

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Joel Kabokov (Chair)

Stephen Shwiff (Vice Chair)

Jules Burton

Janette Harrington

Linnea Jaeger

Doris Jepson

Tom Kaser

Diana Lee-Greene

Ken Leibham

Pam Morse

John Schoppert

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Kaylene Herman (Student Services)

## Support Staff

Jensi Smith (Curriculum)

## Guests

Jennifer Hanlon-Wilde, Annette Byers, Rita Hendershot, Keri Byers, Grace Windsheimer, Dan Hall, Lloyd Walworth, Mary Kramer

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## **February 10, 2015 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: (no voting is required; for information only)

1. none

## Old Business:

1. none

## New Business: (times are a best estimate)

### Submissions

1. Jennifer Hanlon-Wilde – 3:35 pm
  - ENG 253 Survey of American Literature to 1865 (IICA revisions: title, out, assess, act, cont)
    - i. ENG 253 Opt-out Request
    - ii. ENG 253 Gen Ed Request
  - ENG 254 American Literature from 1865 to present (IICA revisions: title, out, assess, act, cont)
    - i. ENG 254 Opt-out Request
    - ii. ENG 254 Gen Ed Request
2. Annette Byers – 3:55 pm
  - MTH 20 Basic Math (IICA revisions: title, desc, out, cont)
  - MTH 20B Basic Math (IICA revisions: desc, out, cont)
3. Rita Hendershot, Keri Byers, Grace Windsheimer – 4:05 pm
  - ECE 187 Cooking Experiences for Young Children (IICA revisions: title, trans title, desc)
  - ECE 234 Children with Special Needs in Early Childhood Education (IICA revisions: des, out, cont)
  - ECE 235 Music & Movement for the Young Child (IICA revisions: title, trans title, des, out)

- ECE 236 Language and Literacy in Early Childhood Education (IICA revisions: desc, out, cont)
  - ECE 238 Administration of ECE & FS Programs (IICA revisions: title, trans title, desc, out, cont)
4. Dan Hall – 4:20 pm
- SOC 204 Sociology in Everyday Life (IICA revisions: req, desc)
    - i. SOC 204 Gen Ed Request
    - ii. SOC 204 Cultural Literacy Request
  - SOC 205 Social Change in Societies (IICA revisions: desc, out, CL desig)
    - i. SOC 205 Gen Ed Request
    - ii. SOC 205 Cultural Literacy Request (new)
5. Lloyd Walworth – 4:35 pm
- MUS 197 Chamber Choir: CGCC Cascade Singers (new course)
6. Diana Lee-Greene – 4:45 pm
- Medical Assisting (certificate/related instruction template revision)
  - Emergency Medical Services (certificate suspension)
  - EMS 105 EMT Part I (new Occ Prep course)
  - EMS 106 EMT Part II (new Occ Prep course)
  - EMS 120 Emergency Medical Services: First Responder (new Occ Prep Course)
- These three courses were part of the EMS certificate. With its suspension, the department is bringing these courses forward as stand-alone occupational preparatory courses.
- Description of Occupational Preparatory
- Designed to increase knowledge and develop skills leading to employment. Courses not part of an existing CGCC approved program (degree/certificate) area.
- i. Occupational preparatory courses can range from 1 - 11 credits.
  - ii. Contact hours can range from 10 - 210.
  - iii. The course should be for skill development for entry-level employment.
  - iv. Developed and operated within the advice and counsel of employers and others knowledgeable about the occupations involved.
  - v. State approval must be received before offering the course.
  - vi. A recognition award that indicates attendance or completion may be provided; however, it may not be called a certificate.
  - vii. Occupational preparatory courses MAY NOT be strung together to create a new program without applying for a new program and going through Adverse Impact as appropriate.
  - viii. They MAY NOT be supplementary, hobby or recreational in nature.
7. Mary Kramer – 5:25 pm
- Renewable Energy Technology (certificate revision)
  - Renewable Energy Technology (degree revision)

Next Meeting: Tuesday, March 10, 2015, 3:30-5:30 pm

Attachments: 11 IICA course submissions; 4 IICA Gen Ed requests; 2 IICA Cultural Literacy request; 2 IICA Opt-out request; 1 New LDC Course; 2 Certificate revisions; 1 Certificate suspension with attachments; 3 new Occupational Preparatory courses; 1 Degree revision.

# Columbia Gorge Community College

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Writing, Literature and Foreign Languages		Submitter name: phone: email:	Jennifer Hanlon-Wilde 613-619-2309 jenniferhanlonwilde@gmail.com
Prefix and Course Number:	ENG 253		Credits:	4
Course Title: (60 characters max, including spaces)	Survey of American Literature to 1865		Transcript Title: (30 characters max, including spaces)	American Literature to 1865
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total? 0	Contact hours	Lecture: 40 Lecture/lab: 0 Lab: 0
Reason for the new course	Fulfilling IICA requirement			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

Section #2 Requisites: 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 or equivalent placement test scores				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	WR 115 and RD 115 or equivalent placement test scores	<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
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Section #3 Course Description, Outcomes, and Content	
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 <a href="#">Writing Course Descriptions</a> .	
Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisites: WR 115 and RD 115 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s.
	2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.
	3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature.
	4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.
	5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were composed.
	6. Use literary theory to analyze early American texts.
Outcomes assessment strategies:	Assessment tools may include weekly written journals, participation in class discussions, creative projects, annotated bibliographies, quizzes and examinations, and literary analysis papers.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Lecture; assigned readings; discussion; written assignments.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Aesthetic aspects of literature.</li> <li>• Historical, political, cultural, rhetorical and socioeconomic contexts of early American life, including colonialism, Native American culture, slavery.</li> <li>• Close reading technique and theoretical approaches to texts.</li> <li>• Critical reading and thinking.</li> <li>• American identity as described and created by early American literature.</li> <li>• Literary research and analysis and synthesis of ideas.</li> </ul>
Department Notes (optional)	None.

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> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <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	Portland State, Oregon State, University of Oregon, University of Portland.
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 #5 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):	All certificates with general education electives	# credits:
Name of degree(s):	All degrees with general education electives	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It serves as an Arts & Letters 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	No.	

agreements that have been reached.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	1/10/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	1/10/15

**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](mailto: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

### Opt-out of Standard Prerequisites Request

Section #1 General Information			
Department:	English	Submitter name:	Jennifer Wilde
		Phone:	613-619-2309
		Email:	jenniferhanlonwilde@gmail.com
Course prefix and number	ENG 253	Credits:	4
Course title	Survey of American Literature to 1865		
Course description Including prerequisites	Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Audit available		

Section #2 Discipline Specific Opt-out Description and Reasoning	
Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	This is an established course. Years of experience as well as current review show that mathematics is not used at all in teaching course content. Likewise, a need for mathematics is not apparent in the course description or outcomes.
<b>Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request</b>	

Math	
<p>The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a <b>“C” or higher grade in MTH 20 or placement into MTH 60.</b></p> <p>Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.</p>	
Prerequisite Requested	No MTH prerequisite.

Please explain how the students can successfully achieve the intended <b>learning outcomes, competencies and skills</b> listed in the CCOG for this course without having obtained Math 20 skills.
Skill in Mathematics is not necessary in this course.
What instructional materials and other teaching methods are used in this course?
Lecture; Discussion; Group Work; Student Presentation
What <b>assessments</b> are used to measure outcomes?
Journals; exams; discussions; student creative project; analysis paper
What strategies do you employ to support students whose math skills are deficient?
No math is used in this course.

<b>Section #3 Other Considerations:</b>
Is there any other information you would like the committee to consider regarding this request?

<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	1/13/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	1/13/15

**NEXT STEPS:**

1. Save this document as OptOut.course prefix and course number (e.g. OptOut.HST 204). Send completed form electronically to [curriculum@cgcc.edu](mailto: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

## 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	English	Submitter Name: Phone: Email:	Jennifer Hanlon-Wilde 613-619-2309 jenniferhanlonwilde@gmail.com
Course Prefix and Number:	ENG 253	Course Title:	American Literature to 1865
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:	Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s.		
	2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.		
	3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature, including colonialism, rebellion, independence, Native American relations, slavery, and pioneering.		
	4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.		
	5. Use literary texts to examine the historical, rhetorical, and cultural early American contexts in which they were composed.		
	6. Use literary theory to analyze texts.		

