Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>

Chair – Pam Morse (Math)   Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

Kristen Booth (Pre-Coll/ESOL)   Emilie Miller (Science)   Robert Wells-Clark (Tec/Trad)
LOA-Jenn Kamrar (Art/Comm)   Rebecca Schwartz (Inst Dean)
Andrea LoMonaco (Business)   Stephen Shwiff (Soc Sci & Ed)

<u>Non-Voting Committee Members</u>

Jarett Gilbert (VP Instructional Services)   Mary Martin (Student Services/Registrar)
Susan Lewis (Curriculum)

<u>Support Staff</u>   <u>Guests</u>

Sara Wade (Instructional Services)   Katherine Aiken, Anna Garcia, Todd Meislahn, Janie Griffin,
                                                            Leigh Hancock

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April 6, 2023 3:30 am – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Hood River Center, room 1.209 (conference room)
Please attend in person; however, if there are reasons that make it impossible, members may attend via the following zoom link.
Zoom log-in: https://cgcc.zoom.us/j/83446831954 Meeting ID: 834 4683 1954; phone in: 1-253-215-8782

Approval of March 16, 2023 minutes [1]

<u>Information Items</u> [2] (information items do not require CC vote)<u>:</u>

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.

<u>Old Business</u>

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen)

2. Transferability Requirements – continued from 3.16.23 (LDC transfer, Gen Ed requirements, number of universities required) (Susan)

<u>Submissions</u> [3]

1. Katherine Aiken (3:40 – 3:55 pm)
   - CG 160 Credit for Prior Learning Portfolio Development (New LDC Course)

2. Anna Garcia (3:55 – 4:00 pm)
   - GED 50 Spanish GED (New Non-Credit Course)

3. Todd Meislahn (4:00 – 4:10 pm)
   - BA 101 Introduction to Business (Course Revision: out, cont, txt/mat)
   - BA 101 Introduction to Business (Gen Ed Request)

4. Janie Griffin & Robert Clark (4:10 – 4:25 pm)
   - EMS 100 Introduction to Emergency Medical Services (Contact Hour / Credit Change)
   - APR 100 Introduction to Emergency Medical Services (New CTE Course)
   - APR 105 EMT Part I (New CTE Course)
   - APR 106 EMT Part II (New CTE Course)

5. Leigh Hancock (4:25 – 4:30 pm)

    - WR 121L Foundations of College Composition (Course Revision: title, des, req, out, cont)

6. Pam Morse (4:30 – 4:35 pm)

    - MTH 105L Foundations of Math in Society (Course Revision: des, req, out, cont)
    - MTH 111L Foundations of College Algebra (Course Revision: title, des, req, out, cont)
    - MTH 243L Foundations of Statistics (Course Revision: #, title, des, req, out, cont)

7. Rebecca Schwartz (4:35 – 4:50 pm)

    - HST 260 Conspiracy Theories, Secret Societies and Historical Controversies (New LDC Course)
    - Initial Early Childhood Education (New Certificate)

New Business

1. Curriculum Committee Retreat date (Pam)

Discussion Items

Next Meeting: TBD – Curriculum Committee Retreat

Attachments: [1] March 16, 2023 CC Minutes; [2] Information Items (17 inactivations); [3] Submissions (2 New LDC Courses; 3 New CTE Courses; 1 New Non-Credit Course; 1 Gen Ed Request; 5 Course Revisions; 1 Contact Hour / Credit Change; 1 New Certificate)

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	CT 101	Course title	Tools and Safety
Department	Technology & Trades: Construction	Submitter name: phone: email:	Glenn Wood gwood@cgcc.edu
Reason for Inactivation	Construction program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean endorse this inactivation.			
Department Chair		Approved	Date
James Pytel		☒ Yes ☐ No	3.22.23
Department Dean		Approved	Date
Robert Wells-Clark		☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CT 234	Course title	Remodeling Projects/Practicum
Department	Technology & Trades: Construction	Submitter name: phone: email:	Glenn Wood gwood@cgcc.edu
Reason for Inactivation	Construction program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes   ☒ No

If yes, provide details

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes   ☒ No

If yes, provide details

Implementation term	☒ Next available term after approval
	☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
James Pytel	☒ Yes ☐ No	3.22.23

Department Dean	Approved	Date
Robert Wells-Clark	☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CT 235	Course title	Community Projects/Practicum
Department	Technology & Trades: Construction	Submitter name: phone: email:	Glenn Wood gwood@cgcc.edu
Reason for Inactivation	Construction program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
James Pytel	☒ Yes ☐ No	3.22.23
Department Dean	**Approved**	**Date**
Robert Wells-Clark	☒ Yes ☐ No	3.22.23

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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CT 236	Course title	Project Leadership
Department	Technology & Trades: Construction	Submitter name: phone: email:	Glenn Wood gwood@cgcc.edu
Reason for Inactivation	Construction program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
James Pytel	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Robert Wells-Clark	☒ Yes ☐ No	3.22.23

Next steps:
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CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 112	Course title	Medical Office Assistant 1
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
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Columbia Gorge Community College

Course Inactivation

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 118	Course title	Medical Office Administrative Procedures Lab
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☒ Yes ☐ No If yes, provide details	Course used in Medical Office Professional certificate. However, the MOP is being inactivated as well due to low enrollment.

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☒ Yes ☐ No If yes, provide details	Course used in Medical Office Professional certificate. However, the MOP is being inactivated as well due to low enrollment.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	MA 122	Course title	Medical Office Assistant 2
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS
Does this inactivation have an impact on others
☐ Yes   ☒ No   If yes, provide details
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?
☐ Yes   ☒ No   If yes, provide details
Implementation term   ☒ Next available term after approval   ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean endorse this inactivation.			
Department Chair		Approved	Date
Janie Griffin		☒ Yes ☐ No	3.22.23
Department Dean		Approved	Date
Janie Griffin		☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 123	Course title	Medical Office Clinical Procedures
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes   ☒ No

If yes, provide details

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes   ☒ No

If yes, provide details

Implementation term	☒ Next available term after approval
	☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 124	Course title	Medical Office Clinical Procedures Lab
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 131	Course title	Pathophysiology for the Medical Assistant
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Next steps:
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 132	Course title	Medical Office Assistant 3
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MA 136	Course title	Medications
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

Next steps:
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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	MA 180	Course title	Coding & Reimbursement
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	Course used in Medical Office Professional certificate. However, the MOP is being inactivated as well due to low enrollment.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☒ Yes ☐ No If yes, provide details	Course used in Medical Office Professional certificate. However, the MOP is being inactivated as well due to low enrollment.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MLT 100	Course title	Medical Office Laboratory Procedures
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.22.23

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Columbia Gorge Community College

Course Inactivation

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION			
Course prefix and number	MP 150	Course title	Introduction to Electronic Health Records
Department	Health - MA	Submitter name: phone: email:	Mimi Pentz mpentz@cgcc.edu
Reason for Inactivation	Medical Assisting certificate was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean endorse this inactivation.			
Department Chair		Approved	Date
Janie Griffin		☒ Yes ☐ No	3.22.23
Department Dean		Approved	Date
Janie Griffin		☒ Yes ☐ No	3.22.23

Next steps:
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION

Course prefix and number	UAS 100	Course title	UAS Flight Training
Department	Technology & Trades: UAS	Submitter name: phone: email:	Mike Davis mdavis@cgcc.edu
Reason for Inactivation	UAS program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
James Pytel	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Robert Wells-Clark	☒ Yes ☐ No	3.22.23

Next steps:
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CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	UAS 103	Course title	Small Unmanned Aircraft Systems for Public Safety
Department	Technology & Trades: UAS	Submitter name: phone: email:	Mike Davis mdavis@cgcc.edu
Reason for Inactivation	UAS program was redesigned and this course was no longer included.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
James Pytel	☒ Yes ☐ No	3.22.23
Department Dean	Approved	Date
Robert Wells-Clark	☒ Yes ☐ No	3.22.23

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)
(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department:	Social Sciences	Submitter name: phone: email:	Katherine Aiken 208-699-2748 kaiken@cgcc.edu
Prefix and Course Number:	CG 160	Credits:	1
Course Title: (75 characters max, including spaces)	Credit for Prior Learning Portfolio Development		

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 11 Lec/lab: 0 Lab: 0
Reason for the new course	The creation of this course was one of the "deliverables" for CGCC's Credit for Prior Learning grant.			

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)	☐	☐
Pass/No pass	☒	☒
Audit in consultation with faculty	☐	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ 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.

☐ Placement into:		☐ Placement into:			
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ 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.	
Focuses on the principles and methodology of assessing college-learning gained through professional experience, training or independent study. Addresses how to identify, articulate, and document personal learning outcomes and relate them to specific college course topics and learning outcomes. Develops skills in organizing information, writing, analyzing and critical thinking. Requires the creation of a credit for prior learning portfolio as the final course product.	
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. Explore and discuss career, educational, and personal goals.
	2. Describe and explain the difference between learning and experience.
	3. Identify and articulate college-level learning in a specific curricular area, gained by experience, training, or independent study.
	4. Collect and present appropriate documentation of college-level learning in a specific curricular area.
	5. Prepare and submit a portfolio for faculty review.
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. Department Required**: PORTFOLIO ASSESSMENT RUBRIC** (see attachment)
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:** Explore and discuss career, educational, and personal goals.
	• Utilizing personal history to present goals
	• Credit Predictor Pro tool from the Council on Adult and Experiential Learning (CAEL)
	• Using Columbia Gorge Community College Catalog
	  o Course Descriptions
	  o Program maps
	  o Program outcomes
	  o General College rules and regulations
	• Writing chronological resume
	  o Contents
	   ▪ Employment history including dates and job duties
	   ▪ Personal experience history including dates and activities
	   ▪ Educational history including dates and coursework
	   ▪ Personal information
	  o Structure / Format
	
	Outcome #2: Describe and explain the difference between learning and experience.
	• Definition(s) of learning
	  o The process of acquiring new information, knowledge and/or skills
	• Definition(s) of experience
	  o The process of doing and seeing things
	  o Direct observation and/or participation
	• Using personal experiences in order to highlight learning that has taken place
	
	Outcome #3: Identify and articulate college-level learning in a specific curricular area, gained by experience, training, or independent study.
	• Columbia Gorge Community College Institutional Learning Outcomes
	• Using Credit Predictor Pro to identify experience and/or training related to CGCC specific courses
	• Columbia Gorge Community Course Content and Outcome Guides to determine course learning outcomes
	• Tying personal experiences to specific learning outcomes
	• Knowledge of disciplinary concepts and theories
	• Integration of disciplinary knowledge and experience
	
	Outcome #4: Collect and present appropriate documentation of college-level learning in a specific curricular area.
	• Identifying artifacts that support experiential learning
	• Use of evidence
	• Evaluation of potential artifacts

	Outcome #5: Prepare and submit a portfolio for faculty review.
	• The definition and purpose of the portfolio
	o Demonstrating learning
	o Linking past experience and accomplishments to college-level learning
	• Content
	o Personal Narrative
	o Chronological Resume
	o Credit for Prior Learning Request Narrative
	o Artifacts (supporting evidence and/or documentation)
	• Structure / Format
Suggested Texts & Materials (specify if any texts or materials are required):	• Columbia Gorge Community College Catalog • Columbia Gorge Community College Course Content an Outcome Guides
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	University of Oregon, Oregon State University, Eastern Oregon University, Portland State University
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☒ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☐ Completed Transferability/Articulation of Individual CGCC Courses form ☒ Other – describe emails from registrars
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	Rogue Community College has CPL 120 which is only for CTE. Clackamas and Lane have Portfolio programs but no class-students just receive instructions as to Portfolio content and are on their own.

Are special designations being sought at this time?	☐ General Education – Discipline specific Gen Ed form required. ☐ 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):	N/A	# credits:
Name of degree(s):	N/A	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Not required for any degree/certificate. Students may earn credits that apply to specific degree/certificates by the completion of the portfolio showing experience that translates to college credit; however, the Portfolio course itself is not required for any program.	
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.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: March 17, 2023 ☐ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ 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 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	kaiken@cgcc.edu	4/17/2023
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.

