 from Fall Year 2, to Spring Year 1to accommodate FAA Airframe testing in Fall Year 2. 				
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	<ul style="list-style-type: none"> • Aviation Maintenance Technology • Aviation Airframe • Aviation Powerplant 		
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	---

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

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra	placement into MTH 65	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

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

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

Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Service, maintain, troubleshoot and repair airplanes and rotorcraft.	
2. Perform proficient, entry-level aviation maintenance skills.	
3. Apply knowledge of FAA regulations and industry standards.	
4. Apply math and physics principles in solving problems associated with aviation maintenance.	
5. Communicate effectively verbally and in writing.	
6. Use critical thinking and problem solving skills to identify and resolve aviation maintenance issues.	
7. Work effectively in a team and/or group setting.	
8. Sit for the Federal Aviation Administration (FAA) certification exams (written, oral and practical) for the airframe and powerplant (A&P) airman certificate.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
1. No change	

SECTION #3 COURSE BY COURSE COMPARISON					
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.</p> <p>If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>					
Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits

FALL TERM (16 credits)			FALL TERM (16 credits)		
AMT 191	Aviation Maintenance: General 101 MTH 65 or place; place into IRW 115 or WR 115	6	AMT 191	Aviation Maintenance: General 101 MTH 65 or place; place into IRW 115 or WR 115	6
AMT 192	Aviation Maintenance: General 102 MTH 65 or place; place into IRW 115 or WR 115	6	AMT 192	Aviation Maintenance: General 102 MTH 65 or place; place into IRW 115 or WR 115	6
MTH 110 or higher	Technical Math MTH 65 or place	4	MTH 110 or higher	Technical Math MTH 65 or place	4
WINTER TERM (16 credits)			WINTER TERM (16 credits)		
AMT 193	Aviation Maintenance: General 103 AMP 192	6	AMT 193	Aviation Maintenance: General 103 AMP 192	6
AMT 194A	Aviation Maintenance: General 104A AMP 193	3	AMT 194A	Aviation Maintenance: General 104A AMP 193	3
AMT 194B	Aviation Maintenance: General 104B Pre/co: AMP 194A	3	AMT 194B	Aviation Maintenance: General 104B Pre/co: AMP 194A	3
WR 121Z	Composition I IRW 115 or WR 115 or place	4	WR 121Z	Composition I IRW 115 or WR 115 or place	4
SPRING TERM (18 credits)			SPRING TERM (22 credits)		
AMT 195	Aviation Maintenance: General 105 Pre/co: AMT 194A & 194B	6	AMT 195	Aviation Maintenance: General 105 Pre/co: AMT 194A & 194B	6
AMT 261	Aviation Maintenance: Airframe 1 MTH 65, AMT 105	6	AMT 261	Aviation Maintenance: Airframe 1 MTH 65, AMT 105	6
AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6	AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6
			PSY 101	Psychology and Human Relations place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z (moved from fall Yr2)	4
SUMMER TERM (15 credits)			SUMMER TERM (15 credits)		
AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6	AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6
AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6	AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6
AMT 281	Aviation Maintenance: Airframe Return to	3	AMT 281	Aviation Maintenance: Airframe Return to	3

	Service AMT 264			Service AMT 264	
FALL TERM (16 credits)			FALL TERM (12 credits)		
AMT 271	Aviation Maintenance: Powerplant 1 MTH 65, AMT 105	6	AMT 271	Aviation Maintenance: Powerplant 1 MTH 65, AMT 105	6
AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6	AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6
PSY 101	Psychology and Human Relations (move to spring Yr1) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4			
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6	AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6
AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6	AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6
AMT 282	Aviation Maintenance: Powerplant Return to Service AMT 274	3	AMT 282	Aviation Maintenance: Powerplant Return to Service AMT 274	3
SPRING TERM (8 credits)			SPRING TERM (12 credits)		
	Gen Ed (Arts & Letters) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4		Gen Ed (Arts & Letters) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
	Gen Ed (from any Gen Ed discipline area) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4		Gen Ed (from any Gen Ed discipline area) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
				Gen Ed (Math, Science, Computer Science) (ADD) place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
	Credit Total	104		Credit Total	108
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.					