**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.**

<b>2. Address CGCC Core Learning Outcomes:</b>	
<b>For each CLO addressed, provide the following: 1) list the course outcome(s) 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.</b>	
Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	All course outcomes reflect this CLO. Students will analyze texts through close reading, (outcome #6) which requires reading skills. This will be addressed in journal assignments. They will identify the issues, conflicts and preoccupations of early American literature (outcome #3), which requires writing skills; they will write journals and at least one longer paper. They will discuss aesthetic aspects of literature with one another (outcome 4), which requires both listening and speaking skills, through the discussions.
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	Students will identify strengths and limitations of American literary forms (outcome #1), which requires reflection and reasoning. They will use literary texts to examine the contexts in which they were composed, which requires thinking and evaluating information on several levels – aesthetic, historical, and socioeconomic among others (outcome #5). Readings, journals, and analysis papers will address this outcome on a weekly basis.
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	Course outcome #4 and #6 show how students will be prepared for literary study at an advanced level. Through lecture and readings, they will learn literary terms, practices and theories that are necessary to upper level coursework in English.

<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>Course outcome #2 addresses this in depth. The readings in this course are consciously chosen to represent the diversity of ethnicities that make up early American society. For example, they read Native American creation stories, a narrative written by a former African slave, as well as poetry by Americans of several cultural backgrounds.</p>
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Course outcome # 2 addresses this core outcome. Students read about the impact of war, migration, enslavement, colonialism, industrial agriculture and many other human activities that characterize the history of America.</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.**

Arts and Letters	
<b>Outcomes:</b>	
<p>As a result of taking General Education Arts &amp; Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
<p>A course in Arts &amp; Letters should:</p> <ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>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.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.</li> </ol> <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
<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"> <li>1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s.</li> <li>2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.</li> <li>3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature, including colonialism, rebellion, independence, Native American relations, slavery, and pioneering.</li> <li>4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.</li> <li>5. Use literary texts to examine the historical, rhetorical, and cultural early</li> </ol>

	American contexts in which they were composed. 6. Use literary theory to analyze texts.
<b>*Note:</b> 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"?**	This course 1. Introduces the fundamental ideas and practices of the discipline by having students read a wide variety of primary texts that are new to them, and by reading and hearing lectures about literary terms and theory. It 2. Elicits analytical, critical and creative responses to historical and/or cultural works, such as literature, by requiring weekly writings and at least one analytical paper. It 3. Helps students to place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines by interrogating the circumstances in which the texts were written.
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"?**	Students are introduced to new paradigms and philosophies as expressed by a wide variety of American writers, many of whom express a particular ideology or system of ethics and values that are different from the students' own way of looking at life. Sometimes students are very upset by this, making their own moral judgments on characters' actions. We interrogate the cultural and historical context of these actions, acknowledging that different life experiences and circumstances affect the values and ethics that are privileged.
<b>*Note:</b> 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.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	1/17/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	1/17/15

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto: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:	English	Submitter name: phone: email:	Jennifer Wilde <a href="mailto:jenniferhanlonwilde@gmail.com">jenniferhanlonwilde@gmail.com</a> 613-619-2306	
Prefix and Course Number:	ENG 254	Credits:	4	
Course Title: (60 characters max, including spaces)	American Literature from 1865 to present	Transcript Title: (30 characters max, including spaces)	American Literature from 1865	
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	IICA requirement			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

Section #2 Requisites: 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 or equivalent placement test scores				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	WR 115 and RD 115 or equivalent placement test scores	<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, Outcomes, and Content	
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 <a href="#">Writing Course Descriptions</a> .	
Introduces the literature of the land which is now the U.S.A. from the mid-1800s to the present. Revolves around the written manifestations of the various people creating and describing American culture. Considers various forms including canonized and non-canonized writing (fiction, letters, diaries, poetry and more.) Prerequisites: WR 115 and RD 115 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid-1800s to the present day.
	2. Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature.
	3. Identify and address the issues, conflicts, preoccupations, and themes of American literature.
	4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.
	5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed.
	6. Analyze texts through close reading and at least one of several literary theories.
Outcomes assessment strategies:	Assessment tools may include weekly written journals, participation in class discussions, creative projects, annotated bibliographies, quizzes and examinations, and literary analysis papers.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Lecture; assigned readings; discussion; written assignments.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	Aesthetic aspects of literature. Historical, political, cultural, rhetorical and socioeconomic contexts. Close reading and theoretical approaches to texts. Critical reading and thinking. American identity as described and created by American literature. Literary research and analysis and synthesis of ideas.
Department Notes (optional)	

Section #4 Transferability
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state 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	Portland State, Oregon State, University of Oregon, University of Portland.
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 #5 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):	All certificates with general education electives	# credits:
Name of degree(s):	All certificates with general education electives	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It serves as an Arts & Letters discipline 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	No	

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.	
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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	2/2/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	2/2/15

**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](mailto: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

### Opt-out of Standard Prerequisites Request

Section #1 General Information			
Department:	English	Submitter name:	Jennifer Wilde
		Phone:	
		Email:	<a href="mailto:jenniferhanlonwilde@gmail.com">jenniferhanlonwilde@gmail.com</a>
Course prefix and number	ENG 254	Credits:	4
Course title	Survey of American Literature from 1865		
Course description Including prerequisites	<p>Introduces the literature of the land which is now the U.S.A. from the mid-1800s to the present. Revolves around the written manifestations of the various people creating and describing American culture. Considers various forms including canonized and non-canonized writing (fiction, letters, diaries, poetry and more.)</p> <p>Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.</p>		

Section #2 Discipline Specific Opt-out Description and Reasoning	
<p>Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course</p>	<p>This is an established course. Years of experience as well as current review show that mathematics is not used at all in teaching course content. Likewise, a need for mathematics is not apparent in the course description or outcomes.</p>
<b>Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request</b>	

Math	
<p>The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a <b>“C” or higher grade in MTH 20 or placement into MTH 60.</b></p> <p>Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.</p>	
Prerequisite Requested	No MTH prerequisite.
<p>Please explain how the students can successfully achieve the intended <b>learning outcomes, competencies and skills</b> listed in the CCOG for this course without having obtained Math 20 skills.</p>	

Skill in Mathematics is not necessary in this course.
What instructional materials and other teaching methods are used in this course?
Lecture; Discussion; Group Work; Student Presentation
What <b>assessments</b> are used to measure outcomes?
Journals; exams; discussions; student creative project; analysis paper
What strategies do you employ to support students whose math skills are deficient?
No math is used in this course.

<b>Section #3 Other Considerations:</b>
Is there any other information you would like the committee to consider regarding this request?

<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	2/2/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	2/2/15

**NEXT STEPS:**

1. Save this document as OptOut.course prefix and course number (e.g. OptOut.HST 204). Send completed form electronically to [curriculum@cgcc.edu](mailto: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

## 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	English	Submitter Name: Phone: Email:	Jennifer Wilde <a href="mailto:jenniferhanlonwilde@gmail.com">jenniferhanlonwilde@gmail.com</a> 613-619-2306
Course Prefix and Number:	ENG 254	Course Title:	American Literature from 1865
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:	Introduces the literature of the land which is now the U.S.A. from the mid-1800s to the present. Revolves around the written manifestations of the various people creating and describing American culture in the period from the Civil War to the present day. Considers various forms including canonized and non-canonized writing (fiction, letters, diaries, poetry and more) and works translated from other languages as well as English. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid 1800s to the present day.		
	2. Identify and discuss the roles that gender, class, race, ethnicity, and geography play, and have played, in creating American literature.		
	3. Identify and address the issues, conflicts, preoccupations, and themes of American literature of the era, including slavery and its legacy, manifest destiny, equality, suffrage, industrial growth, environmentalism, and the emerging American identity.		
	4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.		
	5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed in a rapidly changing American milieu.		
	6. Use close reading techniques and literary theory to analyze texts.		

**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(s) 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	All course outcomes reflect this CLO. Students will analyze texts through close reading, (outcome #6) which requires reading skills. This will be addressed in journal assignments. They will identify the issues, conflicts and preoccupations of early American literature (outcome #3), which requires writing skills; they will write journals and at least one longer paper. They will discuss aesthetic aspects of literature with one another (outcome 4), which requires both listening and speaking skills, through the discussions.
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	Students will identify strengths and limitations of American literary forms (outcome #1), which requires reflection and reasoning. They will use literary texts to examine the contexts in which they were composed, which requires thinking and evaluating information on several levels – aesthetic, historical, socio-economic among others (outcome #5). Readings, journals, and analysis papers will address this outcome on a weekly basis.
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	Course outcome #4 and #6 show how students will be prepared for literary study at an advanced level. Through lecture and readings, they will learn literary terms and theories that are necessary to upper level coursework in English.
Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness) <input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally	Course outcome #2 addresses this in depth. The readings in this course are consciously chosen to represent the diversity of ethnicities that make up early American society. For example, they read Native American creation stories, a narratives written by former African slaves, as well as poetry by Americans of several cultural backgrounds.