Prior Learning Assessment Rubric (Portfolio)

Dimension	Unacceptable (0%)	Does Not Meet Expectations (65%)	Partially Meets Expectations (75%)	Meets Expectations (85%)	Exceeds Expectations (100%)
Learning Outcomes/ Objectives Identified and Addressed (40%)	The portfolio (both the narrative and any attached documents) contains insufficient evidence of the theory and practice of the course's Learning Outcomes/ Objectives.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 25% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative rarely distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 50% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative sometimes distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of at least 75% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative distinguishes between experiences and the learning that comes from these experiences.	The portfolio (both the narrative and any attached documents) contains sufficient evidence of the theory and practice of 100% of the course's Learning Outcomes/ Objectives. The narrative describes how experiences led to learning and growth. The narrative contains examples of disciplinary knowledge (theories, concepts, practices, terminology) learned directly through experiences. The narrative distinguishes between experiences and the learning that comes from these experiences.

| Integrating Learning and Experiences/ Knowledge Transfer (20%) | The narrative's description of the integration of disciplinary knowledge and experience does not satisfy this dimension. | The narrative describes how discipline knowledge acquired through experience or self-study can be applied to the workplace. The narrative contains few examples of knowledge being applied to new experiences. The narrative lacks reflection on learning. | The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations. The narrative contains some examples of prior knowledge being applied to new experiences. The narrative contains reflections on learning. | The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations in order to solve difficult problems or explore complex issues. The narrative demonstrates the student as a learner and contains examples of prior knowledge being applied to new experiences. Reflections on learning and its application describe achievement and integration of course learning outcomes, using illustrative examples. | The narrative describes how disciplinary knowledge acquired through experience or self-study can be applied to new situations in order to solve difficult problems or explore complex issues. The narrative demonstrates the student as a learner and contains specific examples of prior knowledge being applied to new experiences. Reflections on learning and its application describe achievement and integration of course learning outcomes, using illustrative examples. |

Knowledge of Disciplinary Concepts and Theories (15%)	The narrative does not demonstrate enough awareness of disciplinary knowledge to satisfy this dimension.	The narrative employs few sources. The narrative uses the occasional disciplinary theory, concept, or practice. The narrative uses disciplinary terminology.	The narrative employs a number of sources. The narrative incorporates the occasional disciplinary theory, concept, or practice. The narrative employs disciplinary terminology so that the student's learning appears to be in an academic framework.	The narrative employs a number of quality sources. The narrative incorporates some disciplinary theories, concepts, or practices. The narrative employs disciplinary terminology so that the student's learning is grounded in an academic framework.	The narrative employs a variety of quality sources. The narrative incorporates an appropriate amount of disciplinary theories, concepts, or practices. The narrative employs accurate use of disciplinary terminology so that the student's learning is grounded in a coherent academic framework.
Supporting Documentation (15%)	The documentation submitted does not satisfy this dimension.	The narrative describes why a few individual artifacts have been included in the portfolio. A few artifacts present convincing, strong support for the course's learning outcomes. A few of the course's learning outcomes are supported by at least one artifact. Some artifacts are appropriate to a college-level course.	The narrative describes why some individual artifacts have been included in the portfolio. Some artifacts present convincing, strong support for the course's learning outcomes. Some of the course's learning outcomes are supported by at least one artifact. Most artifacts are appropriate to a college-level course.	The narrative describes why most individual artifacts have been included in the portfolio. Most artifacts present convincing, strong support for the course's learning outcomes. Most of the course's learning outcomes are supported by at least one artifact. All artifacts are appropriate to a college-level course.	The narrative describes why each individual artifact has been included in the portfolio. All artifacts present convincing, strong support for the course's learning outcomes. All of the course's learning outcomes are supported by at least one arrtifact. All artifacts are appropriate to a college-level course.

| Mechanics (5%) | The narrative has too many mechanical errors to satisfy this dimension. | The narrative's sentence level structure is at times incorrect. The narrative's language choices sometimes detract from its effectiveness. The narrative is inappropriate for a general professional or disciplinary audience. Errors of fact, numeracy, grammar, punctuation, spelling, and capitalization in the narrative slightly impact readability. The narrative attempts to employ some coherent system of citation and formatting. The narrative makes citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is mostly correct. The narrative's language choices do not detract from its effectiveness. The narrative is not inappropriate for a general professional or disciplinary audience. Any errors of fact, numeracy, grammar, punctuation, spelling, and capitalization in the narrative do not negatively impact readability. The narrative attempts to employ proper and complete APA formatting style, including a reference page. The narrative makes minor citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is correct. The narrative's language choices do not detract from its effectiveness. The narrative is audience appropriate. The narrate is almost free of errors of fact, numeracy, grammar, punctiaion, spelling, and capitalization. The narrative mostly employs proper and complete APA formatting style, including a reference page. The narrative occasionally makes minor citation and attribution errors that do not rise to the level of an academic integrity concern. | The narrative's sentence level structure is effective with a variety of styles and lengths, and precise word use/choice. The narrative is audience appropriate. The narrate is free of errors of fact, numeracy, grammar, punctiaion, spelling, and capitalization. The narrative employs proper and complete APA formatting style, including a reference page. The narrative appropriately and accurately cites all research or ideas not original to the author. |

| Presentation (5%) | The presentation of the narrative does not satisfy this dimension. | The narrative has serious sequential and organizational issues but has the potential to be revised into a more ordered and appropriate structure. | The narrative attempts to foreground its organization, with an attempt to logically structure the content, create clear paragraphing, and highlight main points and details. The narrative contains some extraneous information or digressions. The narrative does not present a college-level analysis. The narrative has issues with subheadings and other technical aspects of organization. | The narrative has a sense of organization, with an order to the content, clear paragraphing, and main points and details that contribute to the whole. The narrative does not contain more than one or two items of extraneous information or digressions. The narrative attempts college-level analysis. The narrative uses subheadings aligned with stated course outcomes, and progresses in a discernable order. | The narrative is well organized, with a logical and effective ordeer to the content, coherent and unified paragraphs, and main points and details that are connected. The narrative does not contain any extraneous information or digressions. The narrative reflects college-level analysis. The narrative uses adequate subheadings aligned with stated course outcomes, and progresses in logical, convincing order. |

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 #: CG 160   **Title:** Credit for Prior Learning Portfolio Development
Credits: 1   **Total Contact Hours:** Lec: 11   Lab: 0   Lec-Lab: 0

Course Description:
Focuses on the principles and methodology of assessing college-learning gained through professional experience, training or independent study. Addresses how to identify, articulate, and document personal learning outcomes and relate them to specific college course topics and learning outcomes. Develops skills in organizing information, writing, analyzing and critical thinking. Requires the creation of a credit for prior learning portfolio as the final course product.

Course Prerequisites: none

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   UoO, OSU, EOU, PSU

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: _Katherine Aiken_____ Date: _____03 / 23 / 2023_____

Printed Name: Katherine Aiken   Title: Credit for Prior Learning Program Manager

Department: Instructional Services   E-mail: kaiken@cgcc.edu

COLUMBIA GORGE
COMMUNITY COLLEGE

Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Fwd: transferability
1 message

Katherine Aiken <kaiken@cgcc.edu>   Thu, Mar 23, 2023 at 8:53 AM
To: Susan Lewis <slewis@cgcc.edu>

A transferability email
---------- Forwarded message ---------
From: **Degree Works** <degreeworks@eou.edu>
Date: Fri, Mar 17, 2023 at 9:30 AM
Subject: [External] Fwd: transferability
To: <kaiken@cgcc.edu>

Hello Katherine,

We would accept this course but we wouldn't accept any credit that was issues for prior learning. Since we offer the same program there is no way for us to determine if credit have been issued based on the same work.

This would come in as followed:

APEL LDT Credit for Prior Learning Portfolio Development

Thanks!

Brooke Hewitt, MBA
Transfer Articulation Specialist
541-962-3936 | bhewitt@eou.edu

---------- Forwarded message ---------
From: **EOU Registrar** <registrar@eou.edu>
Date: Thu, Mar 16, 2023 at 12:20 PM
Subject: Fwd: transferability
To: Degree Works <degreeworks@eou.edu>

Thanks.

Registrar's Office
Eastern Oregon University
Ph: 541-962-3607
F: 541-962-3799
registrar@eou.edu

EASTERN OREGON
UNIVERSITY

---------- Forwarded message ---------
From: **Katherine Aiken** <kaiken@cgcc.edu>
Date: Thu, Mar 16, 2023 at 12:00 PM
Subject: transferability
To: <registrar@eou.edu>

Dear Registrar,

I am writing to inquire if Columbia Gorge Community College course FYE (First Year Experience) 101: Credit for Prior Learning Portfolio Development will transfer to Eastern Oregon Univeristy.

I have attached the CGCC course development form.

Thank you.

Katherine Aiken

--
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

1.CCOG DEVELOPMENT TEMPLATE CPL Portfolio FINAL.doc
43K

COLUMBIA GORGE
COMMUNITY COLLEGE

Susan Lewis <slewis@cgcc.edu>

Fwd: [External] RE: transferability

1 message

Katherine Aiken <kaiken@cgcc.edu>   Thu, Mar 23, 2023 at 9:00 AM
To: Susan Lewis <slewis@cgcc.edu>

Another transferability email.

Katherine

---------- Forwarded message ---------
From: **DeBellis, Ricardo F** <rick.debellis@oregonstate.edu>
Date: Thu, Mar 16, 2023 at 1:30 PM
Subject: [External] RE: transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

The course would transfer in as ALS LDT for the number of credits taken

ALS – Academic Learning Services

LDT – 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 Administration

Schedule an admission advising appointment with Rick, please go to http://beav.es/36M

From: Katherine Aiken <kaiken@cgcc.edu>
Sent: Thursday, March 16, 2023 11:43 AM
To: DeBellis, Ricardo F <rick.debellis@oregonstate.edu>
Subject: transferability

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

Dear Colleage,

I am writing to inquire whether or not Columbia Gorge Community College Course FYE (First Year Experience) 101 will transfer to Oregon State University. I am attaching our course form.

Thank you.

Katherine Aiken

--

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

COLUMBIA GORGE
COMMUNITY COLLEGE

Susan Lewis <slewis@cgcc.edu>

Fwd: [External] Re: [External] Re: Transferability
1 message

Katherine Aiken <kaiken@cgcc.edu>   Thu, Mar 23, 2023 at 8:55 AM
To: Susan Lewis <slewis@cgcc.edu>

Another transferability email
---------- Forwarded message ---------
From: **RO Articulation** <articulation@pdx.edu>
Date: Thu, Mar 16, 2023 at 1:02 PM
Subject: [External] Re: [External] Re: Transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Hi Katherine,

Based on this, FYE 101 would transfer to PSY as GEN LD, which only counts as a generic elective towards
the 180 total credits needed for a bachelor's degree.

Thanks,
Suzanne

On Thu, Mar 16, 2023 at 12:48 PM Katherine Aiken <kaiken@cgcc.edu> wrote:
  Sorry, good question. When I did the form there was no number assigned and now there is.

  Best.

  Katherine

  On Thu, Mar 16, 2023 at 12:13 PM RO Articulation <articulation@pdx.edu> wrote:
    Hi Katherine,

    I am a little confused about the difference between the course titled in your email and the course
    titled in the attachment. The course in the attachment is 1XX, rather than 101. Would the course
    always appear on a transcript as FYE 101 with the title indicated on the attachment? Or would the title
    vary based on the specific curricular area?

    Thanks,
    Suzanne

    On Thu, Mar 16, 2023 at 11:39 AM Katherine Aiken <kaiken@cgcc.edu> wrote:
      Dear Colleague,

      I am writing to inquire as to whether or not Columbia Gorge Community College's course
      FYE (First Year Experience) 101 will transfer to Portland State University.

      Thank you for your courtesy.

      Katherine Aiken

      --
      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

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

COLUMBIA GORGE
COMMUNITY COLLEGE

Susan Lewis <slewis@cgcc.edu>

Fwd: [External] RE: transferability
1 message

Katherine Aiken <kaiken@cgcc.edu>   Thu, Mar 23, 2023 at 8:51 AM
To: Susan Lewis <slewis@cgcc.edu>

Dear Susan,

This morning I am forwarding you all of the emails regarding transferability of the Portfolio course.

Best.

Katherine

---------- Forwarded message ---------
From: **Shelly Ehlers** <sehlers@uoregon.edu>
Date: Fri, Mar 17, 2023 at 9:39 AM
Subject: [External] RE: transferability
To: Katherine Aiken <kaiken@cgcc.edu>

Good morning Katherine,

Thanks so much for reaching out to the Registrar's Office. Here is how this course will transfer to the University of Oregon:

Columbia Gorge Community College 041519

FYE 101 = SEM 1AAT Seminar 100-level course (elective credit)

Please let me know if you have any questions.

Sincerely,

Shelly

Shelly Ehlers

Office and Transfer Coordinator

Office of the Registrar

UNIVERSITY OF
OREGON

From: Katherine Aiken <kaiken@cgcc.edu>
Sent: Thursday, March 16, 2023 11:47 AM
To: Shelly Ehlers <sehlers@uoregon.edu>
Subject: transferability

Dear Colleague,

I am writing to inquire whether Columbia Gorge Community College's course FYE (First Year Experience) 101: Credit for Prior Learning Portfolio Development will transfer to the University of Oregon. I have attached the CGCC course form.

Thank you.

