

Curriculum Committee Meeting Agenda

Voting Committee Members

Janette Harrington (Chair)
Doris Jepson
Ken Leibham
John Schoppert

Jules Burton
Joel Kabokov
Tom Lieurance

Diana Lee-Greene
Tom Kaser
Pam Morse

Non-Voting Committee Members

Susan Lewis (Curriculum)

Kaylene Herman (Student Services)

Support Staff

Jensi Smith (Curriculum)

Guests

Grace Windsheimer, Jim Pytel, Jack Brook, Richard Parker, Kristen Kane

October 8, 2013 3:30-5:30 p.m.

The Dalles Campus, room 3.218 (student services conference room)
Hood River Campus, room 1.209 (conference room)

Information items:

1. none

Old Business:

1. none

New Business:

1. Vice Chair election (Janette) (Interested committee members should be prepared to give a brief explanation of their interest in being Vice Chair. Remember that Vice Chair automatically becomes Chair next year.)
2. Refresher on committee process for submission review and approval (Janette & Susan)
3. IICA Submissions (times are a best guess)
 - CAS 104 Basic Internet Skills (Grace Windsheimer) 4:00 pm
 - EET 111 DC Circuits (Jim Pytel) 4:05 pm
 - EET 112 AC Circuits (Tom Lieurance)
 - EET 113 AC Power (Jim Pytel)
 - FN 225 Nutrition (Jack Brook) 4:20 pm
 - TA 274 Theater History (Richard Parker) 4:30 pm
 - TA 274 Theater History – Gen Ed request (Richard Parker)
 - PSY 201A Introduction to Psychology – Part 1 (Kristen Kane) 4:45 pm
 - PSY 201A Introduction to Psychology – Part 1 – Gen Ed request (Kristen Kane)
 - PSY 201A Introduction to Psychology – Part 1 – Cultural Literacy request (Kristen Kane)
 - MA 112 Medical Office Assistant 1 (Diana Lee-Greene) 5:00 pm

Discussion:

1. New forms – how did they work? Gen Ed and Cult. Lit forms? (Susan)
2. Termination of Program AR and OP (Susan)

Next Meeting: November 12, 2013, 3:30-5:30 pm

Attachments: 8 IICA course submissions; 2 IICA Gen Ed requests; 1 IICA Cultural Literacy request

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	CTE	Submitter name phone and email	Grace Windsheimer gwindsheimer@cgcc.edu
Prefix and Course Number:	CAS 104	Credits:	1
Course Title: (60 characters max)	Basic Internet Skills	Transcript Title (30 characters max)	Basic Internet Skills
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours: Lecture: 0 Lec/lab: 20 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<p>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.</p>			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
<p>COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.</p>			
Introduces web terminology, web browsers, search techniques, and communication tools. 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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	Research and use new internet vocabulary.	25%
	Effectively use a search engine to find information on the web.	25%
	Evaluate and use internet communication tools.	25%
	Research, download and effectively use web browser	25%
	TOTAL	100%
Outcomes assessment strategies: (from CCOG)	Students will be issued a Pass/No Pass grade. Assessments may include: <ul style="list-style-type: none"> • Journal and/or reports based on research • Communication using the Internet • Tests or quizzes 	
COURSE CONTENT, ACTIVITIES AND DESIGN		
Course activities and design: (from CCOG)	Discussion, lecture, small group discussion, searches and research	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Internet Terminology Web browser Brief historical overview of the Internet Researching efficient use of search engines Using Communication Tools Overview of E-commerce / Shopping Carts	
Department Notes (optional)		

Section #2 Function of the new course within an 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.		
Rationale for the new course.	Provided additional elective options to CAS students	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Administrative Assistant	# credit: 52
Name of degree(s):	Administrative Assistant	# credit: 93
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> On-line <input type="checkbox"/> Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Is there any potential impact on another department?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	n/a

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	gwindsheimer@cgcc.edu	9-23-2013
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	10/2/13

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.cc.or.us.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Jim Pytel 509 637 4295 jpytel@cgcc.edu
Prefix and Course Number:	EET 111	Credits:	5
Course Title: (60 characters max)	DC Circuits	Transcript Title (30 characters max)	DC Circuits
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours: Lecture: 40 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Identify prerequisite, corequisite and concurrent course(s)			
<input checked="" type="checkbox"/> standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: WR 115, RD 115, CAS 133	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: MTH 95 or placement into MTH 111	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			

Covers SI units, engineering notation and prefixes, unit conversion, definitions of conductors and insulators, current, voltage, resistance, power, work/energy, capacity factor, and efficiency. Includes analysis of series, parallel, and series/parallel DC circuits using Ohm's and Kirchoff's Laws and Thevenin and Norton equivalent circuits. Introduces circuit simulation software, lab practices, soldering and de-soldering, schematic reading, circuit construction and troubleshooting, and lab equipment and instrumentation. Includes a 3-hour per week laboratory session. Prerequisite: MTH95 or placement into MTH 111, WR 115, RD 115, and CAS133 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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	1. Apply basic electrical DC concepts and theorems to analyze circuits	20
	2. Build, simulate, and troubleshoot DC circuits and perform measurements with electronic test equipment.	30
	3. Write technical reports using collected experiment data.	20
	4. Use circuit simulation software to analyze DC circuits.	10
	5. Apply the concepts learned about DC circuits to compute current, voltage, power, energy, and efficiency of series, parallel, and series-parallel circuits using ohm's law and network theorems.	10
	6. Identify the types, sizes and resistances of components and determine their application in a DC circuit.	10
	TOTAL	100%