<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Course outcome # 2 addresses this core outcome. Students read about the impact of war, migration, enslavement, colonialism, industrial agriculture and many other human activities that characterize the history of America.</p>
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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 &amp; Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
Criteria:	
<p>A course in Arts &amp; Letters should:</p> <ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>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.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.</li> </ol> <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1-6
*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"?**	<p>This course 1. Introduces the fundamental ideas and practices of the discipline by having students read a wide variety of primary texts that are new to them, and by reading and hearing lectures about literary terms and theory. It 2. Elicits analytical and critical responses to historical and/or cultural works, such as literature, by requiring weekly writings and at least one analytical paper. It 3. Helps students to place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines by interrogating the circumstances and milieu in which the texts were written.</p> <p>Finally, it fosters individual creative expression by requiring a creative project in which students produce something to teach their fellow students what they have learned about a text or author.</p>
How does the course enable a student to "critically analyze	Students are introduced to new paradigms and philosophies as expressed by a wide variety of American writers, many of whom express a particular ideology

values and ethics within a range of human experience and expression to engage more fully in local and global issues”?	or system of ethics and values that are different from the students’ own way of looking at life. Sometimes students are very upset by this, making their own moral judgments on characters’ actions. We interrogate the cultural and historical context of these actions, acknowledging that different life experiences and circumstances affect the values and ethics that are privileged.
<b>*Note:</b> 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.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	2/2/15
Department Director	Email	Date
Cody Yeager	cyeager@cgcc.edu	2/2/15

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto: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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Mathematics	Submitter name: phone: email:	Annette Byers 541-506-6000 ext. 7176 abyers@cgcc.edu	
Prefix and Course Number:	MTH 20	Credits:	4	
Course Title: (60 characters max, including spaces)	Basic Math	Transcript Title: (30 characters max, including spaces)	Basic Math	
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	Update course content outcome guide			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title		
		MTH 20B		

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 or equivalent placement test scores				
<input checked="" type="checkbox"/> Placement into: MTH 20 and RD 90		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co



Section #3 Course Description, Outcomes, and Content	
COURSE DESCRIPTION: 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 <a href="#">Writing Course Descriptions</a> .	
Introduces and reinforces whole numbers, place value, fractions, decimals, percents, integers, measurements, and basic statistics. Emphasizes writing, manipulating, interpreting and solving application problems. A calculator is required. Prerequisite: Placement into Math 20 and RD 90. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Recognize and perform accurate arithmetic computations in a variety of situations with and without a calculator.
	2. Communicate the results of problem solving mathematically and in writing.
	3. Recognize the connection between whole numbers, fractions, decimals, and integers.
	4. Apply mathematical confidence when problem solving.
Outcomes assessment strategies:	Instructors will use a variety of the following measures: <ul style="list-style-type: none"> <li>• Homework, quizzes, group activities, problem sets, online assignments</li> <li>• Projects – individual or group</li> <li>• Exams, which may include: proctored, take -home, open- book, group, cumulative, or online</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	The course may be delivered through a combination of lecture, online assignments, student activities including group and individual problem solving during class.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	Whole numbers <ol style="list-style-type: none"> <li>Vocabulary</li> <li>Place value</li> <li>Rounding</li> <li>Order of operations</li> <li>Computation with and without a calculator</li> <li>Computing mean, median, and mode</li> <li>Graph interpretation</li> <li>Application and problem solving</li> </ol> Fractions <ol style="list-style-type: none"> <li>Vocabulary</li> <li>Computation with and without a calculator</li> <li>Comparing fractions and decimals on a number line</li> <li>Order of operations using fractions</li> <li>Application and problem solving using fractions</li> </ol>



	<p>Decimals</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Rounding</li> <li>c. Computation</li> <li>d. Comparing decimals to fractions</li> <li>e. Order of operations using decimals</li> <li>f. Application and problem solving using decimals</li> </ul> <p>Ratios and Proportions</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Computations</li> <li>c. Solve proportion problems for a missing value</li> <li>d. Application and problem solving using ratios and proportions</li> </ul> <p>Percent</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Application and problem solving percent problems, including percent of increase, percent of decrease</li> <li>c. Identify and solve a variety of percent problems using real life situations</li> </ul> <p>Formulas and Measurements</p> <ul style="list-style-type: none"> <li>a. Find the perimeter, area, and volume of regular shapes</li> <li>b. Introduce unit conversions within the Metric and English systems</li> </ul> <p>Integers</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Compare signed numbers to whole numbers using a number line</li> <li>c. Computation</li> <li>d. Order of operations with signed numbers</li> </ul>
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"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <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	Not a transfer level course.

How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input 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 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).

Section #5 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):	Accounting Clerk: Marketing: Retail Management: Administrative Assistant: BHIA: Medical Office Profession: Web Development Assistant: Web Design Assistant	# credits: 48: 45: 35: 52:24 :24: 41: 41
Name of degree(s):	Accounting: Administrative Assistant: Administrative Office Professional	# credits: 92: 94: 91
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Prerequisite	
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.	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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Evans	<a href="mailto:jevans@cgcc.edu">jevans@cgcc.edu</a>	2/3/15
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	

**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](mailto: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:	Mathematics		Submitter name: phone: email:	Annette Byers 541-506-6000 ext. 7176 abyers@cgcc.edu
Prefix and Course Number:	MTH 20B	Credits:	4	
Course Title: (60 characters max, including spaces)	Basic Math	Transcript Title: (30 characters max, including spaces)	Basic Math	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: Lec/lab: 80 Lab:
Reason for the new course	Update course content outcome guide			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> 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 checked="" type="checkbox"/> Yes	Course Number and Title		
	<input type="checkbox"/> No	MTH 20		

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 or equivalent placement test scores				
<input checked="" type="checkbox"/> Placement into: MTH 20 and RD 90		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Section #3 Course Description, Outcomes, and Content	
COURSE DESCRIPTION: 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 <a href="#">Writing Course Descriptions</a> .	
Introduces and reinforces whole numbers, place value, fractions, decimals, percents, integers, measurements, and basic statistics. Emphasizes writing, manipulating, interpreting and solving application problems. A calculator is required. Prerequisite: Placement into Math 20 and RD 90. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Recognize and perform accurate arithmetic computations in a variety of situations with and without a calculator.
	2. Communicate the results of problem solving mathematically and in writing.
	3. Recognize the connection between whole numbers, fractions, decimals, and integers.
	4. Apply mathematical confidence when problem solving.
Outcomes assessment strategies:	Instructors will use a variety of the following measures: <ul style="list-style-type: none"> <li>• Homework, quizzes, group activities, problem sets, online assignments</li> <li>• Projects – individual or group</li> <li>• Exams, which may include: proctored, take -home, open- book, group, cumulative, or online</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	The course may be delivered through a combination of lecture, online assignments, student activities including group and individual problem solving during class.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	Whole numbers <ol style="list-style-type: none"> <li>Vocabulary</li> <li>Place value</li> <li>Rounding</li> <li>Order of operations</li> <li>Computation with and without a calculator</li> <li>Computing mean, median, and mode</li> <li>Graph interpretation</li> <li>Application and problem solving</li> </ol> Fractions <ol style="list-style-type: none"> <li>Vocabulary</li> <li>Computation with and without a calculator</li> <li>Comparing fractions and decimals on a number line</li> <li>Order of operations using fractions</li> <li>Application and problem solving using fractions</li> </ol>

	<p>Decimals</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Rounding</li> <li>c. Computation</li> <li>d. Comparing decimals to fractions</li> <li>e. Order of operations using decimals</li> <li>f. Application and problem solving using decimals</li> </ul> <p>Ratios and Proportions</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Computations</li> <li>c. Solve proportion problems for a missing value</li> <li>d. Application and problem solving using ratios and proportions</li> </ul> <p>Percent</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Application and problem solving percent problems, including percent of increase, percent of decrease</li> <li>c. Identify and solve a variety of percent problems using real life situations</li> </ul> <p>Formulas and Measurements</p> <ul style="list-style-type: none"> <li>a. Find the perimeter, area, and volume of regular shapes</li> <li>b. Introduce unit conversions within the Metric and English systems</li> </ul> <p>Integers</p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Compare signed numbers to whole numbers using a number line</li> <li>c. Computation</li> <li>d. Order of operations with signed numbers</li> </ul>
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"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <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	Not a transfer level course.