Katherine Aiken

--

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

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION					
☒ Pre-College		☐ ESOL		☐ NCTC	☐ Other

Department:	Pre-College	Submitter name Phone Email	Anna Garcia Agarcia@cgcc.edu
Course Prefix and Number:	GED 50	Course Title: (75 characters max including spaces)	Spanish GED

Can this class be repeated?	☒ Yes	Total Contact hours	55
	☐ No	ACTI Code	330
	How many times? 99 (non-credit)	CIP Code (entered by Curriculum Office)	⬛

Reason for new course	ARPA grant funded class originally intended for Spanish speaking child care providers without their GEDs looking to increase their ECE credentials. The class places priority on said population with regards to outreach and enrollment but is open to all Spanish GED aspirants in the Mid-Columbia region.
Target Population (required for ACTI Code 220)	NA

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			
Placement into:			

COURSE DESCRIPTION: 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.
Prepares Spanish speakers to successfully take the General Education Development (GED) tests. Improves reading comprehension, both fiction and non-fiction, and develops understanding and use of academic vocabulary related to language arts, social studies and science. Examines the evaluation of information and whether arguments are logical and evidence-based. Deepens understanding of basic grammar and sentence structure, and introduces paragraph and essay

writing. Focuses on number sense and operations, including: integers, fractions, ratio/proportions, decimals and percent. Includes a solid understanding of charts, graphs, and measurements. Introduces basic statistics, algebra, and geometry.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	2. Apply reading comprehension strategies.
	3. Write a well-organized paragraph and essay.
	4. Apply knowledge of basic sentence structure and grammar.
	5. Analyze charts, graphs, and timelines as they pertain to math, science and social studies.
	6. Apply standard mathematical skills to real-world situations involving whole numbers and rational numbers.
	7. Apply and interpret fundamental probability concepts.
	8. Scaffold a word problem by asking questions.
	9. Use a variety of test-taking strategies to answer multiple-choice questions.
Outcomes assessment strategies:	- Online quizzes (Google Forms/Slides/Docs/ etc.) - Daily tasks - Written assignments (free write, paragraphs, sentence starters, summary, essays, GED Extended Response) - Grammar and sentence structure assignments (graphic organizers, sentence starters, online tools) - Unit assessments based on Steck Vaughn Mathematical Reasoning book, drag and drop responses, online quizzes/Kahoot - Responses to open ended questions via Google forms or on paper - Self-Checks (Pixel Art, Drag and Drops, Quizzes, etc) - Check for understanding (Exit tickets on paper/Google form)

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.	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	• Simple, compound, complex sentences
	• Topic Sentence
	• Supporting information
	
	Outcome #2: Apply reading comprehension strategies.
	• Notes in margins
	• Use strategies for pronouncing and/or comprehending the meanings of unknown terminology and their usage in dense or complex texts.
	
	Outcome #3: Write a well-organized paragraph and essay.
	• Topic sentence
	• Supporting sentences
	• Elaborate on topic with more detail
	• Conclusion sentence
	
	Outcome #4: Demonstrate knowledge of basic sentence structure and grammar
	• Sentence structure
	   ○ Simple, compound, complex sentences
	   ○ Run-on sentences
	   ○ Fragments
	   ○ Subjects and verb agreement.
	• Grammar
	   ○ Commas
	   ○ Apostrophes
	   ○ Verbs
	   ○ Adverbs
	   ○ Pronouns
	   ○ Nouns
	   ○ prepositions
	
	Outcome #5: Analyze charts, graphs, and timelines as they pertain to math, science and social studies.
	• Maps
	   ○ Physical
	   ○ Topographical
	   ○ road maps	

o climatic maps
- Fundamental components and design of graphs or charts
    - pie charts
    - bar graphs
    - line graphs
    - time lines
    - diagrams.
- Building charts and graphs

Outcome #6: Apply standard mathematical skills to real-world situations involving whole numbers and rational numbers.
- Include the following mathematical operations and concepts
    - whole numbers
    - basic operations
    - fractions
    - measurements
    - percentage
    - ratio
    - proportions
    - pre-geometry
    - statistics
    - charts
    - graphs

Outcome #7: Apply and interpret fundamental probability concepts.
- Include the following mathematical operations and ideas
    - whole numbers
    - fractions
    - percentage
    - ratio
    - proportion
    - statistics
    - charts
    - graphs
- Apply probability concepts to real - world scenarios. (May include a range of in-class activities including money, candy, colors, and dice.)

Outcome #8: Scaffold a word problem by asking questions.
- "What is the question asked in the problem?"
- "Which operations should be utilized?"
- "Is there any unnecessary information?"

Outcome #9: Use a variety of test-taking strategies to answer multiple-choice

	questions.
	• Determine whether or not a response is reasonable. • Utilizing the given answers to a test question, work backwards. • Determine the appropriate operation(s) by converting mixed numbers to whole numbers. • Draw a picture.
Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	This Spanish GED course prepares adult students for the GED test and for college-level work. The abilities acquired in this course can also assist students in entering college, meeting prerequisites for college courses, gaining work opportunities, and developing workplace skills.
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.	GED is also taught in English. No impact to those courses is anticipated.
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specify term (if after next available term):
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

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
Anna Garcia	agarcia@cgcc.edu	4.6.23
Department Chair (enter name of department chair): Matt Fitzpatrick		
Department Dean (enter name of department dean): Jarett Gilbert		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). 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.

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		
☐ Course number	☐ Requisites	☒ Content
☐ Title	☒ Outcomes	☒ Texts/Materials
☐ Description:	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA101	Proposed prefix and number	
Current course title	Introduction To Business	Proposed title (60 characters max)	
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Introduction To Business	Proposed transcript title (30 characters max)	
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Examines business operations in the local, national, and global marketplace. Studies the integration of the various functional areas of business such as management, finance, accounting, marketing, human resources, production, information technology, investments and other areas of general business interest. Introduces evolution from entrepreneurial origins to mature corporations. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.	
Reason for description change	No changes

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	No changes		

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, the student will be able to: 1. Understand the forces that shape the business and economic structure of the United States of America. 2. Understand the major functions of business including Management, Accounting, Finance, Marketing, Human Resources, Investments, and Information Technology. 3. Recognize and apply business ethics as an integral part of every business organization.	Upon successful completion of this course, students will be able to: 1. Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. 2. Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. 3. Apply ethical decision-making when operating a business as part of a private enterprise system. 4. Analyze and outline how to be successful in an environment characterized by uncertainty and risk. 5. Communicate effectively about and within the business environment.
Reason for outcomes change	Improve outcome language and more fully describe the teaching objectives

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States.
	  • Business definitions:
	     o Organization
	     o Entrepreneurship
	     o Small business
	     o Franchising
	  • Business Structures:
	     o Proprietorship
	     o Partnership
	     o Corporation
	     o Mergers & acquisitions
	  • Business economics:
	     o Micro (supply and demand interaction in individual markets)
	     o Macro (market interaction in the U.S. and global economies)
	  • Business environment:
	     o Internal stakeholders (owners, board, employees)
	     o External stakeholders (customers, suppliers, lenders, investors, community, government)
	     o Competition (direct and indirect)
	     o Legislation
	     o Implications of American multi-cultural society
	Outcome #2: Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology.
	  • Management:
	     o Planning
	     o Organizing
	     o Leading & motivating
	     o Span of management & delegation
	     o Controlling
	  • Accounting:
	     o Determining information requirements
	     o Functions of an information system
	     o Financial statement preparation and analysis
	        ▪ Balance Sheet
	        ▪ Income Statement
	        ▪ Statement of Cash Flows
	        ▪ Managerial accounting reports
	  • Financial management:
	     o Planning process
	     o Short- and long-term needs
	     o Financing alternatives:
	        ▪ Short-term debt
	        ▪ Long-term debt
	        ▪ Equity
	     o Capital investments
	  • Sales and marketing:

- Strategic planning:
  - Target market and segmentation
  - Marketing mix
- Sales forecasting and marketing plan
- Product line, product mix, and pricing strategies
- Branding and public relations
- Value proposition
- Consumer buying decision process and influences
- Customer relationship management
- Distribution channels
- Competition
- Human Resources:
  - Planning, job analysis, recruiting, selection, hiring, training & development, appraisal & feedback, discipline, and termination
  - Compensation & benefits
  - Cultural diversity
  - Legislation and legal environment
- Information technology in each functional area.

Outcome #3: Apply ethical decision-making when operating a business as part of a private enterprise system.
- Ethical dilemmas and conflicts of interest
- Consumer movement
- Social responsibility
- Sustainability
- Decision-making framework:
  - Legal
  - Ethical
- Corporate culture

Outcome #4: Analyze and outline how to be successful in an environment characterized by uncertainty and risk.
- Business ownership
  - Entrepreneurial mindset
    - Opportunity recognition
    - Selection
    - Planning
    - Risk taking
    - Execution
  - Traits, habits, and skills of successful owners/managers
  - Reasons for business failure
- Business risk:
  - Market risk vs. pure risk
  - Importance of information to reduce risk

Outcome #5: Communicate effectively about and within the business environment.
- Key terms in content for learning outcomes 1-4
- Factors affecting the local and global business environments
- Contributions of small business to the U.S. economy
- Evolution of social responsibility & business ethics

	• Future challenges for American businesses • Effect of technology on productivity and competitiveness of U.S. firms in the global marketplace • Importance of timely and accurate accounting information
Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: *Foundations of Business*, 6th Ed; Pride, Hughes, Kapoor; Cengage Learning

Is this course used for related instruction?	☐	Yes
	☒	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?	☐	Yes
	☒	No
Please provide details, who was contacted and the resolution.		
Implementation term	☒ Next available term after approval	
	☐ Specify term (if AFTER the next available term)	
Allow 2-6 months to complete the approval process before scheduling the course.		

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03/28/2023
Department Chair (enter name of department chair): Todd Meislahn		
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.

CC date   _____
CC decision   _____
CC vote   _____

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	Business	Submitter Name: Phone: Email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Course Prefix and Number:	BA 101	Course Title:	Introduction to Business
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Examines business operations in the local, national, and global marketplace. Studies the integration of the various functional areas of business such as management, finance, accounting, marketing, human resources, production, information technology, investments and other areas of general business interest. Introduces evolution from entrepreneurial origins to mature corporations. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. 2. Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. 3. Apply ethical decision-making when operating a business as part of a private enterprise system. 4. Analyze and outline how to be successful in an environment characterized by uncertainty and risk. 5. Communicate effectively about and within the business environment		

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:
5. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
6. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
7. 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*)
8. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
9. 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:
2. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
3. 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: 　**Outcome #1** - Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. 　**Outcome #2** - Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. 　**Outcome #3** - Apply ethical decision-making when operating a business as part of a private enterprise system. 　**Outcome #4** - Analyze and outline how to be successful in an environment characterized by uncertainty and risk. 　**Outcome #5** - Communicate effectively about and within the business environment Course Content: 　Students in this course are introduced to all aspects of business. Topics include, but are not limited to: business structures and formation, economics, internal and external stakeholders, competition, legislation,

	operational functions (including accounting, finance, sales, marketing, human resources, and information technology), management, strategic planning, business ethics, social responsibility, decision making, corporate culture, the entrepreneurial mindset, risk/reward analysis, execution, and exit opportunities. Through reading, watching videos, listening to guest speakers, oral position presentations, writing assignments, and classroom debates, students increase their ability to effectively communicate on business-related issues such as the factors affecting local and global business environments, contributions of small business to the U.S. economy, evolution of social responsibility & business ethics, future challenges for American businesses, the effect of technology on productivity and competitiveness in the global marketplace, and the importance of timely and accurate accounting information, using standard business terminology. Outcome Assessment Strategies: • Oral presentations • Homework assignments • Class discussions/debates
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: **Outcome #2** - Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. **Outcome #3** - Apply ethical decision-making when operating a business as part of a private enterprise system. **Outcome #4** - Analyze and outline how to be successful in an environment characterized by uncertainty and risk. Course Content: Students learn that nearly all aspects of business require constant attention to new information and problems that must be analyzed, evaluated, prioritized, and acted upon in the interest of various stakeholders – sometimes impacting the very survival of the enterprise. They are put in the position of an owner or manager and must review data from different functional areas (e.g., accounting, purchasing, finance, sales, marketing, human resources, information technology, manufacturing, maintenance). Students must analyze the data and consider how various alternative decisions would play out internally or in the market, and commit to their best solution/decision. This process requires both critical thinking and problem solving. Outcome Assessment Strategies: • Homework assignments • Exams • Class discussions/debates
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. (*Quantitative Literacy*) Check one: ☐ major ☒ minor ☐ not addressed significantly	**Course Outcomes:** 　**Outcome #2** - Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. 　**Outcome #4** - Analyze and outline how to be successful in an environment characterized by uncertainty and risk. **Course Content:** 　Economic performance, measured in dollars, is the primary objective of most businesses. Students in the course regularly apply quantitative analysis and interpretation to accounting, finance, sales, and marketing functions. They must calculate, interpret, and communicate liquidity ratios and measures, solvency ratios, profitability ratios, marketing efficiency, segmented sales figures, horizontal and vertical financial statement analyses, etc. Additionally, students must calculate the probability of many positive and negative economic events occurring and determine a course of action based on the likelihood of such events. These assessments all require quantitative literacy. **Outcome Assessment Strategies:** • Homework assignments • Exams • Class discussions/debates
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☐ major ☒ minor ☐ not addressed significantly	**Course Outcomes:** 　**Outcome #1** - Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. 　**Outcome #3** - Apply ethical decision-making when operating a business as part of a private enterprise system. **Course Content:** 　Students explore how cultural differences affect both the internal and external business environments. Businesses are comprised of people and the United States is the "melting pot." Consequently, students learn the need for sensitivity to the expectations of varying cultures, especially in the areas of management, group dynamics, human resources, and conflict resolution. Likewise, they are exposed to cultural considerations external to the company (with customers and other stakeholders) in the areas of sales, marketing, and global business. Students also consider ethical decision-making with an awareness of potential cultural biases. **Outcome Assessment Strategies:** • Homework assignments • Exams • Class discussions/debates

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☐ major ☒ minor ☐ not addressed significantly	Course Outcomes: **Outcome #3** - Apply ethical decision-making when operating a business as part of a private enterprise system. Course Content: Students consider the responsibility businesses have to behave as good corporate citizens, including active participation in sustainability as one component of their social responsibility in general. Students learn that corporate culture must extend well beyond simply what is legal, to what is ethical, and therefore in the best interest of the majority of stakeholders. Outcome Assessment Strategies: • Homework assignments • Exams • Class discussions/debates

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:

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:
  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.*	**Outcome #1** - Define the fundamental concept of 'business,' and identify and describe the forces that shape the business and economic environment in the United States. **Outcome #2** - Identify and discuss the major functions of business including management, accounting, finance, sales, marketing, human resources, and information technology. **Outcome #3** - Apply ethical decision-making when operating a business as part of a private enterprise system. **Outcome #4** - Analyze and outline how to be successful in an environment characterized by uncertainty and risk. **Outcome #5** - Communicate effectively about and within the business environment

*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"?	Business directly impacts every person in the world as an employee, owner, or consumer and every business transaction involves a relationship between one or more individuals (even as agents for their firm). BA101 addresses these relationships from all stakeholder perspectives including the impact and importance of societal responsibilities, not only for individuals, but for businesses as responsible corporate citizens. Students explore social interaction both inside the business (e.g., human resources, management, teamwork, communication, presentation, problem solving) and publicly through marketing, sales, customer service, regulatory compliance, etc. Participation in these functions necessarily involves an assessment and analysis of human behavior at all levels. Students learn to view social phenomena in the market and apply their interpretation of the behavior to the business environment.
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"?	BA101 identifies and presents a wide variety of problem-solving scenarios faced by people daily in the course of business. Scenarios include the need for inquiry, analysis, and conclusions about both objective and subjective issues. New, contemporary examples of business dilemmas arise constantly and provide current examples for students to examine and from which to benefit. The course also addresses the importance to understand and appreciate diversity in the US population – all of whom are stakeholders in (i.e., impacted by) business enterprises. Students come to understand some of their own biases and preconceptions as well as incongruities in their thinking.