Outcomes assessment strategies: (from CCOG)	Evaluation is done via labs, quizzes, take home assignments, in class exercises, and exams.
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COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design: (from CCOG)	<p>Lecture, discussion, online lessons, and in class and lab exercises are the instructional methods used.</p> <p>Laboratory activity includes building, analyzing, and troubleshooting DC circuits on solderless protoboards and industrial trainers. Instrumentation will be used to measure resistance, voltage, and current. Theoretical predictions will be compared with observed values. Computer applications will be used to process lab data, write lab reports, and simulate circuits.</p>
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Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1. Introduction - SI units, significant figures, powers of 10, scientific and engineering notation, engineering prefixes, unit conversion, use of scientific calculator. 2. Electrical quantities and instrumentation – voltage, current, charge, energy/work, power, capacity factor, efficiency, ammeters, ohmmeters, voltmeters, power supplies, 3. Resistance - conductors and insulators, resistance and resistivity, wire tables,
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	<p>temperature effects, ohmmeters, potentiometers.</p> <p>4. Ohm's Law, Power, Energy – Ohm's law, graphical analysis of resistance, voltage, and current.</p> <p>5. Series DC Circuits - series circuits, series resistances, voltage and current sources in series, Kirchhoff's voltage law, voltage dividers, opens and shorts in series circuits, voltage regulation, internal resistance of voltage sources, loading effects, computer simulation of series circuits.</p> <p>6. Parallel Circuits - parallel circuits, resistances and sources in parallel, Kirchhoff's current law, current dividers, opens and shorts in parallel circuits, loading effects, computer simulation of parallel circuits.</p> <p>7. Series-Parallel Circuits - series-parallel networks, reduce and return, ladder networks, bridge circuits, shorts and opens in series-parallel circuits, loaded voltage divider circuits.</p> <p>8. Analysis Methods - current sources and source conversion, voltage sources and source conversion, bridge networks, delta-wye and wye delta conversion,</p> <p>9. Network Theorems – superposition theorem, Thevenin's theorem, Norton's theorem, maximum power transfer theorem.</p>
Department Notes (optional)	

Section #2 Function of the new course within an 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.		
Rationale for the new course.	EET111 is required for degree/certificate for the Renewable Energy Technology program.	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	RET 1 year certificate	# credit: 53
Name of degree(s):	AAS RET	# credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above		

(i.e. requirement or elective):	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> On-line <input type="checkbox"/> Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	PCC, Clackamas CC, OIT, Chemeketa CC
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Is there any potential impact on another department?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Grace Windsheimer	gwindsheimer@cgcc.edu	
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	

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.cc.or.us.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Tom Lieurance 541-506-6175 tlieurance@cgcc.edu
Prefix and Course Number:	EET 112	Credits:	5
Course Title: (60 characters max)	AC circuits.	Transcript Title (30 characters max)	AC Circuits
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours: Lecture: 40 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and	
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: MTH 111	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: EET 111	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Introduction of capacitance, inductance, RC/RL transient response, sinusoidal waveforms, reactance and impedance, AC power, phasor analysis of RLC circuits, node voltage and mesh current analysis, superposition,			

Thevenin's and Norton's network theorems. Includes a 3-hour per week laboratory. Prerequisite: EET 111. 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), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.		
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	1. Apply basic electrical DC and AC concepts and theorems to analyze circuits.	20
	2. Build and troubleshoot DC and AC electrical circuits and perform measurements with electronic test equipment.	30
	3. Write technical reports using collected experiment data.	20
	4. Use circuit simulation software to analyze AC circuits.	10
	5. Identify the types of capacitors and inductors in a circuit, and what their electrical characteristics are in a DC or AC environment with respect to frequency, phase, ohms law, current and voltage.	20
	TOTAL	100%
Outcomes assessment strategies: (from CCOG)	Evaluation is by exams, homework, and lab work.	
COURSE CONTENT, ACTIVITIES AND DESIGN		
Course activities and design: (from CCOG)	<p>Lecture and discussion are the instructional methods used. Weekly homework is assigned. Laboratory activity includes building circuits on solder-less breadboards, making circuit measurements using test equipment, analyzing test data, comparing predictions to theory.</p> <p>Lab exercises also involve using a PC with spreadsheet, word processor, and circuit simulation software.</p>	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>The student is expected to learn the following in the lab:</p> <ul style="list-style-type: none"> • Use the DMM (digital multi-meter) to measure AC voltage, and current. • Use the Oscilloscope to measure AC waveforms in the time domain. • Use the oscilloscope to measure phase angles between two AC waveforms. • Use the function generator to generate sinusoidal waveforms of specific frequency and amplitude. • Build circuits on a solder-less breadboard. • Use the DC power supply. • Use the spreadsheet and word processor to process lab data and to write lab reports. <p>Use circuit simulation software to simulate circuits built in the lab.</p> <p>1. Inductors</p> <ol style="list-style-type: none"> a. Inductance and the magnetic field. b. Induced voltage RL circuit transient response. 	

- c. Inductors in series and parallel.
 - d. Energy storage in an inductor.
2. Sinusoidal waveforms
 - a. Graphical and mathematical representation of a sinusoid.
 - b. Frequency spectrum
 - c. Phase relationships, average values, rms values.
 - d. AC measurements
 3. Phasors and circuit elements in the phasor domain
 - a. R, L, and C response to sinusoidal voltages and currents.
 - b. Frequency response of R, L, and C circuit elements.
 - c. Complex numbers, rectangular and polar forms.
 - d. Conversion between polar and rectangular forms.
 - e. Complex number math and use of calculator.
 4. Series, parallel, and Series-Parallel AC Circuits Reactance and Susceptance.
 - a. Impedance, Admittance, and the phasor diagram.
 - b. Series circuit, voltage divider.
 - c. Frequency response of series circuits.
 - d. Parallel circuit, current divider.
 - e. Frequency response of parallel circuits.
 - f. Series and parallel equivalent circuits.
 - g. Example by combining series and parallel concepts.
 5. Analysis Methods and Theorems
 - a. Sources and source conversions.
 - b. Node voltage and mesh current methods.
 - c. Bridge networks.
 - d. Delta-wye and wye-delta circuits and conversions.
 - e. Superposition Theorem.
 - f. Thevenin's and Norton's Theorem.
 - g. Maximum power transfer theorem.
 6. Capacitors
 - a. Electric field and capacitance.
 - b. Capacitors
 - c. Charging and discharging capacitors through a resistance.
 - d. RC time constant and the exponential function.
 - e. Capacitors in series and parallel.
 - f. Energy storage