How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input 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 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).

Section #5 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):	Accounting Clerk: Marketing: Retail Management: Administrative Assistant: BHIA: Medical Office Profession: Web Development Assistant: Web Design Assistant	# credits: 48: 45: 35: 52:24 :24: 41: 41
Name of degree(s):	Accounting: Administrative Assistant: Administrative Office Professional	# credits: 92: 94: 91
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Prerequisite	
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.	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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Evans	<a href="mailto:jevans@cgcc.edu">jevans@cgcc.edu</a>	2/3/15
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	

**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](mailto: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 Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	CTE		Submitter name phone and email	Rita Hendershot rhendershot@cgcc.edu
Prefix and Course Number:	ECE 187		Credits:	1
Course Title: (60 characters max)	Cooking Experiences for Young Children		Transcript Title (30 characters max)	Cooking Exp for Young Children
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	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:
Reason for the new course.	Fulfilling IICA requirement. Elective for EFFS degree			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> 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 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
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 <a href="#">Writing Course Descriptions</a> .				
Experiences cooking with young children to help them learn language and literacy, math, science, cooperation, and healthy eating habits. Learns to create and share cooking experiences with young children in a way that maximizes child participation and developmental opportunities and minimizes the potential for chaos. 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 <a href="#">course outcomes guidelines</a> 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:
	<ol style="list-style-type: none"> <li>1. Identify elements of quality cooking experiences for young children.</li> <li>2. Articulate the role of cooking in the acquisition of skills and concepts across all developmental domains.</li> <li>3. Design, implement and evaluate cooking experiences for children of varying ages (2 years to school age) and abilities.</li> <li>4. Identify solutions to common barriers and issues that arise when cooking with children.</li> <li>5. Describe the ways in which cooking with children can be a component of cultural validation and building relationships with families.</li> </ol>
Outcomes assessment strategies: (from CCOG)	Assessment may include: participation in class and small group activities, written observations, assignments, reflective journal
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: class discussions, small group activities, observations of early education classrooms, written assignments, reflective journals
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Why cook with children?</li> <li>• Design and implementation of quality cooking experiences.</li> <li>• Facilitating learning and development across domains with cooking experiences.</li> <li>• Use of cooking with children in the development of healthy eating habits and the prevention of childhood obesity.</li> <li>• Involving families and communities in cooking projects with children.</li> <li>• Addressing common barriers and issues that arise in cooking experiences.</li> </ul>
Department Notes (optional)	

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	EEFS AAS Degree	# credit: 92
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 for AAS EEFS Degree	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , 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	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.	NA
Is there any potential impact on another department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
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="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	<a href="mailto:gwindsheimer@cgcc.edu">gwindsheimer@cgcc.edu</a>	1-21-2015
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	

**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](mailto: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 Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

### Section #1 General Information

Department:	CTE	Submitter name phone and email	Keri Byers kbyers@cgcc.edu
Prefix and Course Number:	ECE 234	Credits:	3
Course Title: (60 characters max, including spaces)	Children with Special Needs in Early Childhood Education	Transcript Title: (30 characters max, including spaces)	Children w/Special Needs i/ECE
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Fulfilling IICA requirement. Required for degree.		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> standard 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
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 <a href="#">Writing Course Descriptions</a> .			

Explores areas of special needs in children from birth through eight years of age. Identifies and understands the knowledge of inclusion of children in early childhood settings. Explores services available to children with special needs and their families. Introduces students to child development issues as it relates to special needs children. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of learning disabilities in the ECE classroom.</li> <li>2. Recognize and understand special needs areas, including: giftedness, deaf and hearing impaired, and the emotionally disturbed ECE child.</li> <li>3. Recognize cognitive delays and disabilities in ECE classrooms.</li> <li>4. Apply strategies for mainstreaming in ECE.</li> <li>5. Assess ECE children with special needs.</li> <li>6. Apply knowledge parent-teacher partnership in the support and intervention of special needs ECE children.</li> </ol>
Outcomes assessment strategies: (from CCOG)	Assessments may include: interviews, written observations, journal reflections, self-assessment, professional plan, professional philosophy, group projects, and assignments.
<b>COURSE CONTENT, ACTIVITIES AND DESIGN</b>	
Course activities and design: (from CCOG)	Activities may include: group discussions, reflections, quizzes, key terms and assignments, observations, community interviews, portfolio work collection, final exam, and individual/group report assignment.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>This course outline is a topical outline and is not necessarily the sequence in which the material will be presented.</p> <ul style="list-style-type: none"> <li>• Educating young children with special needs</li> <li>• Partnership with families, team collaboration, problem solving and consultation</li> <li>• Developing Individualized plans and programs for children with special needs</li> <li>• Designing instructional programs for teaching children with specific special needs.</li> <li>• Promoting and nurturing emotional, social development and communication skills with children with special needs</li> <li>• Guiding and helping children develop motor and self-help skills.</li> <li>• Encouraging the development of cognitive and literacy skills.</li> </ul>
Department Notes (optional)	<p>NAEYC standards that relate are Standard #1 - Promoting Child Development and Learning</p> <p>Core Knowledge categories – Special Needs (SN)</p>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	<input checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No

Name of certificate(s):		# credit:
Name of degree(s):	AAS EEFS Degree	# credit: 92
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):	Required for degree.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , 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.	NA
Is there any potential impact on another department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
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.edu](mailto: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 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:	ECE 235	Credits:	3
Course Title: (60 characters max, including spaces)	Music & Movement for the Young Child	Transcript Title: (30 characters max, including spaces)	Mus/Mvmnt for the Young Child
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Fulfilling IICA requirement. Elective for degree.		
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>REQUISITES:</b> 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 prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .			
Focuses on the purposes of incorporating music and movement into the early childhood curriculum. Examines the development of musical and movement skills in children from birth to age 8, and introduces the concepts of age and developmental appropriateness when designing fun movement/music activities.			

Develops a variety of music and movement activities, techniques and materials appropriate for early childhood education. Includes active participation with hands-on experience as well as the development of practical activities, techniques and materials appropriate for use with young children. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	<ol style="list-style-type: none"> <li>1. Identify the ways in which music and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative growth.</li> <li>2. Recognize the development of musical and motor skills in children from birth to age 8.</li> <li>3. Use a basic vocabulary for talking about music and movement.</li> <li>4. Develop and evaluate music and movement activities and materials for young children.</li> <li>5. Apply a beginning level of skill in presenting music and movement experiences.</li> <li>6. Connect music and movement to the total classroom curriculum, as well as to individual children's needs and interests.</li> </ol>
Outcomes assessment strategies: (from CCOG)	Assessments may include: written observations, journal reflections, self-assessment, group projects, and assignments.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: group discussions, reflections, quizzes, key terms and assignments, observations, community interviews, portfolio work collection, final exam, and individual/group report assignment.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• movement/music-oriented environment and curriculum</li> <li>• physical, cognitive, social, emotional and creative growth</li> <li>• movement/music role in the traditional domains of child development</li> <li>• movement, musical and creative development</li> <li>• developmentally appropriate teaching methods for movement/music</li> <li>• teaching methods, vocabulary, lesson planning</li> <li>• movement/music for transitions</li> </ul>
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.		
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):		# credit:
Name of degree(s):	AAS EEFS Degree	# credit: 92
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 for degree.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , 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	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.	NA
Is there any potential impact on another department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Has the Library director been notified	<input checked="" type="checkbox"/> Yes

regarding the addition of this course and the need for any potential resources?	<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	1-25-2015
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.edu](mailto: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 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:	ECE 236	Credits:	3
Course Title: (60 characters max, including spaces)	Language and Literacy in Early Childhood Education	Transcript Title: (30 characters max, including spaces)	Lang & Literacy in ECE
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Fulfilling IICA requirement. Required for degree.		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> standard 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
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 <a href="#">Writing Course Descriptions</a> .			
Provides an overview of language and literacy development in children from infancy to age 8. Explores the design and use a variety of language and literacy development activities with young children. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	<ol style="list-style-type: none"> <li>1. Understand the process of normal language development in young children</li> <li>2. Apply an understanding of the teacher's multiple roles in facilitating language development.</li> <li>3. Recognize different genre of literature written for children infancy to age 8, and its function.</li> <li>4. Evaluate and select literature for young children.</li> <li>5. Present children's literature using a variety of methods.</li> </ol>
Outcomes assessment strategies: (from CCOG)	Assessments may include: written observations, journal reflections, self-assessment, professional plan, quizzes, group projects, research papers, book reviews, oral presentations and problem solving activities and assignments.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: group discussions, reflections, key terms and assignments, observations, community interviews, portfolio work collection, and individual/group assignments.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Language Development in early childhood education</li> <li>• Teacher's role in language development in early childhood education</li> <li>• Literature genres for early childhood education</li> <li>• Evaluation of early childhood education literature</li> <li>• Presentation of literature to young children using a variety of methods</li> </ul>
Department Notes (optional)	NAEYC standards that relate are Standard #5 – Using Content Knowledge to Build Meaningful Curriculum Core Knowledge categories – Learning Environment and Curriculum (LEC)