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 #: BA101 Title: Introduction to Business

Credits: 4 Total Contact Hours: Lec: 40 Lab: 0 Lec-Lab: 0

Course Description: Examines business operations in the local, national, and global marketplace. Studies the integration of the various functional areas of business such as management, finance, accounting, marketing, human resources, production, information technology, investments and other areas of general business interest. Introduces evolution from entrepreneurial origins to mature corporations.

Course Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98.

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)

     UO – BA101: Social Science;

     EOU – BA101: Gateway

☒ Requirement in major: (list major)

     PSU – BA101: Business;

     EOU – BA101: Business

☒ Elective for major: (list major)

     WOU – BA101: Business

☒ Course Equivalency: (list comparable courses; identify univ.

     EOU: BA101-Introduction to Business in the Global Environment;

     PSU: BA101-Introduction to Business & World Affairs;

     SOU: BA110* -Business, Government & Society

     WOU: BA101-Introduction to Business

☐ Other:

☐ Elective only   *this is the correct course number at SOU*

Transfer/Articulation of Individual CGCC Courses

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**):

1. University of Oregon: Kim Rambo-Reinitz, Associate Director, Advising, Undergraduate Programs – Lundquist College of Business. Mar 17, 23 @ 4:18 PM; Mar 18, 23 @ 10:57 AM.
2. Eastern Oregon University: Meghan Counsell, Advisor for Business and Economics. Mar 16, 23 @ 1:30 PM. Email confirmation attached.
3. Portland State University: Dr. Becky Sanchez, Asst. Dean of Student Success - The School of Business. Mar 16, 23 @ 2:31 PM; Mar 17, 23 @ 2:24 PM. Email confirmation attached.
4. Southern Oregon University: Dr. David Parker, Senior Instructor – School of Business. Mar 16, 23 @ 2:50 PM; Mar 17, 23 @ 4:18 PM; Mar 18, 23 @ 10:57 AM. Email confirmation attached.
5. Western Oregon University: Dr. Bojan Ilievski, Associat4 Professor, Division Chair of Business/Economics Division. Feb 22, 23 @ 11:59 AM; Mar 20, 23 @ 11:56 AM

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: 3/22/23_____

Printed Name: Todd Meislahn_____   Title: Chair_____

Department: Business Pathway_____   E-mail: tmeislahn@cgcc.edu_____

From: **Meghan Counsell** mcounsel@eou.edu
Subject: [External] Re: [External] Re: [External] Re: [External] Re: Business Gen Ed
Date: March 17, 2023 at 2:12 PM
To: Todd Meislahn tmeislahn@cgcc.edu

That's correct. Our Human Resources course is BA 451. So it's upper division.
Meghan

On Fri, Mar 17, 2023, 1:49 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Meghan -

Just to confirm, neither BA101, BA208, or BA285 are required to major in any of your programs?

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Thu, Mar 16, 2023 at 2:20PM Meghan Counsell <mcounsel@eou.edu> wrote:

Hello Todd,
BA 101 only counts as a General Education Gateway course. BA 208 and BA 285 are just electives. If you send the syllabus for BA 285, I can see if it counts as a Diversity course (DPD) 4 credit requirement.
Meghan

Remember:

- *Make an appointment: book.me or Navigate*
- *Tech Intro: https://www.eou.edu/it/intro/*
- *For information on the wait-list: https://www.eou.edu/registrar/wl-faqs/*
- *How to register in Mountie Hub*
- **Check out how your classes will transfer over HERE!**

Meghan Counsell
Advisor for Business and Economics
College of Business
Zabel Hall 223
p: 541-962-3275   text only: 541-423-7049
w: eou.edu/advising/

Go, Mountaineers!

On Thu, Mar 16, 2023 at 1:56PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Sorry - one more question:

Can these courses count as:

- Requirements in a major;
- Electives for a major; or
- An elective only?

- An elective only?

If requirements or electives for a major, can you tell me which major(s)?

I know this is a lot of data to ask for - if you can point me to the proper links, I can try to determine the answers myself. As you can tell, this is my first time trying to get these designations and my background is business, not higher ed.

Thanks for your patience!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

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1730 College Way, Hood River, OR 97031, Room 210

On Thu, Mar 16, 2023 at 1:30PM Meghan Counsell <mcounsel@eou.edu> wrote:

Hello Todd,
BA 101 will transfer in as long as it was taken winter of 2019 to current. We didn't make BA 101 a Gen Ed (GTW) until the winter of 2019.

BA 101 Intro to Business	BA 101 Intro to Bus in Global Env*GTW	Gen Ed-Gateway
	Course was awarded GTW starting Winter 2019.	

BA208 - Business Ethics **will transfer over as Lower Division Transfer (LDT) electives.**
BA285 - Human Relations in Organizations **will transfer over as Lower Division Transfer (LDT) electives.**
This is what I found looking at our transfer equivalency page.
Meghan

Remember:

- *Make an appointment: book.me or Navigate*
- *Tech Intro: https://www.eou.edu/it/intro/*
- *For information on the wait-list: https://www.eou.edu/registrar/wl-faqs/*
- *How to register in Mountie Hub*
- **Check out how your classes will transfer over HERE!**

Meghan Counsell
Advisor for Business and Economics
College of Business
Zabel Hall 223
p: 541-962-3275 text only: 541-423-7049
w: eou.edu/advising/

EASTERN
OREGON
UNIVERSITY

Go, Mountaineers!

On Thu, Mar 16, 2023 at 12:45PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Meghan - I have two followup questions for you:

1) Can you tell me if our "BA101 - Introduction to Business" transfers to EOU as a Gen Ed course, i.e., for your "BA101 - Introduction to Business in a Global Environment?"; and

2) If the following CGCC courses transfer to EOU (not as Gen Ed courses, just normal transferability) or if there is someone else I should ask?

- BA208 - Business Ethics
- BA285 - Human Relations in Organizations

Thanks!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

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400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Thu, Dec 8, 2022 at 1:06 PM Meghan Counsell <mcounsel@eou.edu> wrote:
Hello Todd,
We currently have ECON 202 & 201 Macroeconomics and Microeconomics as Social Science courses. BA 220 Gender, Work & Society is also a Social Science and a Diversity course. BA 101 Introduction to Global Business is a Gateway credit. Recently, two of our Agriculture Entrepreneurship courses, AE 101 and 102 are now Gateway credits. Here you can see our list of Gen Eds. This hasn't been updated to reflect AE 101 and AE 102 yet.
In case she has anything to add, I have copied our Chair of Business/Curriculum Committee on this email. Please let me know if you have any questions.
Meghan

On Thu, Dec 8, 2022, 12:56 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hello, Meghan -

My name is Todd Meislahn and I chair the Business & Entrepreneurship program at Columbia Gorge Community College. I'm attempting to have some of our BA courses designated as Gen Ed courses and am asking what, if any, business courses at EOU are already designated as Gen Ed. It's always easier to implement something new here if I can point to another institution where it's already being done.

If you are not the correct person to answer this, could you please forward this to the right contact or reply to me with their information?

Thank you for your time - please let me know if you have any clarification.

Todd Meislahn

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

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From: **Becky Sanchez** beckys@pdx.edu
Subject: [External] Re: [External] Re: [External] Re: Business Gen Ed
Date: March 17, 2023 at 2:24 PM
To: Todd Meislahn tmeislahn@cgcc.edu

BS

HI Todd (moving Cliff & Jacob to bcc),

Yes, BA 101 is required for the major.

We do not offer BA208-Business Ethics or BA285-Human relations in Organizations at all which is why the course just transfer as electives in business.

_____

Dr. Becky Sanchez, NCC (She/Her)
Assistant Dean of Student Success
The School of Business
Portland State University

(503) 725-4745 | beckys@pdx.edu

Check out our Graduate Business Programs

Check out our Undergraduate Business Programs

Check out our School of Business Career Center

On 3/17/2023 1:55 PM, Todd Meislahn wrote:
> Great - thanks - two followup questions:
>
> Is BA101 required for a major (I assume it is for business, but want to confirm)?
>
> Do you not offer BA208-Business Ethics or BA285-Human relations in Organizations? I was just wondering if they are equivalent courses to yours or you just don't offer them.
>
> Thanks!
>
> **Todd Meislahn**
> **Professor & Chair - Business & Entrepreneurship Program**
> **Advisor - Small Business Development Center**
> 541-506-6124
> tmeislahn@cgcc.edu
> -----
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> 400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
> 1730 College Way, Hood River, OR 97031, Room 210
> -----
>
>
> On Thu, Mar 16, 2023 at 2:31PM Becky Sanchez <beckys@pdx.edu> wrote:
>
>> Hi Todd,
>>
>> Here is how those courses transfer to PSU:
>>
>>   • BA101 - Introduction to Business - BA 101 at PSU
>>   • BA208 - Business Ethics - BA LD (Lower Division) at PSU so business elective
>>   • BA285 - Human Relations in Organizations - BA LD (Lower Division) at PSU so business elective
>>
>> We don't teach lower division courses in ethics or human relations which is why they don't transfer as distinct course numbers.
>>
>> _____
>>
>> Dr. Becky Sanchez, NCC (She/Her)
>> Assistant Dean of Student Success
>> (503) 725-4745 | beckys@pdx.edu
>>
>> The School of Business
>> Portland State University
>>
>>
>> Check out our Graduate Business Programs
>> Check out our Undergraduate Business Programs
>> Meet with a Business Career Center Coach or View Career Resources

On 3/16/2023 12:48 PM, Todd Meislahn wrote:

Hi, Becky - I have a followup question for you:

Can you tell me if the following CGCC courses transfer to PSU (not as Gen Ed courses, just normal transferability) or if there is someone else I should ask?

- BA101 - Introduction to Business
- BA208 - Business Ethics
- BA285 - Human Relations in Organizations

Thanks!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Thu, Dec 8, 2022 at 1:11PM Becky Sanchez <beckys@pdx.edu> wrote:

Hi Todd,

I am happy to help answer this.

Sadly, none of our business classes at PSU are counted as general education. For years we have thought that Personal Finance should be a general education course but have not attempted to get it included. We have business minor courses that non-business students take but they do not fulfill any gen ed requirements.

I wish you so much luck in your endeavor trying to get them included!

_____

Dr. Becky Sanchez, NCC (She/Her)
Assistant Dean of Student Success
(503) 725-4745 | beckys@pdx.edu

The School of Business
Portland State University

Together, let's change the meeting & email culture of our work:

* Consider whether everyone needs to see your reply before hitting "reply all".
* End meetings 5-10 minutes before the next hour/half hour to allow time for travel or self-care between meetings. Check "Speedy meetings" under Google Calendar Event Settings.
* My workday may look different than your workday. Please do not feel obligated to respond outside of your normal working hours.
* Try to keep emails short to allow more time for relationship, please call me if you have a more lengthy request or situation so that we can connect.

On 12/8/2022 1:04 PM, Clifford Allen wrote:

Hi Todd,
Copying Becky and Jacob here who might be able to answer your question.

Thanks

On Thu, Dec 8, 2022 at 1:03 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hello, Cliff -

My name is Todd Meislahn and I chair the Business & Entrepreneurship program at Columbia Gorge Community College. I'm attempting to have some of our BA courses designated as Gen Ed courses and am asking what, if any, business courses at PSU are already designated as Gen Ed. It's always easier to implement something new here if I can point to another institution where it's already being done.

If you are not the correct person to answer this, could you please forward this to the right contact or reply to me with their information?

their information?

Thank you for your time - please let me know if you have any clarification.

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
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tmeislahn@cgcc.edu

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--

[?]

Cliff Allen
Pronouns (he, him, his)
Dean
Vergil Miller Professor
School of Business Administration
Portland State University
503-725-5053
cliffa@pdx.edu
https://www.linkedin.com/pub/cliff-allen/a/761/7b5

From: **David Parker** parkerd@sou.edu
Subject: [External] Re: [External] Re: [External] Re: [External] Re: Business/Gen Ed question
Date: March 18, 2023 at 10:57 AM
To: Todd Meislahn tmeislahn@cgcc.edu

Hi Todd,

Both classes would come to SOU as lower division transfer (LDT) credits without any other designation.