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

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

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Robert Wells Clark	rcklark@cgcc.edu	5.19.23
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Robert Wells Clark		

Next steps:

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

Columbia Gorge Community College

CC date 5.19.23
CC decision
CC vote

CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone:

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Certificate Title:	Medical Office Professional CPC		Credits:	24
Overview and rationale for suspension:	<ul style="list-style-type: none"> No students have completed the program in the previous six academic years A required MA course for the certificate is no longer offered According to the Dean of Nursing and Health Occupations the program is no longer relevant 			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MA 180	Coding and Reimbursement*	2	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Other*
MP 111	Medical Terminology	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MP 140	Introduction to Health Law and Ethics	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 188	Customer Service Skills	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 121	Beginning Keyboarding	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CG 209	Job Search Skills	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

*Provide explanation of "Other" MA180 was inactivated earlier this year

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 Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	05/01/23

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): Rebecca Schwartz

Termination of a Program Checklist

Certificate/Degree Title: Medical Office Professional CPC

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.)	No students are currently enrolled in the program	Registrar is confirming the data
List the program courses that 2 nd year students have not completed	The program is a CPC so there is no 2 nd year	Registrar is confirming the data
Provide enrollment comparison of the past 3-5 years of the program	No enrollment or completion in last 6 years	Registrar is confirming the data
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input 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		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
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		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

Teach Out Planning Document

Certificate/Degree Title: Medical Office Professional			Date 05/01/23
Section 1: Instructional Department			
<p>The Business Pathway recommends that the Medical Office Professional career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> • No students have completed the program in the previous six academic years • No students are currently in the program • A required MA course for the certificate is no longer offered • According to the Dean of Nursing and Health Occupations the program is no longer relevant 			
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	05/19/23
No students currently enrolled.	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. ¹	Registrar and Nexus enrollment data	05/19/23
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	05/19/23
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 – BoE meeting on 4/19/22	06/20/23
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required.	N/A	N/A
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	06/21/23
Update webforms			06/21/23
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	06/21/23
Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	6/30/23 (follows HECC approval)

Update Catalog	Remove degree/cert map	website	06/21/23
Revise/update the webpage		email	06/21/23
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	Registrar is working on this request.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

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

All Business Pathway faculty are still in place and any student in the program having required courses still to complete can be accommodated. However, given that no students have declared that they are in the program and none have completed the program in the previous six academic years, the need for teach out is moot.

Other Comments:

Modified Degree/Certificate Revision

The Modified Certificate/Degree Revision form may be used for the following:

1. Course title changes within degrees/certificates
2. Course number changes within degrees/certificates
3. Degree or certificate title changes
4. Addition or deletion of degree/certificate electives

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

Submitted by:	Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124
Title of Degree/Certificate:	Administrative Assistant AAS	Requested Implementation Term:	Summer 2023
What type of change are you requesting?	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input checked="" type="checkbox"/> Addition/deletion of electives		
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	N/A	Revised Course Title:	N/A
Current Course Number:	N/A	Revised Course Number:	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
MA 117	Medical Office Procedures	3	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
MA 118	Medical Office Administrative Procedures Lab	2	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
MA 180	Coding and Reimbursement	2	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
MP 111	Medical Terminology	4	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
MP 140	Introduction to Health Law and Ethics	3	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	5.19.23
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Rebecca Schwartz		

Next steps:

1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned 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. You are not required to attend the CC meeting; however, you are always welcome. You will be notified of the committee's decision.