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.		
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):		# credit:
Name of degree(s):	AAS EEFS Degree	# credit: 92
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):	Required for degree.	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If <b>yes</b> , 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.	NA	
Is there any potential impact on another department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA	
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	1-25-2015
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.edu](mailto:curriculum@cgcc.edu).
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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	Grace Windsheimer gwindsheimer@cgcc.edu	
Prefix and Course Number:	ECE 238	Credits:	3	
Course Title: (60 characters max, including spaces)	Administration of ECE & FS Programs	Transcript Title: (30 characters max, including spaces)	Adm of ECE & FS Programs	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Reason for the new course.	Fulfilling IICA requirement. Elective for degree.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<input type="checkbox"/> standard 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: Recommended: prior coursework/experience	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
COURSE DESCRIPTION: 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 <a href="#">Writing Course Descriptions</a> .				

Studies various tasks and responsibilities of program administration. Includes licensing, program planning, organization, financial management, parent and community relationships, and personnel management. Prior ECE course work and experience working with children in groups is highly recommended. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	<ol style="list-style-type: none"> <li>1. Understand-different types of early childhood programs</li> <li>2. Determine appropriate programs for a specific geographical area.</li> <li>3. Understand the licensing and accreditation processes.</li> <li>4. Manage the administrative responsibilities of an ECE program, including: facilities, finances, food services, and personnel</li> <li>5. Monitor and direct children’s programming, including: curriculum development and planning, classroom management, and discipline policies.</li> <li>6. Involve and engage parents in their child’s education.</li> </ol>
Outcomes assessment strategies: (from CCOG)	Assessments may include: interviews, written observations, journal reflections, quizzes, self-assessment, professional plan, professional philosophy, group projects, and assignments.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: group discussions, reflections, key terms and assignments, observations, community interviews, portfolio work collection, and individual/group report assignment.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Types of programs: family childcare, center-based care, part day programs, full day programs, school age childcare, parent education programs, and respite care programs</li> <li>• Advantages, disadvantages, and special considerations for each of the above programs</li> <li>• Needs assessment process</li> <li>• Philosophy and goals of your program</li> <li>• advisory board and its members</li> <li>• agencies involved in the licensing and accreditation processes</li> <li>• rules and regulations governing early childhood programs</li> <li>• facility management including: physical environment, health issues, safety, storage needs, equipment and supplies</li> <li>• financial management including; budget, policies, costs, insurance, taxes, raising fund</li> <li>• food service management including, menu planning, food purchasing, food handling, developmentally appropriate food preparation</li> <li>• Obtain Oregon Food Handlers card</li> <li>• USDA Child Care Food Program as it relates to group childcare.</li> <li>• Personnel management including hiring, orientation, trainings, staff development plan, benefits, vacation, staff evaluation</li> <li>• Curriculum including, developmentally appropriate, classroom management, discipline policies, observation</li> <li>• Parent involvement in early childhood programs</li> </ul>

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.		
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):		# credit:
Name of degree(s):	AAS EEFS Degree	# credit: 92
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 for degree.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , 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.	NA	
Is there any potential impact on another department?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA	
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	1-27-2015
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.edu](mailto: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:	Social Sciences		Submitter name: phone: email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Prefix and Course Number:	SOC 204		Credits:	4
Course Title: (60 characters max, including spaces)	Sociology in Everyday Life		Transcript Title: (30 characters max, including spaces)	Sociology in Everyday Life
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: 0 Lab: 0
Reason for the new course	Fulfilling IICA requirement			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

Section #2 Requisites: 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, Outcomes, and Content	
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 <a href="#">Writing Course Descriptions</a> .	
Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events.
	2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.
	3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.
Outcomes assessment strategies:	<p>The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:</p> <ol style="list-style-type: none"> <li>1. Short analytical or application papers on specific concepts, themes, and issues.</li> <li>2. Term or research papers, using a variety of research strategies.</li> <li>3. Oral presentations.</li> <li>4. Group research, analysis, and presentation projects.</li> <li>5. Class participation in full-class discussions and small groups or teams.</li> <li>6. Response papers or journals reflecting on life experiences, events, and social phenomena.</li> <li>7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.</li> <li>8. Student-instructor conferences.</li> <li>9. Portfolios.</li> <li>10. Video projects.</li> <li>11. Oral histories and interviews.</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	<p>Recommended activities and design:</p> <p>Design:</p> <p>Lecture format tailored around a standard resource instrument (i.e. book) in order for</p>

	<p>standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.</p> <p>Activities:</p> <p>Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)</p>	<ol style="list-style-type: none"> <li>1. Sociological approach and perspectives: sociological imagination, sociological theories (structural functionalist, conflict, symbolic interactionist, feminist).</li> <li>2. Sociology as a science: research and methods, issues of bias and ethics.</li> <li>3. Culture (symbols/language, norms/values, material and non-material culture; approaches to study of/interaction with cultures, including ethnocentrism, cultural relativism, multiculturalism).</li> <li>4. Socialization (theories; agents; life stages; socialization related to gender, race/ethnicity, social class; resocialization).</li> <li>5. Social stratification and systems of inequality: power, social construction of, socialization related to, hate crimes). <ul style="list-style-type: none"> <li>• Social caste and class, wealth, poverty.</li> <li>• Race and ethnicity, social construction of race and forms of race relations, racism, prejudice, individual and institutional discrimination.</li> <li>• Sex and gender, compulsory heterosexuality and homophobia, sexism, sex segregation, sexual harassment and violence.</li> <li>• Aging, myths and realities, aging of societies, prejudice and discrimination, elder abuse, social problems related to aging.</li> </ul> </li> <li>6. Social structure and organization (roles and statuses, groups and organizations, bureaucracies, social institutions).</li> <li>7. Societies (types, systems of inequality, social change).</li> <li>8. Deviance, conformity, and social control (theories; norms and values enforcement; social control mechanisms; law, crime and criminal justice system).</li> </ol> <p><b>Competencies and Skills</b></p> <ol style="list-style-type: none"> <li>1. Apply sociological approach and perspectives to a variety of social patterns and processes.</li> <li>2. Write and communicate orally in a clear, organized, and effective manner.</li> <li>3. Think critically about current social issues and analyze complex social realities.</li> <li>4. Use varied and effective research techniques and strategies.</li> <li>5. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.</li> <li>6. Develop ability to listen to and empathize with diverse perspectives and experiences.</li> <li>7. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.</li> <li>8. Integrate course work with current events and trends through examination of popular and news media.</li> </ol>



	<b>TEXTS and MATERIALS</b> Approved Texts: There is no standard text used by all instructors, but the department must approve all required texts.
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> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <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	Previously vetted by PCC
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	Previously vetted by PCC
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 #5 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) Mark each box that could be an effective delivery mode for this course
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, ASOT-BUS, AGS, AS, AAS	# credits: 90-101
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	General education social science elective; cultural literacy requirement	



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
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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Copp	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	1/24/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	1/24/15

**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](mailto: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

## 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	Social Sciences	Submitter Name: Phone: Email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Course Prefix and Number:	SOC 204	Course Title:	Sociology in Everyday Life
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our 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(s) 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.	
<p>Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome 1: Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events.</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.</p>
<p>Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome: 1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and the social phenomena that result from social interaction, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained, by gaining this knowledge students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</p>

<p>Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome 3: Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.</p> <p>Students will gain knowledge on in depth analysis of society. This will enhance their skill set in a professional and/or academic career by giving them a higher understanding on topics like: diversity, inequality, and social institutions to name a few. Additionally, students looking to minor or major in sociology will be need to complete SOC 204 as it is often needed for any minor or major. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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>Outcome 2: Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.</p> <p>Students will learn topics such as: income, race, gender, age, sexuality, and ethnicity inequality to name several. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. It will also enhance students' knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</p>
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcomes: 1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.</p> <p>Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define human collective activity, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: population growth, city creation, and war and conflict to name a few. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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:**

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

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

#### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.\*

1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events.
2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.
3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.