You would want to list the transfer credits as "elective only" as they would not meet any of the lower division business requirements.

As soon as I get to a computer, I'll send you a list of our pre-business (business and non-business) requirements for the business major. All pre-business classes are 100 and 200 level classes.

Cheers,
David
I apologize in advance for any typing errors.
Sent from my phone

> On Mar 18, 2023, at 10:50 AM, Todd Meislahn <tmeislahn@cgcc.edu> wrote:
>
> Sorry - one more clarification (this transferability form is a pain...) - would BA208 and BA285 count as *business* electives, or simply electives in general? Our form gives me these two options for those two courses:
>
> - Elective for major
> - Elective only
>
> Just trying to decide which box to check...
>
> **Todd Meislahn**
> **Professor & Chair - Business & Entrepreneurship Program**
> **Advisor - Small Business Development Center**
> 541-506-6124
> tmeislahn@cgcc.edu
> -----
> Columbia Gorge Community College
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> 1730 College Way, Hood River, OR 97031, Room 210
> -----
>
> > On Fri, Mar 17, 2023 at 4:18PM David Parker <parkerd@sou.edu> wrote:
> > Hello Todd,
> >
> > Yes, BA 110 (101) is required for the degree and the other two classes would come in as elective credits.
> >
> > Cheers,
> > David
> > I apologize in advance for any typing errors.
> > Sent from my phone
> >
> > > On Mar 17, 2023, at 3:24 PM, Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> > >
> > >
> > > Thanks, David -
> > >
> > > Followup questions:
> > >
> > > Is your BA110 (soon to be BA101) a required course for a business major?
> > > Also, BA208 & BA285 would just count as electives - is that correct?
> > >
> > > **Todd Meislahn**
> > > **Professor & Chair - Business & Entrepreneurship Program**
> > > **Advisor - Small Business Development Center**
> > > 541-506-6124
> > > tmeislahn@cgcc.edu
> > > -----
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> > > 1730 College Way, Hood River, OR 97031, Room 210

On Thu, Mar 16, 2023 at 2:50PM David Parker <parkerd@sou.edu> wrote:

Hello Todd,

Nice to hear from you. While BA 208 is not on our transfer list, we would bring the class over as a Lower Division Transfer course. Meaning the students will receive the credits earned at CGCC in their overall credit count. We just don't have an equivalent lower-division course. BA101 comes in as BA110, so that is an easy transfer.

I am in the process of updating our BA110 Business Government and Society course to change it to the BA101 Introduction to Business as outlined by the Common Course Numbering Subcommittee. Once the changes have been implemented, BA101 will be a direct transfer.

Here are how the classes transfer to SOU:

BA 101 Introduction to Business	-	BA 110 Business Government & Society
BA 285 Human Relations-Organizations	-	BA LDT (Lower Division Transfer)
BA 208 Business Ethics	-	BA LDT (Lower Division Transfer)

Hope that helps.

Cheers,
David

Dr. David Parker, MBA, DBA, Senior Instructor I
School of Business - Certificate in Wine Business Coordinator

Southern Oregon University
1250 Siskiyou Blvd | Ashland, OR 97520
541.552.6707 | Britt Hall #118

Zoom Meeting: https://sou.zoom.us/j/7473054723
To schedule an appointment: https://sou.campus.eab.com/pal/ZWT1a149Zu

"Life isn't about waiting for the storm to pass. It's about learning how to dance in the rain."

- Vivian Greene

On Thu, Mar 16, 2023 at 1:04PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, again, David -

I have a followup question for you:

Can you tell me if the following CGCC courses transfer to SOU (not as Gen Ed courses, just normal transferability) or if there is someone else I should ask?

- BA101 - Introduction to Business
- BA208 - Business Ethics
- BA285 - Human Relations in Organizations

Thanks!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Wed, Mar 1, 2023 at 4:12PM David Parker <parkerd@sou.edu> wrote:
Hi Todd,

I am so sorry for not responding to your earlier email. I had full intentions of responding in a more timely fashion, but every time I turned around someone was tugging at my shirttail trying to get my attention.

I have bad news to share with you. Southern Oregon University has made changes to our Gen Ed requirements and in doing so, none of the School of Business classes are included in the new Gen Ed model. Under the old model, several of our classes met the Gen Ed requirement, that is no longer the case.

Gone away are the days of Humanities, Social Science, Science with Lab, and Quantitative Reasoning having been replaced by Communication & Expression, Creativity & Innovation, Inquiry & Analysis, and Numerical Literacy. I am not sure how this new model will fair with the HECC, especially in light of the new common course numbering system.

<image.png>

I wish I could be more helpful.

Cheers,
David

Dr. David Parker, MBA, DBA, Senior Instructor I
School of Business - Certificate in Wine Business Coordinator

Southern Oregon University
1250 Siskiyou Blvd l Ashland, OR 97520
541.552.6707 l Britt Hall #118

Zoom Meeting: https://sou.zoom.us/j/7473054723
To schedule an appointment: https://sou.campus.eab.com/pal/ZWT1a149Zu

"Life isn't about waiting for the storm to pass. It's about learning how to dance in the rain."   - Vivian Greene

On Wed, Mar 1, 2023 at 11:19AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, again, David -

I'm following up to see if you got this message and might have a response. Thank you.

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

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400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Wed, Feb 22, 2023 at 11:34 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, David -

I'm not sure if we've met - I'm on the Business MTM committee and chair the Business & Entrepreneurship program at CGCC. I'm attempting to have some of our BA courses designated Gen Ed and am asking what, if any, business courses at SOU are already designated as Gen Ed (and under what category of Gen Ed). It's always easier to implement something new here if I can point to another institution where it's already being done.

Thank you for your time - please let me know if you have any clarification.

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

From: **Kim Rambo-Reinitz** krambo@uoregon.edu
Subject: [External] RE: [External] FW: [External] Core Education Question
Date: March 21, 2023 at 1:44 PM
To: Todd Meislahn tmeislahn@cgcc.edu

Hi Todd,
1. Yes, BA 101 transfers as a Social Science area course.
2. Here is a link to all of the courses that have transferred to UO from Mt. Hood Community College and how they have been evaluated: https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=d0a6a2f2-29ce-442a-98dc-32708fef23ab&aid=460032e6-bafd-421e-b5b0-bf007a3c990b
   Sometimes this link leads you to a new screen, if it does, simply go to the M's and click on Mt. Hood Community College

Best,
Kim

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Thursday, March 16, 2023 12:47 PM
To: Kim Rambo-Reinitz <krambo@uoregon.edu>
Subject: Re: [External] FW: [External] Core Education Question

Hi, again, Kim - I have two followup questions for you:

1) Can you tell me if our "BA101 - Introduction to Business" transfers to UO as a Gen Ed course, i.e., for your "BA101 - Introduction to Business?"; and

2) If the following CGCC courses transfer to UO (not as Gen Ed courses, just normal transferability) or if there is someone else I should ask?

- BA208 - Business Ethics
- BA285 - Human Relations in Organizations
Thanks!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

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400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Thu, Mar 9, 2023 at 2:46PM Kim Rambo-Reinitz <krambo@uoregon.edu> wrote:

> Hi Todd,
> Here is the SBUS 250 information.
>
> Thanks!

Thanks!
Kim

Hi Kim,
Attached the syllabus SBUS 250 online course with the information you asked for.
Best,
Yoav

Thank you! Yoav, so sorry, I meant to include SBUS 250 in the message below. Do you mind forwarding me that information?

Kim

Kim,

The BA 101 syllabus does a good job of delineating the course content by class and course outcomes. The syllabus is attached.

Hi Erik and Yoav,
I hope you are doing well. I was contacted by a faculty member at Columbia Gorge Community College inquiring about the course content and outcome guides for our two general education eligible courses: BA 101 and SBUS 250. Would you mind providing the information Todd is requesting for BA 101?

Thank you.

Kim

Kim Rambo-Reinitz
Associate Director, Academic Advising
Advising & Student Experience

University of Oregon | Lundquist College of Business
krambo@uoregon.edu | T 541-346-5755
https://business.uoregon.edu/ug/advising
Pronouns: She/Her/Hers

Students: Please include your name and UO ID number in your email.

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Wednesday, March 01, 2023 10:30 AM
To: Kim Rambo-Reinitz <krambo@uoregon.edu>
Subject: Re: [External] Core Education Question

Hi, Kim -

Could you send me a link to the Course Content and Outcome Guides for each of these courses? That would be helpful in determining what changes I might need to make to ours.

Thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
541-506-6124
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

On Wed, Feb 22, 2023 at 9:31 AM Kim Rambo-Reinitz <krambo@uoregon.edu> wrote:

> Hello Todd,
> I received a note from our Program Specialist, Julia Riley, that you called to determine if any upper division business courses count toward the UO general education/core education requirements. None of the upper division business courses count toward any UO general education requirements. The business courses that count toward these requirements are:
>
> BA 101: Introduction to Business--- Social Science Area
> SBUS 250: Sports Business and Society—Social Science Area and Cultural

Literacy/Global Perspectives

Here is a link that allows you to search by course subject to determine which courses count toward UO Core Education requirements: https://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses

Please let me know if you have any further questions.

Best,
Kim

Kim Rambo-Reinitz
Associate Director, Academic Advising
Advising & Student Experience

University of Oregon I Lundquist College of Business
krambo@uoregon.edu I T 541-346-5755
https://business.uoregon.edu/ug/advising
Pronouns: She/Her/Hers

Students: Please include your name and UO ID number in your email.

From: **Bojan Ilievski** ilievskib@mail.wou.edu
Subject: [External] Re: [External] Re: [External] Re: Business/Gen Ed question
Date: March 20, 2023 at 11:56 AM
To: Todd Meislahn tmeislahn@cgcc.edu

Hi Todd-

I'm so sorry I forgot to respond.

The answer to:

1) is no, it doesn't. It has only the potential to transfer as an upper division elective for the business major.

2) Yes, they would transfer as either electives or as upper division elective for the business major. We accept up to 6 credits in our upper division electives.

Let me know if that helps
Thank you

On Mon, Mar 20, 2023 at 11:48AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> Hi, Bojan - Just following up on my email from Thursday. Sorry for the reminder - I have to submit my application for Gen Ed designation to our curriculum Committee this week.
>
> Thank you!
>
> **Todd Meislahn**
> **Professor & Chair - Business & Entrepreneurship Program**
> **Advisor - Small Business Development Center**
> 541-506-6124
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> -----
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>
> On Thu, Mar 16, 2023 at 12:52PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> > Sorry - I meant your BA362 - Business Ethics!
> >
> > **Todd Meislahn**
> > **Professor & Chair - Business & Entrepreneurship Program**
> > **Advisor - Small Business Development Center**
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> > -----
> >
> >
> > On Thu, Mar 16, 2023 at 12:51PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
> > > Hi, again, Bojan -
> > >
> > > I have two followup questions for you:
> > >
> > > 1) Can you tell me if our "BA208 - Business Ethics" transfers to WOU as a Gen Ed course, i.e., for your "BA208 - Business Ethics?"; and
> > >
> > > 2) If the following CGCC courses transfer to WOU (not as Gen Ed courses, just normal transferability) or if there is someone else I should ask?
> > >
> > > - BA101 - Introduction to Business
> > > - BA285 - Human Relations in Organizations
> > >
> > > Thanks!
> > >
> > > **Todd Meislahn**
> > > **Professor & Chair - Business & Entrepreneurship Program**

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On Wed, Feb 22, 2023 at 2:56PM Bojan Ilievski <ilievskib@mail.wou.edu> wrote:
Anytime, and if it isn't a big ask, please let me know how it goes for you.

I noticed you have an office in Hood River. Now and then, my family and I go to Hood River. Let's grab a drink/bite to eat when we go there again.

Bojan

On Wed, Feb 22, 2023 at 12:13 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Yes - very helpful - thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
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On Wed, Feb 22, 2023 at 11:59 AM Bojan Ilievski <ilievskib@mail.wou.edu> wrote:
Hi Todd-

Thank you for reaching out. Unfortunately, my answer will be short since we only have BA 362 (Business Ethics) in our GenEd. It falls under Citizenship, Social Responsibility, and Global Awareness.

We also have EC 200 (Introduction to Economics Perspectives) under Critical Thinking; and EC 201 and EC 202 under Social, Historic, and Civic Perspectives.

There's room for more classes to go into our GenEd, but we don't have enough service capacity to get them through the curricular process.

I hope this is helpful and please let me know if you have any other questions.

Best regards,
Bojan

On Wed, Feb 22, 2023 at 11:37 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Bojan -

I'm not sure if we've met - I'm on the Business MTM committee and chair the Business & Entrepreneurship program at CGCC. I'm attempting to have some of our BA courses designated Gen Ed and am asking what, if any, business courses at WOU are already designated as Gen Ed (and under what category of Gen Ed). It's always easier to implement something new here if I can point to another institution where it's already being done.

Thank you for your time - please let me know if you need any clarification.

Todd Meislahn
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Bojan Ilievski, PhD
Chair and Associate Professor of Economics and Finance

Division of Business and Economics | LinkedIn
Phi Kappa Phi Chapter President
Western Oregon University
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Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Health	Submitter name: Phone: Email:	Janie Griffin jgriffin@cgcc.edu
Course prefix and number	EMS 100	Course title	Introduction to Emergency Medical Services

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	2	Lecture	1
Lab		Lab	
Lecture/Lab		Lecture/Lab	2
Total weekly contact hours	2	Total weekly contact hours	3
Total credits	2	Total credits	2

Reason for change:	Apprenticeship program requires 30 hours of instruction for Intro to EMS. The department believes this is also a more representative allocation of hours for the content to be taught.