Department Notes
(optional)

Section #2 Function of the new course within an 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.		
Rationale for the new course.	EET112 is required for degree/certificate for the Renewable Energy Technology program.	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	RET 1 year certificate	# credit: 53
Name of degree(s):	AAS RET	# credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):		
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes , the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> On-line <input type="checkbox"/> Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	PCC, Clackamus CC, OIT (PDX), Chemeketa CC
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	

Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Is there any potential impact on another department? no	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	gwindsheimer@cgcc.edu	9/26/13
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9/26/13

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.cc.or.us.
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Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Jim Pytel 509 637 4295 jpytel@cgcc.edu
Prefix and Course Number:	EET 113	Credits:	5
Course Title: (60 characters max)	AC Power	Transcript Title (30 characters max)	AC Power
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours: Lecture: 40 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: EET112	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Covers AC power, AC analysis, transformers, 3 phase AC analysis, resonant circuits, and passive filters. Includes a 3-hour per week laboratory session. Prerequisite: EET112 or department approval. 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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	1. Apply AC concepts and theorems to analyze resistive and reactive circuits for apparent power, reactive power, and power factor correction.	20
	2. Build and simulate advanced electrical AC circuits and perform measurements with electronic test equipment.	30
	3. Write technical reports using collected experiment data.	10
	4. Use circuit simulation software to analyze electronic circuits.	10
	5. Apply AC concepts to resonant circuits, calculating for power factor, impedance, selectivity, series and parallel resonant points.	15
	6. Apply AC concepts to polyphase systems, delta and wye connected circuits, conversion between delta and wye for generators and motors, balanced and unbalanced delta and wye.	15
	TOTAL	100%

Outcomes assessment strategies: (from CCOG)	Evaluation is done via labs, quizzes, take home assignments, in class exercises, and exams.
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• COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design: (from CCOG)	<ul style="list-style-type: none"> Lecture, discussion, online lessons, and in class and lab exercises are the instructional methods used. Laboratory activity includes building, analyzing, and troubleshooting AC circuits on solderless protoboards and industrial trainers. Instrumentation will be used to measure resistance, voltage, and current. Theoretical predictions will be compared with observed values. Computer applications will be used to process lab data, write lab reports, and simulate circuits.
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Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> AC Power – real and reactive power, power in resistive, inductive and capacitive circuits, power measurement and the power triangle, P, Q, and S. AC Analysis Methods and Theorems – current and voltage sources and source conversion, bridge networks, delta-wye and wye-delta circuits and conversions, AC superposition theorem, AC Thevenin’s theorem, AC Norton’s theorem, AC maximum power transfer theorem. Transformers - mutual inductance turns ratio and impedance ratio, frequency response and saturation, power ratings. 3 Phase AC Power Systems - 3 phase AC sources and generators, wye and delta connections, phase sequence, 3 phase transformers, balanced and unbalanced loads, 3 phase AC motors. Resonance - series and parallel resonance, selectivity, quality factor Q, frequency response. Passive Filters - Logarithms and decibels, high pass, low pass, band pass, and band stop passive filters, Bode plots of filter response.
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Department Notes (optional)	
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Section #2 Function of the new course within an 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.		
Rationale for the new course.	EET113 is required for degree/certificate for the Renewable Energy Technology program.	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	RET 1 year certificate	# credit: 53
Name of degree(s):	AAS RET	# credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):		
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes , the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> On-line <input type="checkbox"/> Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	PCC, Clackamas CC, OIT, Chemeketa CC
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	No

the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Is there any potential impact on another department?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	gwindsheimer@cgcc.edu	9/26/13
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9/26/13

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.cc.or.us.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	Science	Submitter name:	Jack R. Brook
		phone:	503-491-7473
		email:	jbrook@cgcc.edu
Prefix and Course Number:	FN 225	Credits:	4
Course Title: (60 characters max)	Nutrition	Transcript Title: (30 characters max)	Nutrition
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours Lecture: 40 Lec/lab: Lab:
Reason for the new course	Fulfilling IICA requirement and updating of course outcomes.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
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Course fee: Identify only fees that are above and beyond the usual CGCC fees	None
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Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	WR 121, BI 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co

course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Section #3 Course Description and Outcomes

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Introduces components of an adequate diet, nutrient availability and utilization. Analyzes dietary intake and compares to current scientific guidelines. Examines peripheral factors influencing diet such as global and local issues, cultural environment, and elements of food safety. Recommended: Strong background in life sciences and completion of high school chemistry or equivalent. Prerequisites: WR 121 or higher, BI 112. 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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	1. List and describe the major essential nutrients and recommendations for intakes based on current guidelines	10
	2. Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor.	30
	3. Identify the basic anatomy and physiology of the digestive system, including digestion, absorption, transport and gastrointestinal disorders.	20
	4. Analyze the “Nutrition Facts” panel of a food label and calculate nutrient content.	10
	5. Identify the major nutrients of concern during the lifecycle, including pregnancy, infancy, adolescents, and the older adult.	10
	6. Analyze and critique a personal 3-day diet survey and modify food intake to meet recommended guidelines.	20
	TOTAL	100%

Outcomes assessment strategies:	<ul style="list-style-type: none"> A. Assignments for grading B. Forum Discussion Participation C. Quizzes D. Examinations E. 3-Day Dietary Analysis
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COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design:	<ul style="list-style-type: none"> A. Active Learning: Problem-solving assignments B. Full-class Learning: Exercises C. Independent Learning: Reading and lecture
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Course Content: Themes, Concepts,	<p>Overview of Nutrition</p> <ul style="list-style-type: none"> 1. List and describe the following in Food:
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Issues and Skills:
(should be connected
to the outcomes)