**\*Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?\*\*

This course is tailored to do exactly what the question is asking. SOC 204 aims to teach students about things like: culture, social interaction, socialization, groups and organizations, deviance, technology, stratification, inequality, race, ethnicity, gender, sexuality, the aging process, religion, education, government, work, and the economy to name several. These are all social phenomena that have happened because of our human behavior. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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”?\*\*

By learning the information previously mentioned in the last question, students will gain knowledge on our social world and the diversity that exists among it. The nature of learning will inevitably allow students to make more informed decisions within their own lives as well as allow them to make better informed decisions during their own social dynamics. Students will also be required to submit some sort of material in order for evaluation. In doing so it will measure their application of knowledge. In addition, because they are part of the social world they will also be fostering their own reflections and appreciation for it.

**\*\*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	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	1/24/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	1/24/15

# Columbia Gorge Community College

## Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Social Sciences	Submitter Name: Phone: Email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Course Prefix and Number:	SOC 204	Course Title:	Sociology in Everyday Life
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural /cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.		

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

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*
- 3. Meet the state-wide AAOT Cultural Literacy Criteria:**  
A course with the Cultural Literacy designation will:
  1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
  2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

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

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



2. Meet state-wide AAOT Cultural Literacy Outcome and Criteria:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> <li>1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events.</li> <li>2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.</li> <li>3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.</li> </ol>
<b>Note:</b> 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.	Sociology revolves around studying groups of people and the social phenomena that happen when people come together in social contact. Culture is the inclusion of all learned and gained knowledge/information that is stored by groups of people over time. This can include anywhere from symbol building to technology. This course is tailored around allowing students to explore social interactions and phenomena holistically from an introductory perspective. Therefore, students will be better suited to being able to identify and analyze complex practices, values, and beliefs of cultures. As well students learn through the course not only the historical creation of difference (i.e. race is actually a social construct termed in the 1500's), but also the social impact of difference throughout history. Some examples of course material related to culture and difference would be: In depth analysis of what is culture, socialization, social stratification, race, ethnicity, gender, sex, sexuality, and the aging process to name a few.

Section # 3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Copp	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	1/24/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	1/24/15

**NEXT STEPS:**

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to [curriculum@cgcc.edu](mailto: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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Social Sciences		Submitter name: phone: email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Prefix and Course Number:	SOC 205		Credits:	4
Course Title: (60 characters max, including spaces)	Social Change in Societies		Transcript Title: (30 characters max, including spaces)	Social Change in Societies
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: 0 Lab: 0
Reason for the new course	Fulfilling IICA requirement			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
			Check all that apply	Default (Choose one)
	A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

Section #2 Requisites: 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, Outcomes, and Content	
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 <a href="#">Writing Course Descriptions</a> .	
Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.
	2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.
	3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.
Outcomes assessment strategies:	<p>The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:</p> <ol style="list-style-type: none"> <li>1. Short analytical or application papers on specific concepts, themes, and issues.</li> <li>2. Term or research papers, using a variety of research strategies.</li> <li>3. Oral presentations.</li> <li>4. Group research, analysis, and presentation projects.</li> <li>5. Class participation in full-class discussions and small groups or teams.</li> <li>6. Response papers or journals reflecting on life experiences, events, and social phenomena.</li> <li>7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.</li> <li>8. Student-instructor conferences.</li> <li>9. Portfolios.</li> <li>10. Video projects.</li> <li>11. Oral histories and interviews.</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	

Course activities and design:	<p>Recommended activities and design:</p> <p>Design: Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.</p> <p>Activities: Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.</p>
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Social Institutions, including family, education, religion, economy, politics, and health, and the interactions across and between institutions.</li> <li>2. Social theories and perspectives applied to the study of social institutions, including structural-functionalist, conflict, symbolic interaction, and feminist.</li> <li>3. Social change theory.</li> <li>4. Collective behavior, including rhetoric and propaganda, and social movements.</li> <li>5. Global content areas related to social change, including globalization, stratification, population, urbanization, environment, technology, and mass media.</li> <li>6. Interactions and relationships between culture and structure and how culture shapes social institutions.</li> <li>7. Impact of race/ethnicity, gender, age, social class, and other diversity on experience in social institutions and social change.</li> </ol> <p><b>Competencies and Skills</b></p> <ol style="list-style-type: none"> <li>8. Apply sociological approach and perspectives to a variety of social patterns and processes, specifically related to social institutions and social change.</li> <li>9. Continue to hone critical thinking skills regarding the reciprocal relationship between individuals and institutions.</li> <li>10. Observe and identify social change and consequences.</li> <li>11. Write and communicate orally in a clear, organized, and effective manner.</li> <li>12. Use varied and effective research resources, techniques, and strategies.</li> <li>13. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.</li> <li>14. Integrate course work with current events and trends through examination of popular and news media.</li> <li>15. Develop ability to listen to and empathize with diverse perspectives and experiences.</li> <li>16. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.</li> </ol> <p><b>Texts and Materials</b></p> <p>Approved Texts: There is no standard text used by all instructors, but the department must approve all required texts.</p>

Department Notes (optional)	
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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> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <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	Previously vetted by PCC
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	Previously vetted by PCC
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 #5 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) Mark each box that could be an effective delivery mode for this course
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, ASOT-BUS, AGS, AS, AAS	# credits: 90-101
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	General education social science elective; cultural literacy requirement	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines	no	

at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
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
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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Copp	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	

#### 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](mailto: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

## 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	Social Sciences	Submitter Name: Phone: Email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Course Prefix and Number:	SOC 205	Course Title:	Social Change in Societies
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:	Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.		

**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.**

<b>2. Address CGCC Core Learning Outcomes:</b>	
<b>For each CLO addressed, provide the following: 1) list the course outcome(s) 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.</b>	
<p>Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome: Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.</p>
<p>Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome: 1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and how they have changed throughout time, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained, by gaining this knowledge students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</p>

<p>Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcome: Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.</p> <p>Students will gain knowledge on in depth analysis of society. This will enhance their skill set in a professional and/or academic career by giving them a higher understanding on topics like: diversity, inequality, and social institutions to name a few. Additionally, students looking to minor or major in sociology will be need to complete SOC 204 as it is often needed for any minor or major. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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>Outcome: Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.</p> <p>Students will learn topics such as: kinship, art and leisure, polity, ideology, and stratification to name several. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. Students will also gain greater knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</p>
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> in depth <input type="checkbox"/> minimally</p>	<p>Outcomes: 1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.</p> <p>Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define human collective activity, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: population growth, city creation, and war and conflict to name a few. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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:**

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

- Apply analytical skills to social phenomena in order to understand human behavior; and



- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

#### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.</li> <li>2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.</li> <li>3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.</li> </ol>
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**\*Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	This course is tailored to do exactly what the question is asking. SOC 205 aims to teach students about things like: culture, social interaction, socialization, groups and organizations, kinship, polity, technology, ideology, and art and leisure to name several. These are all social phenomena that have happened because of our human behavior. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.
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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”?**	By learning the information previously mentioned in the last question, students will gain knowledge on our social world and the diversity that exists among it. The nature of learning will inevitably allow students to make more informed decisions within their own lives as well as allow them to make better informed decisions during their own social dynamics. Students will also be required to submit some sort of material in order for evaluation. In doing so it will measure their application of knowledge. In addition, because they are part of the social world they will also be fostering their own reflections and appreciation for it.
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**\*\*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	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	1/24/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	1/24/15

NEXT STEPS:



# Columbia Gorge Community College

## Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Social Sciences	Submitter Name: Phone: Email:	Dan Hall 248-794-8105 dhall@cgcc.edu
Course Prefix and Number:	SOC 205	Course Title:	Social Change in Societies
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:	Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.		

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

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.
2. Meet the state-wide AAOT Cultural Literacy Outcome: As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*
3. Meet the state-wide AAOT Cultural Literacy Criteria:  
A course with the Cultural Literacy designation will:
  1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
  2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

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

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

2. Meet state-wide AAOT Cultural Literacy Outcome and Criteria:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> <li>1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.</li> <li>2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.</li> <li>3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.</li> </ol>
<b>Note:</b> 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.	Sociology revolves around studying groups of people and the social phenomena that happen when people come together in social contact. Culture is the inclusion of all learned and gained knowledge that is stored by groups of people over time. This can include anywhere from symbol building to technology. This course is tailored around allowing students to explore social change through culture (e.g. ideology and technology). In studying how societies change overtime due to culture, students will be better suited to being able to identify and analyze complex practices, values, and beliefs of cultures. As well students learn through the course the historical creation and impact of difference (i.e. diffusion, stratification). Some examples of course material related to culture and difference would be: In depth analysis of what is culture, socialization, social stratification, kinship, polity, and art and leisure to name a several.