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.

☐ Yes ☒ 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?

☐ Yes ☒ 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?

☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	Will change contact hours for students enrolled in the Emergency Medical Technician certificate and the Paramedic AAS. The new distribution of contact hours is appropriate for these programs.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?

☐ Yes ☒ No	If yes, please describe	

Implementation term	☒ Next available term after approval
	☐ Specific term (if after next available term):

SECTION #2 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	4/6/2023

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

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name: Phone: Email:	Janie Griffin jgriffin@cgcc.edu
Prefix and Course Number:	APR 100	Credits:	2

Course Title: (75 characters max, including spaces)	Introduction to Emergency Medical Services

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 11 Lec/lab: 22 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☒ Yes ☐ No	Prefix, number and title: EMS 100 Introduction to Emergency Medical Services

Reason for the new course.	To make apprenticeship course that cross-lists with EMS 100. To be used in new apprenticeship program with Mid-Columbia Fire Department.

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☒	☐

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

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

☐ placement into:		☐ placement into:		
course prefix & number: IRW 115 or WR 115 or equivalent placement	☒ prerequisite	☐ corequisite	☐ pre/co	
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co	
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co	

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

Introduces and integrates knowledge of prehospital Emergency Medical Services (EMS) systems. Explores the history of emergency medical services. Introduces rolls and responsibilities of the provider levels as well as communication systems and documentation. Prerequisites: IRW 115 or WR 115 or equivalent placement. 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. Demonstrate knowledge of the components, types, and oversight of EMS systems.
	2. Demonstrate knowledge of the history of EMS systems.
	3. Demonstrate knowledge of legislation and regulations related to EMS.
	4. Identify the different levels of prehospital providers and the systems involved in the delivery of EMS.
	5. Apply an introductory knowledge of prehospital communication and documentation.
	6. Demonstrate knowledge of the organizational structure and functions, as well as the role of the EMT, on an emergency scene.
Outcomes assessment strategies:	The methods of assessment may include one or more of the following tools: examination, quizzes, papers/homework assignments, discussion forums, small group problem solving of questions arising from application of course concepts and concerns to actual experience, short individually written projects.

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:** Demonstrate knowledge of the components, types, and oversight of EMS systems.
	
	• 15 required components of an EMS system
	   o Integration of health services
	   o EMS research
	   o Legislation and regulation
	   o System finance

- o Human resources
- o Medical direction
- o Education and training systems
- o Public access and education
- o Prevention
- o Transportation
- o Communication systems
- o Clinical care facilities
- o Patient information and education systems
- o Mutual aid agreements
- o Evaluation
- 14 attributes from the *EMS Agenda for the Future*:
  - o Integration of health services
  - o EMS research
  - o Legislation and regulation
  - o System finance
  - o Human resources
  - o Medical direction
  - o Education systems
  - o Public education
  - o Prevention
  - o Public access
  - o Communication systems
  - o Clinical care
  - o Information systems
  - o Evaluation
- Types of EMS system models
  - o Fire-based EMS
  - o Third-services EMS (municipalities)
  - o Private EMS agency
  - o Hospital-based EMS
  - o Hybrid or other
- Indirect vs direct medical oversight

Outcome #2: Demonstrate knowledge of the history of EMS systems.
- Pre-industrial era
- Industrial era
- Modern era

Outcome #3: Demonstrate knowledge of the legislation and regulations related to EMS.
- The federal role
- The state role
- COBRA

	Outcome #4: Identify the different levels of prehospital providers and the systems involved in the delivery of EMS.
	• Identify prehospital providers involved in the delivery of EMS
	° The dispatcher
	° Emergency Medical Responder
	° EMT
	• The Roll of EMD and allied health professionals
	• Examples of specialized EMS providers
	° Advanced EMT
	° Paramedic
	• State the roll of CISM
	Outcome #5: Apply an introductory knowledge of prehospital communication and documentation.
	• Types of communication in the prehospital setting
	• Communications technology
	• Telemedicine
	• Data collection tools and chart writing techniques
	• Data collection, validation, transfer and usage
	Outcome #6: Demonstrate knowledge of the organizational structure and functions, as well as the role of the EMT, on an emergency scene.
	• Incident Command System
Suggested Texts & Materials (specify if any texts or materials are required)	Use of listed Texts/Materials is not required unless so noted. This text is suggested and can also be used for EMS 116. • Introduction to EMS Systems, Bruce Waltz, ISBN: D7668-1984-1
Department Notes (optional)	The course aligns with the current National EMS Education Standards.

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	APR 100 will be a part of the new apprenticeship program being created in collaboration with MCFD. APR courses are permitted to live within the college's curriculum without being attached to a degree or a certificate. Next year, the department will created a certificate to go along with the apprenticeship program.
Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **yes,** the related instruction [form](#), available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	EMS 100 and APR 100 will be cross-listed, having identical title, description and outcomes.	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: notified when EMS 100 was created ☐ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):	
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	4.6.23

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

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name: Phone: Email:	Janie Griffin jgriffin@cgcc.edu
Prefix and Course Number:	APR 105	Credits:	6

Course Title: (75 characters max, including spaces)	EMT Part I

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 40 Lab: 30

Is this course equivalent to another? They must have the same description, outcomes and credit.	☒ Yes ☐ No	Prefix, number and title: EMS 105 EMT Part I

Reason for the new course.	To make apprenticeship course that cross-lists with EMS 105. To be used in new apprenticeship program with Mid-Columbia Fire Department.

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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

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

☒ placement into: placement into MTH 65	☐ placement into:		
course prefix & number: IRW 115 or WR 115 or equivalent placement	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: current HCP CPR card	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

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

Introduces the role of the Emergency Medical Technician (EMT) at the novice level. Develops the necessary understanding of human anatomy and physiology, as well as knowledge of relevant medical terminology. Provides training in the identification and use of EMT equipment, the assessment of patient status and development of a patient plan, the use of appropriate interventions, and professional and interpersonal communication in the prehospital setting. Explores the use of evidence-based practices in the EMT field, and provides an introduction to the legal and ethical issues that may be encountered by the novice EMT. This is Part 1 of the 2-part Oregon EMT series. Course sequence requires a mandatory orientation, and passing a criminal background check and drug screen. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65; current HCP CPR card. 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. Apply knowledge of basic anatomy and physiology of the human body and medical terminology as it relates to patient assessment in pre-hospital emergency situations.
	2. Identify and use equipment needed to assess and care for the sick or injured patient at the novice EMT level
	3. Assess patient status and analyze information in order to formulate a patient treatment plan at the novice EMT level.
	4. Perform appropriate interventions at a novice EMT level.
	5. Have a basic understanding of EMS communications systems and interpersonal communication as they relate to the prehospital setting.
	6. Have an understanding of the legal requirements and obligations of an EMT.
Outcomes assessment strategies:	Because the role of an EMT often places the person in life and death circumstances, the assessment and grading of the students in this 2-class sequence will be held to the highest levels. Students must maintain an average of 70 or above on ALL written tests and prove mastery of ALL skill stations.
	Students will be expected to complete assigned portions of the workbook and have it reviewed by the instructor on a regular basis. It is the responsibility of the student to keep up with missed assignments and tests.

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:** Apply knowledge of basic anatomy and physiology of the human body and medical terminology as it relates to patient assessment in pre-hospital emergency situations.
	
	• The components of medical terminology
	   o Abbreviations and acronyms
	   o Anatomic terms
	      ▪ Directional and positional terms
	• Anatomy & Physiology
	   o Locating body organs and structures
	   o Body systems
	      ▪ Musculoskeletal
	      ▪ Respiratory
	      ▪ Cardiovascular
	      ▪ Nervous
	      ▪ Digestive
	      ▪ Integumentary
	      ▪ Endocrine
	      ▪ Renal
	      ▪ Reproductive
	
	Outcome #2: Identify and use equipment needed to assess and care for the sick or injured patient at the novice EMT level
	
	• Lifting and moving patients
	   o Choosing a carrying device
	   o Body mechanics
	   o Airway adjuncts
	      ▪ OPA
	      ▪ NPA
	   o Oxygen delivery
	      ▪ Nasal cannula
	      ▪ NRB Mask
	      ▪ BVM
	• Suctioning
	• AED
	• Vital signs and monitoring devices
	   o Sphygmomanometer
	   o Stethoscope
	   o Pulse oximetry
	   o CBG monitoring

Outcome #3: Assess patient status and analyze scene information in order to formulate a patient treatment plan at the novice EMT level.

- Scene size up
    - Scene safety
    - Nature of the call
- Primary Assessment
    - Forming a general impression
    - The chief complaint
    - Mental status assessment
    - Assessment of the ABC's
    - Determining patient priority
- Secondary Assessment
    - Techniques of assessment
    - Specific examinations of body systems
- Assessment of the responsive patient
- Assessment of the unresponsive patient
- History gathering
- Critical thinking and decision making
    - How a clinician reaches a diagnosis
- Reassessment

Outcome #4: Perform appropriate interventions at a novice EMT level.

- Pharmacological interventions
    - Oxygen
    - Aspiring
    - Albuterol
    - Oral Glucose
    - Narcan
    - Eip 1:1000
- Airway management
- CPR / AED

Outcome #5: Provide safe and orderly transportation and appropriate transfer of patient care to hospital staff at the novice EMT level.

- Communication Systems
    - Radio communication
    - Radio reports
- Communication types
    - Interpersonal communication
    - Therapeutic communication
- Prehospital care report
    - Functions of the PCR
    - Elements of the PCR

	o Types of documentation
	   o Special documentation issues
	      ▪ POLST
	
	Outcome #6: Utilize evidence-based practice in the care of the pre-hospital patient at the novice EMT level.
	• Understanding legal issues as related to EMS
	• Scope of practice
	• Consent and refusal
	• POLST, DNR and Power of Attorney
	• Negligence
	• Duty to act
	• Good Samaritan law
	• Confidentiality
	• Crime scenes
	• Mandatory reporting requirements

Suggested Texts & Materials (specify if any texts or materials are required)	Use of listed Texts/Materials is not required unless so noted. • Emergency Care, 13th edition, by Limmer et al, ISBN: 9780134024554 • Workbook for Emergency Care, 13th edition, by Elling & Bergeron, ISBN: 9780134010731
Department Notes (optional)	Students must attend a mandatory orientation for information on personal and medical requirements for the course sequence. Students who wish to register after the mandatory orientation must contact the instructor for permission. Entire course sequence (EMS 105 and EMS 106) is offered once per year. Note: only the CPR for HCP card is a pre-requisite for this course. Other clinical requirements as listed in the OHA rules must be met prior to any participation in a clinical setting during EMS 106. Clinical facilities must have time to process students prior to attendance in the clinical setting; therefore, students must complete these requirements prior to the start of EMS 106. For a complete listing of administrative standards for health profession student clinical training, including required immunizations, TB screening, current AHA CPR for HCP card, and ability to pass a background & sex offender check and drug screening, see http://www.oregon.gov/oha/OHPR/Pages/sct.aspx Cost for the background check and drug screen is collected with course fees. National Registry EMT https://www.nremt.org/ **National Registry EMT and Oregon EMT testing:** On completion of the entire EMS sequence (EMS 105 & EMS 106), students are eligible to apply for licensing testing. Applicants should be aware that to be eligible to take the NR-EMT exam, they must be 18 years old. In addition, the following questions are asked on the National Registry EMT and/or the Oregon EMT Application: 1. Do you or have you had within the past 10 years, any physical or mental condition that impairs, could impair, or has impaired your ability to perform the duties of an EMT? If you answer yes, explain whether your condition is controlled by medication

	or other treatment and how your condition treated or untreated, affects your ability to perform the duties of an EMT.
	2. Do you or have you used in the last 10 years, any drug or chemical substance for other than legitimate medical purposes that impairs or has impaired your ability to perform the duties of an EMT?
	3. Have you been counseled about, diagnosed with, or treated for, a dependency on alcohol or drugs within the last 10 years?
	4. Have you ever been arrested, charged with, or convicted of any misdemeanor or felony? (Minor traffic violations need not be reported.)
	5. Has an employer or supervising physician taken disciplinary action against you related to your duties as an EMT? (Discipline includes suspension, letter of reprimand, resignation in lieu of termination, a limitation or restriction of scope of practice or dismissal for cause.)
	6. Have you been named in a lawsuit alleging medical malpractice or misconduct related to providing medical care?
	7. Have you ever been disciplined, denied or revoked by the National Registry of EMTs or any health care certifying/licensing agency?
	8. Have you ever surrendered or resigned a health care license or certificate?
	9. Have you lived, worked, or attended school outside of Oregon for 60 or more consecutive days in the last 5 years?

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	APR 105 will be a part of the new apprenticeship program being created in collaboration with MCFD. APR courses are permitted to live within the college's curriculum without being attached to a degree or a certificate. Next year, the department will created a certificate to go along with the apprenticeship program.
Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	EMS 105 and APR 105 will be cross-listed, having identical title, description and outcomes.