- a. Major Nutrients
 - b. Energy-Yielding Nutrients
 2. Define and apply the following:
 - a. Dietary Reference Intakes
 - b. Nutrition Assessment
 - c. Dietary Guidelines for Americans
 - d. Food Labeling Standards
 3. List and recognize the nutrition relationship to the following:
 - a. Cardiovascular Disease
 - b. Hypertension
 - c. Diabetes Mellitus
 - d. Cancer
 - e. Osteoporosis
- B. Digestion, Absorption, and Transport
1. Describe the role of and flow of food/nutrients in the following:
 - a. Gastro-Intestinal system
 - b. Absorptive system
 - c. Circulatory system
 2. Define the basic Gastro-Intestinal disorders
 - a. Irritable Bowel Syndrome
 - b. Celiac Disease
 - c. Inflammatory Bowel Disease
- C. Energy Nutrients (Carbohydrates, Lipids, Proteins)
1. Define the following and their relationship to health
 - a. Carbohydrates
 1. Monosaccharides
 2. Disaccharides
 3. Polysaccharides
 - a. Fibers
 - b. Lipids
 1. Triglycerides
 - a. Fatty Acids
 2. Phospholipids
 3. Sterols
 - c. Proteins
 1. Amino Acids
- D. Energy Balance and Weight Management
1. Relate the following
 - a. Energy In vs. Energy Out
 - b. Healthy Body Weight
 - c. Health Risks Associated with Body Weight and Body Fat
 - d. Overweight and Obesity
 2. Outline the following:
 - a. Weight-Loss Strategies
 - b. Weight-Gain Strategies

	<p>E. Life-Cycle Nutrition</p> <ol style="list-style-type: none"> 1. Identify the major nutrients of concern for the following <ol style="list-style-type: none"> a. Infancy, Childhood, and Adolescence b. Adulthood and Later Years <p>F. Analysis and Critique of a Personal 3-Day Diet.</p> <ol style="list-style-type: none"> 1. Analyze and determine the following: <ol style="list-style-type: none"> 1. Current intake values related recommended guidelines 2. Recommended intakes based on recommended guidelines 3. Adjustments to food intake to meet recommended values 2. Write a critical summary of the analysis and adjustments. <p>G. Analysis of the “Nutrition Facts” panel of a food label.</p> <ol style="list-style-type: none"> 1. Determine the following: <ol style="list-style-type: none"> a. Total Calories b. Kcal from Fat c. % Kcal from Fat d. Daily Values of Nutrients e. Nutrient Density f. Energy Density
Department Notes (optional)	

Section #4 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University’s distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	All major universities accept as transfer.
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence Previously vetted by PCC
Identify comparables at Oregon schools	

Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).
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Section #3 Additional Information for new LDC courses

How or where will the course be taught? Check all that apply.	<input type="checkbox"/> On campus <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> On-line	<input type="checkbox"/> Other (explain)
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Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):	Practical Nursing	# credits: 48
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Name of degree(s):	Nursing AAS	# credits: 98
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Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Nutrition is a recommended but optional prerequisite for the Nursing program.
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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
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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
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Is there any potential impact on another department? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
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Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Dan Ropek	dropek@cgcc.edu	9/30/13
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9/30/13

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.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	Arts & Humanities	Submitter name:	Richard Parker	
		phone:	Ext. 6178	
		email:	rparker@cgcc.edu	
Prefix and Course Number:	TA 274	Credits:	4	
Course Title: (60 characters max)	Theater History	Transcript Title: (30 characters max)	Theater History	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 40
				Lec/lab:
				Lab:
Reason for the new course	Fulfilling IICA requirement.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		
Course fee: Identify only fees that are above and beyond the usual CGCC fees				

Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. 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 Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Placement into: _____ Placement into: _____

course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Section #3 Course Description and Outcomes		
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .		
Explores the nature of the theatrical event, its emergence and significance in the lives of the people of the past from ancient Greece to the present and investigates theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious and political form. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. 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), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.		
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:	% weight of outcome
	1. Define theatre practices from different time periods and cultures and relate them to each particular society's norms.	40
	2. Analyze theatrical influences, contributions and changes from period to period.	25
	3. Apply the contributions of the past to present theatrical themes and conventions.	25
	4. Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies.	10
TOTAL		100%
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Comprehend, apply, analyze and evaluate reading assignments to identify and describe the various periods of theatre historically, and relate such ideas in class discussion forums. • Generate essays appraising the ways theatre both reinforces and challenges society norms in specific periods. • Write play critiques which reflect understanding of a text as a product of its time and its artistic value in the development of theatre 	
COURSE CONTENT, ACTIVITIES AND DESIGN		
Course activities and design:	<ul style="list-style-type: none"> • Weekly readings from course textbook on specific periods. • Weekly class discussions of assigned readings • Supplemental readings, we pages and videos on the political, social and cultural aspects of the period • Reading of representative plays from each major period • Analysis essays on each assigned play • Bi-weekly quizzes • Midterm essay examination • Final examination essays 	
Course Content: Themes, Concepts,	Themes, Concepts, and Issues	