Section # 3 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
John Copp	<a href="mailto:jcopp@cgcc.edu">jcopp@cgcc.edu</a>	1/24/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	1/24/15

#### NEXT STEPS:

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to [curriculum@cgcc.edu](mailto: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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

Section #1 General Information				
Department:	Arts and Humanities	Submitter name: phone: email:	Lloyd Walworth 541-980-3858 <a href="mailto:lloydwalworth@gmail.com">lloydwalworth@gmail.com</a>	
Prefix and Course Number:	MUS 197	Credits:	1	
Course Title: (60 characters max, including spaces)	Chamber Choir (CGCC Cascade Singers)	Transcript Title: (30 characters max, including spaces)	Chamber Choir	
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours	Lecture: Lec/lab: Lab: 30
Reason for the new course	IICA requirement			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

Section #2 Requisites: 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 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, Outcomes, and Content	
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 <a href="#">Writing Course Descriptions</a> .	
Develops choral singing skills in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. Presents music drawn from a variety of folk, secular and sacred origins. Includes public performances as Cascade Singers. 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 <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Learn and perform choral compositions for male and female voices both aurally and by note reading.
	2. Execute directions by the conductor accurately and record written performance notes in the score.
	3. Hold to a single vocal line in a polyphonic setting.
	4. Perform in front of an audience.
5. Apply an understanding of vocal range and type to continue to improve as a singer.	
Outcomes assessment strategies:	The instructor should make the criteria for assigning a course grade and for evaluating student progress clear at the beginning of the term. The individual instructor will determine the methods of assessment. Assessment methods may include: A. Pitch accuracy B. Rhythmic accuracy C. Ability to follow the conductor D. Performing consistency.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	The choral director will develop one’s innate vocal ability via systematic training in a mixed male-female group setting. Exploring the expressive potential of one’s own voice and working together with others in placing that voice to the service of a composite choral sonority is emphasized. Attendance of a choral concert should be considered.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	Choral literature drawn from a wide variety of eras, global regions, composing styles from the Renaissance forward to the present day are explored. Familiar and engaging arrangements of festival and holiday music will be considered. The musicianship skills such as interval singing and rhythmic accuracy should be included. Choral performance discipline and decorum will be introduced especially for those with less experience.
Department Notes (optional)	

Section #4 Transferability
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state 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	U of O, OSU, PSU, SOU, WOU, EOU
How does it transfer? Check all that apply	<input 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 type="checkbox"/> Other - provide evidence Previously vetted by PCC
Identify comparables at Oregon schools	comparable to MUS 221@PCC; MUP 131 @SOCC; MUS 291@LCC; MUS 197@CCC; MUS 140@OSU; MUS 197@PSU
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).

### Section #5 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 type="checkbox"/> Hybrid <input type="checkbox"/> On-line	<input type="checkbox"/> Other (explain) Meets at Zion Lutheran Church, The Dalles as well as TDC campus appearances
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 degrees with general electives	# credits: 90-101
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It serves as a general 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	No	

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.	
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"/> Specify term: Fall, 2015
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 # 6 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Joel Kabakov	<a href="mailto:jkabakov@cgcc.edu">jkabakov@cgcc.edu</a>	2/3/15
Department Director	Email	Date
Cody Yeager	<a href="mailto:cyeager@cgcc.edu">cyeager@cgcc.edu</a>	2/3/15

#### 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](mailto: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.

## CERTIFICATE REVISION

Submitted by: Diana Lee-Greene	Email: dgreene@cgcc.edu	Phone: 541-506-6164	Department: Nursing & Health Occupations
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(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Medical Assisting	Proposed Title:	No change
Current Credits:	47	Proposed Credits:	No change
Overview and rationale for proposed changes:	To update related instruction template.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	Revisions to RI template include: <ol style="list-style-type: none"> <li>1. Communication RI – removed MA 118 and increased embedded instruction in MA 117, added stand-alone MA 122</li> <li>2. Computation RI – no changes</li> <li>3. Human Relations RI – no changes</li> </ol>		
Requested Implementation Term	Next available term after approval		

**SECTION #2 REVISION AREAS**

Does the revision involve changing certificate prerequisites?

☐ Yes ☒ No**CURRENT PREREQUISITES**

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Credits
MP 111	Medical Terminology	4
BI 121	Intro to Human Anatomy & Physiology I	4
WR 121	English Composition	4
MTH 60	Introductory Algebra	4

**PROPOSED PREREQUISITES**

(No change, leave blank.)

Course Number	Course Title or Placement level	Credits

**CERTIFICATE OUTCOMES**

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

Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See [writing learning outcomes](#) on the curriculum website.

Does the revision involve changing certificate outcomes?

☐ Yes ☒ No**CURRENT CERTIFICATE OUTCOMES**

(Required whether or not outcomes are being changed.)

*Students who complete this certificate should be able to:*

1. Communicate effectively with persons through the use of verbal and non-verbal skills, written abilities, active listening and information technologies within the ambulatory care settings.
2. Integrate the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.
3. Demonstrate the ability to meet patient’s needs as a mature, adaptable person and member of the medical assisting profession.



4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims and ethical issues.	
5. Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.	
<b>PROPOSED CERTIFICATE OUTCOMES</b>	
No changes	
<b>RELATED INSTRUCTION</b>	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the <a href="#">curriculum website</a> .	
<b>Additional Comments Or Changes</b>	

<b>SECTION #3 COURSE BY COURSE COMPARISON</b>					
List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. Include elective list below.					
If you are adding a course, place it in the preferred term or category, identify such a course with (add) and bold the text in the line.					
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.					
If you are removing a course, identify the course with (remove) and bold the text.					
If the course title is changed, identify the course with (title change) and bold the text.					
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
<b>Term 1</b>				No change	
BI 122	Introduction to Human Anatomy and Physiology II	4			
MA 112	Medical Office Assistant 1	1			

MA 117	Medical Office Administrative Procedures	3			
MA 118	Medical Office Administrative Procedures Lab	2			
MA 180	Coding & Reimbursement	2			
PSY 101	Psychology & Human Relations	4			
MP 140	Introduction to Health Law & Ethics	3			
MA 122	Medical Office Assistant 2	1			
MA 123	Medical Office Clinical Procedures	3			
MA 124	Medical Office Clinical Procedures Lab	2			
MA 131	Pathophysiology for the Medical Assistant	5			
HE 113	First Aid & CPR/AED Professional Rescuers/Healthcare Providers	1			
MA 132	Medical Office Assistant 3	1			
MA 136	Medications	2			
MA 270	Clinical Practicum	6			
MLT 100	Medical Office Laboratory Procedures	4			
MP 150	Introduction to Electronic Health Records	3			
	<b>Credit total</b>	47		<b>Credit total</b>	

#### ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title	Credits	Course Number	Course Title	Credits

#### SECTION #4 CERTIFICATE RELATIONSHIP

(Please contact the Curriculum Office for support in filling out this section)

Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			
Will the proposed change affect the Career Pathway or base degree?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the change been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section #5 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	February 2, 2015
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	February 2, 2015

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Print final version of submission and attach the Degree/Certificate Revision Signature form found on the [curriculum website](#). 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.
4. Submissions 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.