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: notified when EMS 105 was created ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

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

SECTION #4 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	4.6.23

Department Chair (enter name of department chair): Janie Griffin

Department Dean (enter name of department dean): Janie Griffin

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health	Submitter name: Phone: Email:	Janie Griffin jgriffin@cgcc.edu
Prefix and Course Number:	APR 106	Credits:	6

Course Title: (75 characters max, including spaces)	EMT Part II

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 40 Lab: 30

Is this course equivalent to another? They must have the same description, outcomes and credit.	☒ Yes ☐ No	Prefix, number and title: EMS 105 EMT Part I

Reason for the new course.	To make apprenticeship course that cross-lists with EMS 106. To be used in new apprenticeship program with Mid-Columbia Fire Department.

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☐	☐

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

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

☒ placement into: placement into MTH 65	☐ placement into:

course prefix & number: EMS 105 with a "C" or better at CGCC within the previous 5 terms	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: current HCP CPR card	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

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

Continues EMS 105. Develops the basic knowledge and skills necessary to treat victims of trauma, patients that present with special challenges, and sick and injured pediatrics. Expands knowledge and understanding of specific incidents that the Emergency Medical Technician may encounter in the field such as mass-casualty incidents, hazardous materials, motor vehicle collisions, and acts of terrorism. Includes preparation for state and national licensing exams. Requires meeting Oregon Health Authority Standards for health profession student clinical training, including immunizations, TB screening and the ability to pass a criminal background check and drug screen before placement into mandatory clinical observations in hospital emergency department and ambulance ride-along experience. Prerequisites: completion of EMS 105 with a "C" or better at CGCC within the previous 5 terms; current HCP CPR card.

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 use tools needed to care for the sick and injured patient at an EMT level.
	2. Perform proper medical/trauma patient assessment/management for various disorders/emergencies at the novice EMT level.
	3. Properly administer appropriate medications within the EMT B Scope of Practice.
	4. Demonstrate team leadership skills.
	5. Communicate effectively and construct a well-written "run report."
	6. Abide by state, national, and local protocols governing EMTs.
	7. Be prepared to take the state and national EMT certification exams.
Outcomes assessment strategies:	Because the role of an EMT often places the person in life and death circumstances, the assessment and grading of the students in this class will be held to the highest levels. Students must maintain an average in the class on ALL written tests with a score of 70 or above and prove mastery of ALL skill stations.
	Students will be expected to show completion of the entire workbook by the end of the course and have it reviewed by the instructor on a regular basis. It is the responsibility of the student to keep up with missed assignments and tests.

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 use tools needed to care for trauma patient at the novice EMT level.
	
	• Bandaging
	    o Identify different types of bandages
	    o Identify different types of dressings
	    o Correct application of bandages and dressings
	• Splinting
	    o Identify types of splinting materials
	    o Splinting procedures and application
	    o Long back board
	• Tourniquets
	    o Indications for application
	    o Proper placement
	
	Outcome #2: Perform proper trauma patient assessment and appropriately manage a traumatic injury at the novice EMT level.
	• Bleeding: external and internal
	• Hypoperfusion
	    o Causes
	    o Types
	    o Severity
	    o Emergency care for shock
	• Soft tissue trauma
	    o Closed wound care
	    o Treating specific types of open wounds
	        ▪ Abrasions
	        ▪ Lacerations
	        ▪ Penetrating trauma
	        ▪ Avulsions
	        ▪ Amputations
	    o Burn injuries
	        ▪ Classification by agent and depth
	        ▪ Determining severity
	        ▪ Electrical and radiological burns
	    o Chest and abdominal injuries
	        ▪ Treatment of closed injuries
	        ▪ Treatment of open injuries
	• Musculoskeletal trauma
	    o Mechanism of injury
	    o Assessment and treatment
	        ▪ Splinting of specific bones
	        ▪ Upper extremities
	        ▪ Lower extremities

- Spine
- Craniofacial injuries

Outcome #3: Demonstrate team leadership skills in regards to management of patient care.
- Delegation of Patient treatment tasks
- Facilitation of smooth and rapid treatment of patient

Outcome #4: Have a basic understanding of childbirth to be able to recognize an obstetric emergency vs. a normal birth and be able to assist in an out of hospital delivery.
- The female reproductive system
- Fertilization of the ovum
- Physiologic changes in pregnancy
  - The reproductive system
  - Effects on the female body
- Labor and delivery
  - Stages of labor
  - Assessment of the gravid patient
- Care and assessment of the neonate
- Care after delivery
  - Delivery of the placenta
  - Controlling vaginal bleeding
- Childbirth complications
  - Complications of delivery
- Emergencies in pregnancy
- Gynecological emergencies
- Non-traumatic and traumatic bleeding
- Assault

Outcome #5: Have a general knowledge of the differences in the assessment of and caring for a pediatric and geriatric patient at the novice EMT level.
- Developmental characteristics of the pediatric patient
  - Anatomic and physiologic differences
  - Interacting with the pediatric patient
  - Interacting with the adolescent patient
  - Assessing the pediatric patient
- Pediatric assessment triangle
  - Physical exam
- Special considerations
- Airway differences
  - Maintenance
  - Oxygen delivery
  - Choking
- BLS CPR differences
- Recognition and care of shock

- Injury patterns
- Child abuse
- Age-related changes in the geriatric patient
  - Communication and history taking challenges
  - Illness and injuries differences

Outcome #6: Demonstrate an introductory knowledge of Hazardous materials and traffic safety.
- Highway Emergency Operations
  - Safety when operation on a roadway
- Vehicle extrication
  - Vehicle stabilization
  - Gaining access
- Recognizing and managing hazards
- Hazardous materials
  - Response on a roadway
  - In relation to terrorism
  - Responses to a terrorist attack
    - Chemical
    - Biological
    - Radiological
    - Explosive
- In domestic situations
  - Farming
  - Households

Outcome #7: Demonstrate an understanding of how to care for environmental emergencies at the novice EMT level.
- Cold related injuries
  - Hypothermia
  - Localized cold injuries
- Heat related injuries
  - Heat cramps
  - Heat exhaustion
  - Heat stroke
- Water related accidents and injuries
  - Drowning
  - Diving
  - SCUBA
  - Water and ice rescue
- Bites and stings
  - Insect
  - Snake
  - Marine

Suggested Texts & Materials (specify if any texts or materials are required)	Use of listed Texts/Materials is not required unless so noted. • Emergency Care, 13th edition, by Limmer et al, ISBN: 9780134024554 • Workbook for Emergency Care, 13th edition, by Elling & Bergeron, ISBN: 9780134010731
Department Notes (optional)	If not beginning EMS 106 in the term immediately following successful completion of EMS 105, resubmission of evidence of meeting mandatory information, including a current AHA CRP for HCP card to the EMS Program Coordinator is required. Contact the department for details. Note: Clinical requirements as listed in the OHA rules must be met prior to any participation in a clinical setting during EMS 106. Clinical facilities must have time to process students prior to attendance in the clinical setting; therefore, students must complete these requirements prior to the start of EMS 106. For a complete listing of administrative standards for health profession student clinical training, including required immunizations, TB screening, current AHA CPR for HCP card, and ability to pass a background & sex offender check and drug screening, see http://www.oregon.gov/oha/OHPR/Pages/sct.aspx. Cost for the background check and drug screen is collected with course fees. National Registry EMT https://www.nremt.org/ National Registry EMT and Oregon EMT testing: On completion of the entire EMS sequence (EMS 105 & EMS 106), students are eligible to apply for licensing testing. Applicants should be aware that to be eligible to take the NR-EMT exam, they must be 18 years old. In addition, the following questions are asked on the National Registry EMT and/or the Oregon EMT Application: 1. Do you or have you had within the past 10 years, any physical or mental condition that impairs, could impair, or has impaired your ability to perform the duties of an EMT? If you answer yes, explain whether your condition is controlled by medication or other treatment and how your condition treated or untreated, affects your ability to perform the duties of an EMT. 2. Do you or have you used in the last 10 years, any drug or chemical substance for other than legitimate medical purposes that impairs or has impaired your ability to perform the duties of an EMT? 3. Have you been counseled about, diagnosed with, or treated for, a dependency on alcohol or drugs within the last 10 years? 4. Have you ever been arrested, charged with, or convicted of any misdemeanor or felony? (Minor traffic violations need not be reported.) 5. Has an employer or supervising physician taken disciplinary action against you related to your duties as an EMT? (Discipline includes suspension, letter of reprimand, resignation in lieu of termination, a limitation or restriction of scope of practice or dismissal for cause.) 6. Have you been named in a lawsuit alleging medical malpractice or misconduct related to providing medical care?

	7. Have you ever been disciplined, denied or revoked by the National Registry of EMTs or any health care certifying/licensing agency?
	8. Have you ever surrendered or resigned a health care license or certificate?
	9. Have you lived, worked, or attended school outside of Oregon for 60 or more consecutive days in the last 5 years?

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☐ Yes ☒ No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed CGCC certificate or degree?	☐ Yes ☒ No

Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	APR 106 will be a part of the new apprenticeship program being created in collaboration with MCFD. APR courses are permitted to live within the college's curriculum without being attached to a degree or a certificate. Next year, the department will created a certificate to go along with the apprenticeship program.

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No

If **yes,** the related instruction [form](#), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	no

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	EMS 106 and APR 106 will be cross-listed, having identical title, description and outcomes.

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: notified when EMS 106 was created ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

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

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	4.6.23

Department Chair (enter name of department chair): Janie Griffin

Department Dean (enter name of department dean): Janie Griffin

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites	☐ Related Instruction
☒ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☐ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS		
Department	Arts, Culture and Communications	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Current prefix and number	WR 121L	Proposed prefix and number	No change
Current course title	Foundations of College Composition	Proposed title (75 characters max)	Foundations of Composition I
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	To match change in WR 121Z CCN title.		

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in College Composition. Provides appropriate support in writing, critical reading, and study skills in an interactive setting. Co-requisite: WR 121.	Focuses on the foundational skills, concepts, and communication needed to be successful in **Composition I**. Provides appropriate support in writing, critical reading, and study skills in an interactive setting. Co-requisite: **WR 121Z.**
Reason for description change	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☐ Placement into:				
prefix & number: WR 121		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent				
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☐ Placement into:				
prefix & number: WR 121Z		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	To match corequisite CCN for 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.)

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. Demonstrate the ability to effectively engage with the concepts and skills needed in WR 121. 2. Utilize study habits and learning strategies that promote success in WR 121.	Upon successful completion of this course, students will be able to: 1. Demonstrate the ability to effectively engage with the concepts and skills needed in **WR 121Z**. 2. Utilize study habits and learning strategies that promote success in **WR 121Z**.

Reason for outcomes change	Update references to WR 121Z following CCN update.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Demonstrate the ability to effectively engage with the concepts and skills needed in WR 121Z.
	
	 • Read closely to determine a writer's purpose and perspective.
	     o Targeted close reading (includes focused examination of textual features such as syntax, diction, argument, plot, organization, etc.)
	     o Summaries of Model Texts
	     o Reading Analysis and Responses
	 • Write for a variety of clearly defined purposes, audiences and contexts.
	     o Generating ideas (includes brainstorming, free-write, research,

	interviews)
	○ Thesis development/clarity of focus
	○ Drafting essays in different genres
	○ Editing and Revising (including critiquing peer essays, analyzing comments, formulating a global revision and editing plan)
	○ Presentation of ideas using academic standards
	• Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.
	○ Organizing ideas for different genres (graphic organizers, outlines, etc.)
	○ Paragraph development (integrating and explicating evidence, creating topic sentences)
	○ Editing and Revising (i.e. revising organization using reverse outlines)
	○ Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.
	• Use of CGCC library resources: books, journals, databases, videos
	○ Evaluation activities (CRAAP test, etc.)
	○ Identification and use of scholarly sources
	○ Citing sources via MLA or APA style
	• Write and revise coherent essays using MLA format.
	○ Use MLA style guides to evaluate various resources for publication information
	○ Identify the variance in citation based on form (books, journals, databases, videos, interviews, etc.)
	○ Integrate and cite evidence into essays using MLA format.
	○ Revision of both in-text citation and works cited from rough to final drafts
	Outcome #2: Utilize study habits and learning strategies that promote success in WR 121Z through student self-assessment.
	• Time management and scheduling
	• Organization for learning and reviewing / portfolios
	• Self-reflection and student skill self-assessment
	• Writing skills for composition and other studies
	• Effectively using on-line homework systems and Learning Management Systems
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.

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

Is this course used for related instruction?	☐ Yes ☒ 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?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	3.21.23

Department Chair (enter name of department chair): Leigh Hancock
Department Dean (enter name of department dean): Rebecca Schwartz

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
☐ Course number	☒ Requisites	☐ Related Instruction
☐ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☐ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 105L	Proposed prefix and number	No change
Current course title	Foundations of Math in Society	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	To match change in MTH 105 CCN title.		

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 105 Math in Society. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: MTH 105.	Focuses on the foundational skills, concepts, and communication needed to be successful in **MTH 105Z** Math in Society. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: **MTH 105Z**.
Reason for description change	Update references to MTH 105Z.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☐ Placement into:				
prefix & number: MTH 105		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent				
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☐ Placement into:				
prefix & number: MTH 105Z		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	To match corequisite CCN for MTH 105Z.			

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:	Upon successful completion of this course, students will be able to:
1. Solve application problems, and communicate and interpret the results in context.	1. Solve application problems, and communicate and interpret the results in context.
2. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 105.	2. Demonstrate relevant skills to effectively engage with the concepts and skills needed in **MTH 105Z.**
3. Utilize study habits and learning strategies that promote success in MTH 105.	3. Utilize study habits and learning strategies that promote success in **MTH 105Z**.