ADMINISTRATIVE RULE

Approved Date: MM/DD/YY

Effective Date: MM/DD/YY

Last Revised: MM/DD/YY

Rule Number/Name:	040.??? - Credit for Prior Learning – Acceptance of Licensure/Certification for Credit Approval
Responsible Department:	Instructional Services
Authority:	Director of Curriculum & Academic Assessment
Overview	

Oversight for accepting specific licensures/certifications as Credit for Prior Learning (CPL) for identified CGCC courses exists with the college's Curriculum Committee. Submissions requesting recognition/approval of licensure/certification CPL are normally initiated at the department level, by faculty. They may also originate out of a need identified by the administration and/or community partners, both public and private.

Applicability

Faculty, Academic Departments, Curriculum Office, Curriculum Committee, and Instructional Services Staff and Administration

Administrative Rule Statement

Columbia Gorge Community College recognizes official licensures/certifications that have been brought before and preapproved by the college's Curriculum Committee as fulfilling specified course credits within the college's course offerings.

Guiding principles for approval, include:

- Licensure/certification must be granted by an official agency/institution
- Licensure/certification requirements must align with a minimum of 80% of the course's student learning outcomes
- Partial course credit may not be awarded through CPL earned by licensure/certification
- Multiple licensures/certifications may be combined to fulfill the outcomes of a single course, allowing CPL to be awarded if all licensures/certifications are evidenced by the submitting student

Submission and approval will follow the prescribed procedures as described in Operating Procedure 040.???001 Credit for Prior Learning – Acceptance of Licensure/Certification for Credit Approval.

Definitions

- A. Credit for Prior Learning: Credit for Prior Learning is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.
- B. Curriculum: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.

Interpretation of Administrative Rule

Director of Curriculum & Academic Assessment

Cross Reference to Related Administrative Rules

1. none

Further Information

Director of Curriculum & Academic Assessment

slewis@cgcc.edu

541-506-6047

Strategic Direction

Strategic Priority: Student Success

Appendix

1. [CGCC Curriculum Committee Charter](#)
2. OP 040.???001 Credit for Prior Learning – Acceptance of Licensure/Certification for Credit Approval



OPERATING PROCEDURE

Approval Date: MM/DD/YY
Effective Date: MM/DD/YY
Last Revised: MM/DD/YY

Procedure Number/Name:	040.??? ??? – Credit for Prior Learning – Acceptance of Licensure/Certification for Credit Approval
Associated Rule Number/Name:	040.??? ??? – Credit for Prior Learning – Acceptance of Licensure/Certification for Credit Approval
Responsible Department:	Instructional Services

Overview

Credit for Prior Learning (CPL) Recognition of Licensure/Certification requests are submitted, in accordance with established procedures and deadlines, to the Curriculum Office for placement on the next available Curriculum Committee agenda. Committee decisions are forwarded to the vice president of Instructional Services (VPIS) for approval.

Areas of Responsibility

The individual(s) proposing the CPL Acceptance of Licensure/Certification, the Curriculum Committee, and the VPIS are responsible for following the established procedures. The Curriculum Office provides technical, content, and routing assistance.

Operating Procedure Details

The Curriculum Committee process for considering a proposal will be as follows:

- A. CPL Acceptance of Licensure/Certification Requests are submitted to the Curriculum Office using approved submission forms available on the Curriculum Office resources webpage under [Curriculum Forms](#).
- B. The Curriculum Office will place submissions on the next available Curriculum Committee agenda and post to the Curriculum Office website prior to each Curriculum Committee meeting.
- C. Representative(s) for each request are required to attend the committee meeting in order to represent their department and respond to Committee questions. Unrepresented submissions will be postponed to a later meeting.
- D. The Committee will vote to approve or not approve each request/submission. Approval requires a positive vote of 50% + one with a quorum present.
 - a. Approved submissions will be routed to the VPIS.
 - b. Submissions not approved may be:
 - i. Postponed for further development, resubmission, and review;
 - ii. Withdrawn; or
 - iii. Directed to the VPIS for arbitration. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.