<p>Issues and Skills: (should be connected to the outcomes)</p>	<p>Theatre as a part of the culture:</p> <ul style="list-style-type: none"> • Elements of popular entertainment • Distinguishing it from ceremonies and rituals • Imitation, role-playing and storytelling <p>Cultural and social requirements as a basis for theatrical art:</p> <ul style="list-style-type: none"> • Defining playing spaces • Introducing what constitutes dramatic subject matter <p>Compare and contrast theatrical changes from period to period:</p> <ul style="list-style-type: none"> • Roman and Greek theatre as a basis for all western theatre. • Medieval Theatre as it reflects the religious vernacular development of drama. • Miracle and morality plays as they define the ethics and morals of the period. • Asian theatre and its visions as it reflects the differences from Western culture. • The Renaissance as a rebirth of culture, criticism, architecture. • Development of modernism as reflective of the past and a vision of the future. <p>Competencies/Skills</p> <ul style="list-style-type: none"> • Identify and describe live theatre and distinguish it from other art forms. • Identify and describe Greek and Roman theatrical spaces and performances. • Apply understanding of the Medieval period in theatre. • Identify and describe Asian theatre and their influence on the development of world theatre. • Apply understanding of the contribution of Renaissance Theatre in the theatre of today. • Identify and explain Modernism and how it reflects the past and points to the future. • Make connections between aspects of theatre production from various time periods.
<p>Department Notes (optional)</p>	<p>Theatre History is designed to introduce the history of the theatre from classical Greece and Rome to contemporary theatre. It may involve attendance at live theatre, guest speakers, field trips, slides and videos. Dramatic texts representing eras will be studied as well as evidence of historical theatre practice. This course is transferable to four-year educational institutions and may be taken to satisfy a General Education requirement.</p>

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 currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these 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?

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 OUS school will the course transfer to? List all	Eastern Oregon University Oregon State University Southern Oregon University University of Oregon
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence Previously vetted by PCC
Identify comparables at Oregon schools	
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

Section #3 Additional Information for new LDC courses		
How or where will the course be taught? Check all that apply.	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> On-line	<input type="checkbox"/> Other (explain)
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):	All CGCC degrees with Gen Ed requirements	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		

Is there any potential impact on another department? If yes, explain and/or describe the nature of acknowledgments and/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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Richard Parker	rparker@cgcc.edu	9/30/13
Department Director	Email	Date
Julie Belmore	JBelmore@cgcc.edu	9/30/13

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.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.

General Education/Discipline Studies List Request Form

If this request is accompanying a **New Course Request**, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Arts & Humanities	Submitter Name: Phone: Email:	Richard Parker 541-506- 6178 rparker@cgcc.edu
Course Prefix and Number:	TA 274	Course Title:	Theater History
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores the nature of the theatrical event, its emergence and significance in the lives of the people of the past from ancient Greece to the present and investigates theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious and political form.		
Course Outcomes:	1. Define theatre practices from different time periods and cultures and relate them to each particular society's norms. 2. Analyze theatrical influences, contributions and changes from period to period. 3. Apply the contributions of the past to present theatrical themes and conventions. 4. Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies.		

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 two OUS schools 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. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences 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 are required to demonstrate that 3 of the CLOs are addressed in depth, and 1 additional CLO is addressed at least minimally.

2. Address CGCC Core Learning Outcomes:	
For each CLO addressed, provide the following: 1) list the course outcome that clearly reflects the CLO; and 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO.	
Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	Define theatre practices from different time periods and cultures and relate them to each particular society's norms. Students are required to complete weekly readings on the course materials and participate in discussions of the assigned readings. As part of each discussion students are asked to identify how the theatre reflects that society's beliefs and values. On both the midterm and final examinations students are required to write an essay that explains in detail how the plays and production techniques of a particular period are a product of that society's political, social, religious and cultural beliefs and practices.
Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	Analyze theatrical influences, contributions and changes from period to period. On both the midterm and final essay examinations students are required to address the issues of inheritance from one significant period to the next, as well as reactions against the theatrical forms that preceded the period in the texts and staging conventions of the day. Students may choose the periods they address in their answers, but they must back up their points with extensive examples of theatrical norms from each period.
Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	Apply the contributions of the past to present theatrical themes and conventions. In five essays discussing assigned plays from past theatrical periods students are required to address why these particular plays are still produced today and what elements they introduced that speak to contemporary audiences.
Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness) <input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally	Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies. In the section addressing Asian theatre forms students study eight styles that had significant influence on western theatre practitioners. In class discussions they are asked to make connections between these styles that are driven more by visual and choreographic components than theatre in the west.

Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility) <input type="checkbox"/> in depth <input type="checkbox"/> minimally	
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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.

Arts and Letters	
Outcomes:	
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. 	
Criteria:	
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 1. Define theatre practices from different time periods and cultures and relate them to each particular society's norms. 2. Analyze theatrical influences, contributions and changes from period to period. 3. Apply the contributions of the past to present theatrical themes and conventions. 4. Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?*	Students are exposed to all significant periods in theatre history and learn the significant developments from each period in playwriting, acting, theatre architecture, and design. They discuss which of these elements are familiar to them, and which appear to be more strange, challenging, and in some instances threatening, sharing insights and ideas that lead to new perceptions of the effect art has on their lives.

<p>How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?*</p>	<p>By studying the societies and cultures of major periods in the west from ancient Greece to the present day students are required to analyze how the plays of each period reflect the wide range of beliefs and governing ethics that each society exhibited. They are required to compare and contrast these beliefs as the basis for their art and come to an understanding that there are many ways that society functions, and no one period or society is superior to another. Each has produced significant theatre despite major differences in their beliefs and experiences. By further relating these beliefs to our society today they are encouraged to see the value in cultural and ethical differences in our world.</p>
<p>*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	

<p>Section # 4 Department Review</p>		
<p>This proposal has been reviewed at the Director level and approved for submission.</p>		
<p>Department Chair</p>	<p>Email</p>	<p>Date</p>
<p>Richard Parker</p>	<p>rparker@cgcc.edu</p>	<p>9/30/13</p>
<p>Department Director</p>	<p>Email</p>	<p>Date</p>
<p>Julie Belmore</p>	<p>jbelmore@cgcc.edu</p>	<p>9/30/13</p>

NEXT STEPS:

1. Save this document as gened.req.course prefix and course number (e.g. gened.req.HST 104). Send completed form electronically to curriculum@cgcc.edu.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	Business/Social Science	Submitter name:	Kristen Kane
		phone:	541-506-6023
		email:	kkane@cgcc.edu
Prefix and Course Number:	PSY 201A	Credits:	4
Course Title: (60 characters max)	Introduction to Psychology - Part 1	Transcript Title: (30 characters max)	Intro to Psychology - Part 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	
		Contact hours	Lecture: 40 Lec/lab: Lab:
Reason for the new course	Independent Accreditation		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title

Course fee: Identify only fees that are above and beyond the usual CGCC fees	N/A
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Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input checked="" type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
		<input type="checkbox"/> pre/co	

course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Section #3 Course Description and Outcomes

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. 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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.