Reason for outcomes change	Update references to MTH 105Z following CCN update.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Solve application problems, and communicate and interpret the results in context. • Functional notation • Probability notation • Set notation • Technology skills, calculator skills • Mathematical vocabulary • Communicating mathematics

	- Interpreting results and judging reasonableness of results - Problem solving strategies - Arithmetic of fractions, decimals, percentages, signed integers, exponents, roots - Order of operations - Rounding - Estimation - Evaluating formulas - Solving equations in one variable - Solving formulas for a variable - Geometry, area, volume, units of measurement - Graphing - Logic concepts and notation **Outcome #2:** Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 105Z. - Functional notation - Probability notation - Set notation - Technology skills, calculator skills - Mathematical vocabulary - Communicating mathematics - Interpreting results and judging reasonableness of results - Problem solving strategies - Arithmetic of fractions, decimals, percentages, signed integers, exponents, roots - Order of operations - Rounding - Estimation - Evaluating formulas - Solving equations in one variable - Solving formulas for a variable - Geometry, area, volume, units of measurement - Graphing - Logic concepts and notation **Outcome #3:** Utilize study habits and learning strategies that promote success in MTH 105Z. - Responding to feedback - Preparing for tests - Recognizing areas of struggle - Studying what you need to study - Recognizing when and how to get help - Persistence and resilience in problem solving
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.

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

Is this course used for related instruction?	☐ Yes ☒ 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?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3/20/2023

Department Chair (enter name of department chair): Pam Morse
Department Dean (enter name of department dean): Rebecca Schwartz

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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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

☐ Course number	☒ Requisites	☐ Related Instruction
☒ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☐ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 111L	Proposed prefix and number	No change
Current course title	Foundations of College Algebra	Proposed title (60 characters max)	Foundations of Precalculus I: Functions
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	To match change in MTH 111 CCN title.		

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 111College Algebra. Provides appropriate support in algebra, functions, problem solving, graphing, technology, and study skills in an interactive setting. Co-requisite: MTH 111.	Focuses on the foundational skills, concepts, and communication needed to be successful in **MTH 111Z Precalculus I: Functions**. Provides appropriate support in algebra, functions, problem solving, graphing, technology, and study skills in an interactive setting. Co-requisite: **MTH 111Z.**
Reason for description change	Update references to MTH 111Z.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)

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

☐ Placement into:					
prefix & number: MTH 111		☐ Prerequisite	☒ Corequisite	☐ pre/con	

Proposed prerequisites, corequisites and concurrent					
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.					
☐ Placement into:					
prefix & number: MTH 111Z		☐ Prerequisite	☒ Corequisite	☐ pre/con	
Reason for requisite changes	To match corequisite CCN for MTH 111Z.				

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to:	Upon successful completion of this course, students will be able to:
1. Demonstrate the ability to effectively engage with the concepts and skills needed in MTH 111.	1. Demonstrate the ability to effectively engage with the concepts and skills needed in **MTH 111Z**.
2. Communicate and interpret results in context.	2. Communicate and interpret results in context.
3. Utilize study habits and learning strategies that promote success in MTH 111.	3. Utilize study habits and learning strategies that promote success in **MTH 111Z**.

Reason for outcomes change	Update references to MTH 111Z following CCN update.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 111Z. • Properties of exponents • Factoring (with leading coefficient greater than 1) • Simplifying rational equations • Solving rational equations • Graphing linear equations • Functional notation (including variables that are not x, y) • Multiple representations of functions – tables (vertical and horizontal), graphs, equations • Contextual understanding of functions • Graphing technology • Complex number arithmetic • Subscripts

	• Units and unit conversion • Set notation vs. interval notation • Domain and range • Percent increase and decrease • Reasonableness of solutions • Curve fitting from data and regression analysis • The number e • Rounding **Outcome #2:** Communicate and interpret results in context. • Properties of exponents • Factoring (with leading coefficient greater than 1) • Simplifying rational equations • Solving rational equations • Graphing linear equations • Functional notation (including variables that are not x, y) • Multiple representations of functions – tables (vertical and horizontal), graphs, equations • Contextual understanding of functions • Graphing technology • Complex number arithmetic • Subscripts • Units and unit conversion • Set notation vs. interval notation • Domain and range • Percent increase and decrease • Reasonableness of solutions • Curve fitting from data and regression analysis • The number e • Rounding **Outcome #3:** Utilize study habits and learning strategies that promote success in MTH 111Z through student self-assessment • Time management and scheduling • Organization for learning and reviewing / portfolios • Self-reflection and student skill self-assessment • Reading skills for math • Effectively using on-line homework systems and Learning Management Systems
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	☐ Yes
	☒ 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?	☐ Yes
	☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3/20/2023
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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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		
☒ Course number	☒ Requisites	☐ Related Instruction
☒ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☐ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 243L	Proposed prefix and number	STAT 243L
Current course title	Foundations of Statistics	Proposed title (60 characters max)	Foundations of Statistics I
Current Repeatability	0	Proposed Repeatability	No change
Reason for above proposed changes	To match change in MTH 243 CCN title to STAT 243Z.		

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 243 Statistics I. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: MTH 243.	Focuses on the foundational skills, concepts, and communication needed to be successful in **STAT 243Z** Statistics I. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: **STAT 243Z.**
Reason for description change	Update references to MTH 243Z.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.						
☐ Placement into:						
prefix & number: MTH 243		☐ Prerequisite	☒ Corequisite	☐ pre/con		
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con		

Proposed prerequisites, corequisites and concurrent						
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.						
☐ Placement into:						
prefix & number: STAT 243Z		☐ Prerequisite	☒ Corequisite	☐ pre/con		
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con		
Reason for requisite changes	To match corequisite CCN of STAT 243Z.					

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. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 243. 2. Utilize study habits and learning strategies that promote success in MTH 243. 3. Analyze, communicate, and interpret results in context.	Upon successful completion of this course, students will be able to: 1. Demonstrate relevant skills to effectively engage with the concepts and skills needed in **STAT 243Z**. 2. Utilize study habits and learning strategies that promote success in **STAT 243Z**. 3. Analyze, communicate, and interpret results in context.

Reason for outcomes change	Update references to MTH 243Z following CCN update.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Demonstrate relevant skills to effectively engage with the concepts and skills needed in STAT 243Z.
	 • Arithmetic Skills
	     o Operations with integers, fractions, and decimals
	     o Percentages
	     o Order of operations
	 • Algebra skills
	     o Solving equations

- Simplifying expressions
- Summation (Sigma) notation
- Function notation
- Inequalities
- Cartesian coordinate system
  - Scales
  - Plotting points
  - Slopes and intercepts
  - Linear equations
  - Interpreting graphs
- Geometry skills
  - Area
  - Measurement
- Logic skills
  - Propositional logic
  - Proof by contradiction
- Technology skills
  - Graphing calculator
  - Statistical programming language

Outcome #2: Utilize study habits and learning strategies that promote success in STAT 243Z.
- Problem solving skills
  - Reading strategies for comprehension
  - Categorizing information
  - Writing equations: translating words into equations
  - Interpreting results
- Study skills
  - Affective domain
  - Test taking strategies
  - Reading a textbook for comprehension
  - Note taking
- Technology skills
  - Graphing calculator
  - Statistical programming language
  - On-line Learning Management Systems (e.g., on-line homework, Moodle)

Outcome #3: Analyze, communicate, and interpret results in context.
- Arithmetic Skills
  - Operations with integers, fractions, and decimals
  - Percentages
  - Order of operations
- Algebra skills
  - Solving equations
  - Simplifying expressions
  - Summation (Sigma) notation
  - Function notation
  - Inequalities

	- Cartesian coordinate system - Scales - Plotting points - Slopes and intercepts - Linear equations - Interpreting graphs - Geometry skills - Area - Measurement - Logic skills - Propositional logic - Proof by contradiction - Technology skills - Graphing calculator - Statistical programming language - Problem solving skills - Reading strategies for comprehension - Categorizing information - Writing equations: translating words into equations - Interpreting results
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) No change.
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

Is this course used for related instruction?	☐ Yes ☒ 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?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3/20/2023

Department Chair (enter name of department chair): Pam Morse

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

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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?	☐ Yes ☒ 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ 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.

☐ Placement into:		☐ Placement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ 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.	
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.	
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.)	

	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.
Outcomes: (Use observable and measurable verbs)	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 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.
COURSE CONTENT, ACTIVITIES AND DESIGN	

Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	1. Summarize the cultural and historical context of conspiracies and secret societies
	   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
	      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
	      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.
	   a. Secret societies in prehistoric times
	      i. Canoe builders in America's west coast
	      ii. Scarii
	   b. Birth of secret societies in ancient cultures
	      i. Cult of Dionysys
	      ii. Knights Templar
	   c. Early conspiracies contrasted with modern day
	      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.
	      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.
	   a. Expanding discussion of power as it relates to conspiracies

<table>
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      i. how is power attained and defined across different actors

      ii. where is power often located?
1. individual power
2. group power
3. institutional power
4. economic power
5. political power

  b. Conspiracies and secret societies as tool for "Othering"
      i. Political and economic systems
      ii. Religion
      iii. Race and gender

4. Analyze relationship between conspiracy theory, constructed history, and public discourse.
  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
      i. Compare and contrast conflicting materials

5. Demonstrate critical thinking skills.
  a. Identify and evaluate assumptions.
  b. Identify relevant, irrelevant, and gaps/limitations in information
  c. Understand source quality
      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
      i. Appeals
      ii. Biases
      iii. Ad hominem
  f. Critically analyze claims
  g. Apply critical thinking skills to analyzing validity of modern claims

6. Ability to address contemporary issues through historical lens.
  a. Recognizing foundations of modern conspiracies through past iterations
  b. Apply critical thinking skills to analyzing validity of modern claims

</td></tr>
<tr><td>Suggested Texts & Materials (specify if any texts or materials are required):</td><td>

- The Protocols of the Elders of Zion, 1919 unknown author – Free Online
- Allen, Gary *None Dare Call it Conspiracy* 1976
- Bernstein, H *The History of a Lie "The Protocols of the Wise Men of Zion"* – Public Domain
- Butter, M 2021 *The Nature of Conspiracy Theories.* Policies Press
- Critchlow, D., *Political Conspiracies in America*

</td></tr>
</table>

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	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	☐ Required or support for major ☒ General education distribution requirement ☒ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ 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?	☒ General Education – Discipline specific Gen Ed form required. ☐ 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?	☒ Yes – date: March 16, 2023 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ 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 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	4/6/2023
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

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:	☐ Arts and Letters ☒ Social Science ☐ 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."

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ⊠ major designation **REQUIRED**	Course Outcomes:
	- 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
	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.
	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

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: • 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 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. Outcome Assessment Strategies: Weekly reflection essay to demonstrate growth in personal reflection, rhetorical analysis - examining arguments for reasoning and evaluation of Information 1-page conspiracy assignment to demonstrate critical thinking skills Final paper to demonstrate assessable methods of research	

Provide a response for each of the following three CLOs 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 CLO, please provide a response for all applicable CLOs, "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. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:	
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	Course Outcomes: • 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 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.	

	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
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	Course Outcomes: • 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 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. 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.

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:
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: 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.*	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

COLUMBIA GORGE
COMMUNITY COLLEGE

Rebecca Schwartz <rschwartz@cgcc.edu>

New History Course

Rebecca Schwartz <rschwartz@cgcc.edu>   Thu, Mar 30, 2023 at 1:47 PM
To: "Dr. Zip Krummel" <zkrummel@cgcc.edu>

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.
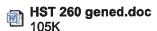
Thank you again.

- Rebecca

--
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

COLUMBIA GORGE
COMMUNITY COLLEGE

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]

--

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

COLUMBIA GORGE
COMMUNITY COLLEGE

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]

COLUMBIA GORGE
COMMUNITY COLLEGE

Rebecca Schwartz <rschwartz@cgcc.edu>

History Class from CGCC

UO Registrar's Office <transfercredits@uoregon.edu>   Mon, Mar 20, 2023 at 1:55 PM
To: rschwartz@cgcc.edu

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

UNIVERSITY OF
OREGON

If you have additional questions, please use the EMAIL US button on registrar.uoregon.edu.

From: Rebecca Schwartz <rschwartz@cgcc.edu>
Sent: Monday, March 20, 2023 3:10:58 PM
[Quoted text hidden]

[Quoted text hidden]

COLUMBIA GORGE
COMMUNITY COLLEGE

Rebecca Schwartz <rschwartz@cgcc.edu>

[External] History 260

Greg Davis <davisg@mail.wou.edu>   Mon, Mar 27, 2023 at 3:06 PM
To: Rebecca Schwartz <rschwartz@cgcc.edu>

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

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   [Quoted text hidden]

COLUMBIA GORGE
COMMUNITY COLLEGE

Rebecca Schwartz <rschwartz@cgcc.edu>

History course for CGCC

RO Articulation <articulation@pdx.edu>   Mon, Mar 20, 2023 at 11:41 AM
To: Rebecca Schwartz <rschwartz@cgcc.edu>

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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Portland State
UNIVERSITY

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

COLUMBIA GORGE
COMMUNITY COLLEGE

Rebecca Schwartz <rschwartz@cgcc.edu>

History Class for CGCC

Transfer Articulation <transferarticulation@sou.edu>   Mon, Mar 20, 2023 at 12:06 PM
To: Rebecca Schwartz <rschwartz@cgcc.edu>

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

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  [Quoted text hidden]

[Quoted text hidden]