Post Curriculum Committee Approval Process

- A. Acceptance of CPL for Licensure/Certification requires endorsement by the VPIS.
 - a. VPIS questions that cannot be satisfactorily answered by the Curriculum Office or the submitting department will be brought to the Curriculum Committee for further clarification and discussion.
 - b. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.
- B. Following Curriculum Committee approval, the Curriculum Office will notify the following individuals of said approval: registrar, submitting department chair, submitting department dean or director, director of advising, vice president of Instructional Services, and vice president of Student Services.
- C. Approved CPL for Licensure/Certification will be posted to the appropriate webpages and noted in the catalog.

Definitions

- A. Credit for Prior Learning: Credit for Prior Learning is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.
- B. Curriculum: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.
- C. Quorum: 50% + one of active voting committee members represent a quorum.
- D. Active committee member: Faculty elected to serve by their department, not on leave or temporarily excused because of conflicting class schedule; professional management representatives (instructional director/dean) not on leave or temporarily excused because of conflicting assignment.

Further Information

Director of Curriculum & Academic Assessment
slewis@cgcc.edu
541-506-6047

References

- 1. [CGCC Curriculum Committee Charter](#)

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Credit for Prior Learning (CPL) Acceptance of Licensure/Certification Request

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:		Submitter name: phone: email:	
License/Certification Title:		Granting Institution/Agency:	
Course Equivalency:	Course Title(s):		
	Credits:		
Potential application to current awards:			

SECTION #2 OUTCOMES AND CONTENT ALIGNMENT

Alignment of Licensure/Certification requirements to course outcomes:	(List all course outcomes [by each course if more than one course] and provide a bulleted outline for each outcome showing how licensure/certification requirements address/fulfill those outcomes.)
Other:	(List any course requirements that may exist beyond learning outcomes. Describe how the licensure/certification ensures that the requirement is addressed/fulfilled. For example, if the course requires a specific # of clinical hours, include licensure/certification requirements that show that the hours required have been fulfilled/addressed. Course requisite requirements are not applicable to licensure/certification CPL approval.)

SECTION #3 IMPLEMENTATION	
Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Curriculum Committee and VPIS approval is all that is required for the recognition of the submitted licensure/certifications as CPL. Therefore, once this has occurred, students may apply for CPL for the courses aligned with the approved licensure/certificate immediately.	

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/director."</i>		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		

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.

Proposed CC Dates for 2023-24

September 21 (Thursday), 10 am – 12:00 pm – Orientation, TDC (2 hours)

Regular CC meetings (Thursdays: 3:30-5:00pm)

October 5 and 19

November 2 and November 16

December 7

February 8 and 29

March 14

April 11

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

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: _____ Title: _____

Credits: _____ Total Contact Hours: Lec: _____ Lab: _____ Lec-Lab: _____

Course Description:

Course Prerequisites:

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math) _____
- ☐ Requirement in major: (list major) _____
- ☐ Elective for major: (list major) _____
- ☐ Course Equivalency: (list comparable courses; identify univ.) _____
- ☐ Other: _____
- ☐ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: _____ Date: _____

Printed Name: _____ Title: _____

Department: _____ E-mail: _____

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Institutional Learning Outcomes (ILO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
 4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
 5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC INSTITUTIONAL LEARNING OUTCOMES:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) Check one: <input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:</p> <p>Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.</p>

Arts and Letters	
Outcomes:	
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. 	
Criteria:	
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?	
How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	

Science or Computer Science	
Outcomes:	
<p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	
Criteria:	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. <p>In addition:</p> <ol style="list-style-type: none"> 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?	
How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-	

based decisions in an ethical manner”?	
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?	

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. 	
Criteria:	
A collegiate level Mathematics course should require students to:	
<ol style="list-style-type: none"> 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all seven criteria.	
How does the course enable a student to “use appropriate mathematics to solve problems”?	
How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?	

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
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). 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.