	Upon successful completion of this course, students will be able to:	% weight of outcome
Outcomes: (Use observable and measurable verbs)	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.	20
	2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.	5
	3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.	25
	4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one’s psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.	25
	5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.	25
	TOTAL	100%

Outcomes assessment strategies:	<ol style="list-style-type: none"> 1. Written assignments designed to promote integration of class material with personal reflection and experience. 2. Written or oral assignments designed to stimulate critical thinking. 3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class. 4. Active participation in class discussion.
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	<ol style="list-style-type: none"> 5. In-class participation in individual and group exercises, activities, or class presentations. 6. Design and completion of research projects. 7. Service learning activities. 8. Participation in online discussions and/or completion of assignments through electronic media.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Course activities are the same as the above assessments.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ul style="list-style-type: none"> • Describe what psychology is currently and how it differs from common sense. • Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists. • Compare and contrast the major schools of psychology, their proponents and their ideas about what the field of psychology should study. • Distinguish between applied and basic psychology. • Compare and contrast the modern research areas in psychology as well as today's clinical/applied specialties. • Recognize and describe the impact of cognitive psychology, evolutionary psychology and biopsychology on the field of psychology today. • Describe the emergence of evolutionary psychology as theoretical perspective in psychology. Define the basic premise of evolutionary psychology. Describe the relationship between evolutionary psychology and functionalism. Identify the criticisms of evolutionary psychology. • Identify the skills necessary to be a good critical thinker and apply these skills to specific examples. • Distinguish among empiricism and common sense. • Compare hypotheses and theories. Explain what makes a hypothesis testable and why that is important. • Describe how the scientific method works, the steps involved, and why it is important in psychology. • Compare and contrast the basic descriptive/correlational research methods in terms of their procedures and advantages/disadvantages. • Explain what makes a sample representative, and discuss the problem of sampling bias. • Describe the basic elements of an experiment and problems that can invalidate experimental results, such as lack of control, experimenter bias, subject bias, and placebo effects. • Compare the experimental method to descriptive correlational methods of research. • Design an original experiment that could be carried out in the real world with

proper ethical standards.

- Understand and calculate the basic descriptive statistics, including measures of central tendency such as the mode, median and mean, and measures of variability, including the range and standard deviation. Discuss correlation in relation to prediction and causation. Explain the meaning of statistical significance.
- Recognize the limitations of generalizing the results of experimental and descriptive research.
- Describe how human participants in research experiments are safeguarded by ethics. Discuss the use of deception in psychological research and the conditions that must be met when deception is used.
- Explain why animals are used in research and how they are safeguarded by ethics.
- Describe what a neuron is, what it looks like, what parts all neurons have and what functions these parts have. Describe how an action potential works and its important properties.
- Identify common neurotransmitters and how they affect behaviors.
- Describe the organizational structure of the human nervous system and the functions of each component.
- Compare and contrast the hindbrain, midbrain, and forebrain. Describe the hindbrain structures and their functions. Describe the midbrain structures and their functions. Describe the forebrain structures and their functions including the cerebral cortex, limbic system, hypothalamus, and thalamus.
- Compare hormones and neurotransmitters. Describe the endocrine system and how it is linked to the central nervous system. Explain how the major glands in the endocrine system affect behavior.
- Describe basic genetic principles such as chromosomes, genes, DNA, dominant and recessive genes, and genetic relatedness. Differentiate genotype and phenotype.
- Compare the following research methods used to investigate hereditary influence: family studies, twin studies, and adoption studies. Define heritability.
- Describe Darwin's principles of natural selection and fitness. Explain the importance of genetic variations.
- Define learning and conditioning.
- Compare and contrast classical conditioning, operant conditioning and observational (social) learning in terms of their proponents, major concepts and limitations.
- Apply classical conditioning to personal experiences and identify the components of classical conditioning.
- Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.
- Describe and give examples of the schedules of reinforcement.

- Recognize the strengths and limitations of punishment as an agent of behavior change.
- Describe and apply the principles of observational learning.
- Understand the role of different parts of the brain and different neurotransmitters in learning.
- Explain biological constraints on learning and describe the evolutionary perspective on learning.
- Identify and apply the perceptual and behavioral effects of basic principles of psychophysics, including thresholds, signal detection theory, sensory adaptation and overload, and selective attention.
- Explain the process by which sensory input travels from the physical world to the brain, including sense receptors, sensory neurons, and the basic structures of the eye and ear.
- Describe the most common principles of perceptual organization, including basic visual illusions, Gestalt principles, constancies, binocular and monocular cues, and apply these principles to real-life examples of perceptual errors.
- Describe the physiological and psychological processes involved in the perception of pain.
- Identify and discuss cultural and social influences on perception.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.
- Understand the challenges involved in defining consciousness.
- Discuss the impact of circadian rhythms on alertness and performance.
- Describe the stages of sleep, the physiological, cognitive, and emotional benefits of sleep, along with common problems associated with sleep deprivation, and apply this information to one's own sleep patterns and performance.
- Describe the four most popular theories of dreaming, including supporting evidence for the theories where applicable.
- Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.
- Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.
- Understand the complex interaction of nature and nurture in human development.
- Trace the progress of physical development through infancy into childhood and adolescence.
- Describe the major theories and milestones in cognitive development (including language) from birth through adolescence.
- Discuss attachment, gender identity, and moral reasoning as elements of social development.
- Discuss the physiology and the psychology (including cultural components) of adolescence and aging.

	<ul style="list-style-type: none"> • Understand the role of life transitions in healthy development. • Understand the reconstructive nature of memory and its applications to real-life issues such as eyewitness testimony and false memory. • Identify and describe the various physiological processes and structures involved in memory. • Apply concepts in encoding, memory consolidation, and forgetting to everyday memory tasks (such as studying). • Discuss current evidence and arguments on both sides of the recovered memory controversy. • Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making. • Explain the major theories of language acquisition, the structure of language, and the major milestones in language development. • Discuss research on animal language, and connect the evolutionary significance of animal language to that of human language.
Department Notes (optional)	

Section #4 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Transferable under PCC
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence Previously vetted by PCC
Identify comparables at Oregon schools	
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input checked="" type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

Section #3 Additional Information for new LDC courses		
How or where will the course be taught? Check all that apply.	<input checked="" type="checkbox"/> On campus <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> On-line	<input type="checkbox"/> Other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Practical Nursing (LPN)	# credits: 48
Name of degree(s):	Nursing (RN)	# credits: 98
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course is a requirement for the nursing program (both certificate and degree)	
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. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A	
Is there any potential impact on another department? If yes, explain and/or describe the nature of acknowledgments and/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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Copp	jcopp@cgcc.edu	9/30/13
Department Director	Email	Date
Julie Belmore	jbelmore@cgcc.edu	9/30/13

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.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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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General Education/Discipline Studies List Request Form

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(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Business/Social Science	Submitter Name: Phone: Email:	Kristen Kane 541-506-6023 kkane@cgcc.edu
Course Prefix and Number:	PSY 201A	Course Title:	Introduction to Psychology - Part 1
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	Upon successful completion students should be able to: <ol style="list-style-type: none"> 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach. 		

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 two OUS schools 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. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences 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 are required to demonstrate that 3 of the CLOs are addressed in depth, and 1 additional CLO is addressed at least minimally.

2. Address CGCC Core Learning Outcomes:	
For each CLO addressed, provide the following: 1) list the course outcome that clearly reflects the CLO; and 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO.	
Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	CLO: Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. Students will demonstrate mastery through the various outcome assessments such as <ul style="list-style-type: none"> • written assignments designed to promote integration of class material with personal reflection and experience. • Written or oral assignments designed to stimulate critical thinking. • Active participation in class discussion. • In-class participation in individual and group exercises, activities, or class presentations. • Design and completion of research projects. • Participation in online discussions and/or completion of assignments through electronic media.

Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving)

in depth minimally

CLO: Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

Students will demonstrate mastery through the various outcome assessments such as

- written assignments designed to promote integration of class material with personal reflection and experience.
- Written or oral assignments designed to stimulate critical thinking.
- Active participation in class discussion.
- Design and completion of research projects.
- Participation in online discussions and/or completion of assignments through electronic media.

Course Content:

- Identify the skills necessary to be a good critical thinker and apply these skills to specific examples.
- Distinguish among empiricism and common sense.
- Compare hypotheses and theories. Explain what makes a hypothesis testable and why that is important.
- Describe how the scientific method works, the steps involved, and why it is important in psychology.
- Explain what makes a sample representative, and discuss the problem of sampling bias.
- Describe the basic elements of an experiment and problems that can invalidate experimental results, such as lack of control, experimenter bias, subject bias, and placebo effects.
- Design an original experiment that could be carried out in the real world with proper ethical standards.
- Understand and calculate the basic descriptive statistics, including measures of central tendency such as the mode, median and mean, and measures of variability, including the range and standard deviation.
- Discuss correlation in relation to prediction and causation. Explain the meaning of statistical significance.
- Recognize the limitations of generalizing the results of experimental and descriptive research.
- Apply classical conditioning to personal experiences and identify the components of classical conditioning.
- Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.
- Describe and give examples of the schedules of reinforcement.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.

<p>Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)</p> <p><input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally</p>	<p>CLO: Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <p>CLO: Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.</p> <p>Course Content: Compare and contrast the modern research areas in psychology as well as today's clinical/applied specialties.</p>
<p>Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>CLO: Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</p> <p>CLO: Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <p>Course Content: Students will:</p> <ul style="list-style-type: none"> • Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists. • Identify and discuss cultural and social influences on perception. • Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences. • Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each. • Discuss the physiology and the psychology (including cultural components) of adolescence and aging.
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	

3. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Social Sciences	
Outcomes:	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
<p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<ol style="list-style-type: none"> 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 4. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	
<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<p>From course content: Students will:</p> <ul style="list-style-type: none"> • Recognize the limitations of generalizing the results of experimental and descriptive research. • Describe how human participants in research experiments are safeguarded by ethics. Discuss the use of deception in psychological research and the conditions that must be met when deception is used. • Compare the following research methods used to investigate hereditary influence: family studies, twin studies, and adoption studies. Define heritability. • Apply classical conditioning to personal experiences and identify the components of classical conditioning. • Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.

- Describe and give examples of the schedules of reinforcement.
- Recognize the strengths and limitations of punishment as an agent of behavior change.
- Describe and apply the principles of observational learning.
- Identify and apply the perceptual and behavioral effects of basic principles of psychophysics, including thresholds, signal detection theory, sensory adaptation and overload, and selective attention.
- Explain the process by which sensory input travels from the physical world to the brain, including sense receptors, sensory neurons, and the basic structures of the eye and ear.
- Describe the most common principles of perceptual organization, including basic visual illusions, Gestalt principles, constancies, binocular and monocular cues, and apply these principles to real-life examples of perceptual errors.
- Describe the physiological and psychological processes involved in the perception of pain.
- Identify and discuss cultural and social influences on perception.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.
- Understand the challenges involved in defining consciousness.
- Describe the stages of sleep, the physiological, cognitive, and emotional benefits of sleep, along with common problems associated with sleep deprivation, and apply this information to one's own sleep patterns and performance.
- Describe the four most popular theories of dreaming, including supporting evidence for the theories where applicable.
- Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.
- Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.
- Discuss attachment, gender identity, and moral reasoning as elements of social development.
- Discuss the physiology and the psychology (including cultural components) of adolescence and aging.
- Apply concepts in encoding, memory consolidation, and forgetting to everyday memory tasks (such as studying).
- Discuss current evidence and arguments on both sides of the recovered memory controversy.
- Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making.
- Explain the major theories of language acquisition, the structure of language, and the major milestones in language development.
- Discuss research on animal language, and connect the evolutionary significance of animal language to that of human language.

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”?**

From course content: Students will:

- Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists.
- Apply classical conditioning to personal experiences and identify the components of classical conditioning.
- Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.
- Identify and discuss cultural and social influences on perception.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.
- Describe the four most popular theories of dreaming, including supporting evidence for the theories where applicable.
- Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.
- Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.
- Understand the complex interaction of nature and nurture in human development.
- Discuss attachment, gender identity, and moral reasoning as elements of social development.
- Discuss the physiology and the psychology (including cultural components) of adolescence and aging.
- Understand the role of life transitions in healthy development.
- Understand the reconstructive nature of memory and its applications to real-life issues such as eyewitness testimony and false memory.
- Apply concepts in encoding, memory consolidation, and forgetting to everyday memory tasks (such as studying).
- Discuss current evidence and arguments on both sides of the recovered memory controversy.
- Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making.

****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

Section # 4 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
John Copp	jcopp@cgcc.edu	9/30/13
Department Director	Email	Date
Julie Belmore	jbelmore@cgcc.edu	9/30/13

NEXT STEPS:

1. Save this document as gened.req.course prefix and course number (e.g. gened.req.HST 104). Send completed form electronically to curriculum@cgcc.edu.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Business/Social Science	Submitter Name: Phone: Email:	Kristen Kane 541-506-6023 kkane@cgcc.edu
Course Prefix and Number:	PSY 201A	Course Title:	Introduction to Psychology - Part 1
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	Upon successful completion students should be able to: <ol style="list-style-type: none"> 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach. 		

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

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

2. Meet state-wide AAOT Cultural Literacy Outcome and Criteria:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Upon successful completion students should be able to: <ol style="list-style-type: none">1. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.2. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Students will: <ul style="list-style-type: none">• Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists.• Recognize the limitations of generalizing the results of experimental and descriptive research.• Identify and discuss cultural and social influences on perception.• Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.• Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.• Discuss the physiology and the psychology (including cultural components) of adolescence and aging.

Section # 4 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
John Copp	jcopp@cgcc.edu	9/30/13
Department Director	Email	Date
Julie Belmore	jbelmore@cgcc.edu	9/30/13

NEXT STEPS:

1. Save this document as cultlit.req.course prefix and course number (e.g. cultlit.req.HST 104). Send completed form electronically to curriculum@cgcc.edu.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information

Department:	Nursing and Health Occupations	Submitter name phone and email	Diana Lee-Greene 541-506-6164 dgreene@cgcc.edu
Prefix and Course Number:	MA 112	Credits:	1
Course Title: (60 characters max)	Medical Office Assistant 1	Transcript Title (30 characters max)	Medical Office Assistant 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours: Lecture: 10 Lec/lab: Lab:

Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
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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
A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Course fee \$50.00
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Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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

Explores personal ethics and understanding of self-awareness, communications skills, and work ethics in both personal and professional environments; emphasis is on attitude, time management, and goal setting.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.</p>		
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>	<p>% weight of outcome</p>
	<p>1. Apply professionalism in the delivery of health care</p>	<p>20</p>
	<p>2. Participate in a professional organization which defines ethics and provides education opportunities</p>	<p>15</p>
	<p>3. Recognize and appropriately respond to verbal and non-verbal communication</p>	<p>20</p>
	<p>4. Use goal setting in both the personal and professional setting</p>	<p>25</p>
	<p>5. Distinguish between and respond to culturally diverse populations in a health care setting</p>	<p>20</p>
	<p>TOTAL</p>	
<p>Outcomes assessment strategies: (from CCOG)</p>	<p>1. Student will complete at least one journal entry per week emphasizing the setting and achieving of goals to demonstrate understanding of the application of material to the real world.</p> <p>2. Student will report on one CME study out of the AAMA journal that emphasizes one of the stated outcomes.</p>	
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>		
<p>Course activities and design: (from CCOG)</p>	<p>The material in this course will be presented in a lecture/discussion format with role playing, small group process, audio-visual presentations. There will be written assignments.</p>	
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</p>	<p>The following list outlines the concepts, themes, and issues you need to understand and be able to use appropriately. You will have the opportunity to demonstrate your understanding in written and oral form, individually and in groups.</p> <p>1.0 Communications: Provide knowledge in cultural and environmental influences on behavior. Develop an awareness of self-understanding and social adaptability for communications and actions with physicians, employees and patients. Develop an awareness of how attitude influences the outcome of any given situation. Understand the principles of recognition and response to verbal and non-verbal communication.</p> <p>2.0 Human Relations: Develop an awareness and understanding of a culturally diverse workplace. Understand the adaptations of individual needs.</p> <p>3.0 Ethical Behavior and Professionalism: Develop ethical and professional behavior as it applies to the health care workplace.</p> <p>4.0 Goal Setting: Have experience with and understand the value of goal setting in helping patients meet their own health care goals.</p>	

	5.0 Professional Organization: Prepare students to become professionals; understanding the roles of the professional organization in defining ethics and providing education opportunities.
Department Notes (optional)	

Section #2 Function of the new course within an 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.	
Rationale for the new course.	Fulfilling Initial Independent Course Approval (IICA) process.
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Medical Assisting Certificate # credit: 47
Name of degree(s):	# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):	# credit:
Name of new degree(s):	# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> On campus <input type="checkbox"/> Hybrid <input type="checkbox"/> On-line <input type="checkbox"/> Other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Is there any potential impact on another department?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall, 2014
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Diana Lee-Greene	dgreene@cgcc.edu	10/1/13
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10/1/13

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.
2. Print final version of submission and attach the [Course Addition/Revision/Deletion Signature](#) page. Obtain required signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.