### Template for Related Instruction in Certificates

<b>45 to 60 credits</b>		<b>Medical Assisting - 47 credits</b>			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relation	Total RI
BKT	101	Basket Weaving Basics	4	120	6	12	8	26
<b>courses used for embedded related instruction</b>				0				No RI
MA	117	Med Office Admin Procedures	3	90		75.00		75.00
MA	123	Med Office Clinical Procedures	3	90	25.00			25.00
MA	124	Med Office Clinical Proc Lab	2	60	25.00			25.00
				0				No RI
				0				No RI
				0				No RI
				0				No RI
				0				No RI
<b>courses used for stand-alone related instruction</b>				0				No RI
PSY	101	Psychology & Human Relations	4	120			120.00	120.00
MA	122	Medical Assistant 2	1	30		30.00		30.00
				0				No RI
<b>Totals</b>			<b>13</b>	<b>390</b>	<b>50.00</b>	<b>105.00</b>	<b>120.00</b>	<b>275.00</b>
Minimum for 1 yr certificate:					48.00	48.00	48.00	240.00
Remaining to meet Min. Requirement:					0.00	0.00	0.00	0.00

	YES	NO
All courses identified as embedded related instruction are approved by the curriculum committee for RI?	X	
Related instruction instructor qualification forms are filed with the Chief Academic Officer?	X	

for assistance contact: slewis@cgcc.cc.or.us or 541.506.6047

revised 1.6.12

## Columbia Gorge Community College

### CERTIFICATE SUSPENSION

Submitted by: Diana Lee-Greene	Email: dgreene@cgcc.edu	Phone: 541-506-6164	Department: Nursing and Health Occupations
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(Double click on check boxes to activate dialog box)

#### SECTION #1 OVERVIEW

Certificate Title:	Emergency Medical Services	Credits:	59
Overview and rationale for suspension:	<p>Columbia Gorge Community College (CGCC) began offering EMT courses around 1983 and increased course offerings, culminating in the EMS Certificate Program which began Fall 2000. A continual effort has been made over the years since to encourage the EMS community in our region to look to CGCC as a partner and leader in their educational training needs. And, at times, we have seen various EMS agencies and high schools partner with the college on selected EMS courses, particularly ones which culminate in the ability to test for licensure/certification at the national/state level. Despite these focused efforts, there have been very few graduates of the actual certificate program itself—4 in the past 7 years. There have also been several occasions when we have had to make the difficult decision to cancel some of the EMS courses when enrollment did not meet minimum threshold levels.</p> <p>Efforts to boost enrollment have included showcasing the EMS program at an annual college fair hosted at CGCC for high school students, offering First Responder (EMS 120) as a CollegeNow course, offering Basic Training (EMS 105 &amp; 106) as contracted classes to outlying EMS agencies, and meeting with representatives from area EMS agencies at quarterly advisory committee meetings. Faculty who teach in the Program have also promoted the college courses and certificate. We have tried offering the more difficult to fill courses every other year. Several years ago we changed the certificate from a 3-term to a 4-term schedule to reduce the rigor and support students who needed to work while taking classes.</p> <ul style="list-style-type: none"><li>• EMS 100 Introduction to EMS – changes from OHA now allow EMS agencies to offer this training, so no market demand for CGCC to offer it.</li><li>• EMS 105 &amp; 106 EMT Parts 1 &amp; 2 (Basic) – this course sequence remains viable and completion leads to taking NREMT exam for certification. Plan to apply to continue to offer as Occ Prep credit courses.</li><li>• EMS 113, 114, &amp; 116 – all have struggled with cancelation due to low enrollment; to be suspended.</li><li>• EMS 115 Crisis Intervention – has been a popular course and taken as a CTE general elective; will no longer be able to offer for credit as state rules require all CTE courses to be part of a certificate/degree program offered by the college; to be revised to non-credit.</li></ul>		

	During the time of the suspension CGCC has a 3-year window to investigate the feasibility of expanding the EMS Program to a 2-year degree. This option has been discussed by our two main EMS agencies but funding to develop the second year of the curriculum would need to be found. If things move in this direction we would reactivate the certificate as the courses it contains would comprise the first year of the curriculum of a 2-year degree.		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?			
Is this a statewide certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Will notify later after approval
Requested term for start of suspension	Fall, 2015		

Certificate Coursework			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
WR 121	English Composition		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EMS 100	Introduction to Emergency Medical Services		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
EMS 105	EMT Part I		<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Other*
EMS 106	EMT Part II		<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Other*
BI 231	Human Anatomy & Physiology I		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EMS 115	Crisis Intervention		<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Other*
BI 232	Human Anatomy & Physiology II		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EMS 114	Emergency Response Patient Transportation		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
EMS 113	Emergency Response Communication/Documentation		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

EMS 116	Emergency Medical Services Rescue		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
MP 111	Medical Terminology		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MTH 65	Introductory Algebra		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
COMM 111	Public Speaking		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BI 233	Human Anatomy & Physiology III		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
PSY 101	Psychology & Human Relations		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

#### Electives

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

\*Provide explanation of "Other"

EMS 105 EMT Part I and EMS 106 Part II will continue to be available to students as an Occupational Supplemental course. EMS 115 Crisis Intervention will be available to students as a non-credit course.

#### Section #5 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	February 2, 2015
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	February 2, 2015

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. 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.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is required that you or your representative attend the Curriculum Committee meeting in which your submission is scheduled for review.

<b>Instruction Department:</b>		
<b>Enrollment Information:</b> work with the Registrar's office to provide enrollment information		
<b>Number of students currently enrolled? Identify where they are in the program ( 1<sup>st</sup> yr., 2<sup>nd</sup> yr., within 8 credits, etc.)</b>	2 students 1- has not started any EMS coursework (taking MTh20/RD90) 1- plans to take EMS 1 & II then transfer to paramedic school	
<b>List the program courses the 2<sup>nd</sup> year students have not completed</b>	BI233, Psy101 Note: the EMS Certificate is a four term program.	
<b>Provide enrollment comparison of the past 3-5 years of the program</b>	Enter the data here- please see info. provided.	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Advisory Committee:</b> instructional dept. works with advisory committee regarding the need to suspend. Collects and determine the following information:		
<b>list changes in employment opportunities or workforce needs unfavorable to the program</b>	EMS Advisory Committee is aware of low enrollment for past several years. Keeping EMS 105 & 106 (Basic) and EMS 120 (First Responder) will need local rural workforce needs. AEMT (Advanced) is being offered this year as non-credit. A request has been made by MCF&R for a 2-year Fire Science Program but no funding is currently available.	
<b>Is there a lack of financial resources? Please identify</b>	CGCC has provided funding for the EMS courses and tuition/lab fees cover the cost of the courses we have been able to run but chronic low enrollment and cancelations in all but the EMS 105, 106 and 115 do not provide the revenue needed overall. The community partners do not currently provide funding for this Certificate Program.	
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>



<b>Difficult to recruit qualified instructors. If so please explain</b>	N/A	
<b>Number of instructors teaching in the program. Provide list of the courses each instructor teaches</b>	Provide attachment, if needed: Clay McCrea: EMS 105, 106, 100 Tony DePinto: EMS 113, 114 Manuel Irusta: EMS 115 Nick Puff: EMS 116 EMS 120: Cindy Hinton (CollegeNow)	
<b>Funding going away for the program? If so identify the funding source, amount</b>	N/A	
<b>Provide program budget and Identify any funding that is no longer available.</b>	Attach spread sheet	
<b>Identify any potential curricular or academic consequences</b>	We have had only 3 students complete the EMS Certificate in the past 6 years and not all of them took their EMS courses at CGCC. There is just not a community recognition/need for the entire certificate program. Some of the courses are needed and we are making application to continue those: EMS 105 & 106, and EMS 120. EMS 115, while a popular class, will no longer be linked to any certification outcome and so will be suspended as a credit class.	
The program is being considered for termination due to lack of qualified instructors	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
The program is being considered for termination due to lack of funding	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
A "Teach Out" Plan has been drafted for implementation	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

The Instructional Department of the program being considered for termination is responsible for the checklist completion.

Other comments:

Fall 2014								
crn	coursenumber	sectionnumber	year	term	coursedisplay		enrolled	available
1087227	EMS105	01	2015	2	EMS105-01		12	12
1088406	EMS105	02	2015	2	EMS105-02		6	18
1088407	EMS105	03	2015	2	EMS105-03		9	15
1087229	EMS115	01	2015	2	EMS115-01		16	14
Fall 2013								
crn	coursenumber	sectionnumber	year	term	coursedisplay		enrolled	available
1084986	EMS105	01	2014	2	EMS105-01		20	4
1084987	EMS105	02	2014	2	EMS105-02		0	24
1084988	EMS115	01	2014	2	EMS115-01		19	11
Fall 2012								
crn	coursenumber	sectionnumber	year	term	coursedisplay		enrolled	available
1083340	EMS105	XR	2013	2	EMS105-XR		20	4
1083358	EMS115	XR	2013	2	EMS115-XR		19	11
Winter 2013								
crn	coursenumber	sectionnumber	year	term	coursedisp limit		enrolled	available
1083850	EMS106	XR	2013	3	EMS106-X 24		18	6
1083851	EMS115	XR	2013	3	EMS115-X 30		28	2
1084197	EMS120	XR	2013	3	EMS120-X 25		3	22
Winter 2014								
crn	coursenumber	sectionnumber	year	term	coursedisp limit		enrolled	available
1085766	EMS106	01	2014	3	EMS106-0 24		15	9
1085768	EMS115	01	2014	3	EMS115-0 30		21	9
1086542	EMS120	01	2014	3	EMS120-0 30		2	28
Winter 2015								
crn	coursenumber	sectionnumber	year	term	coursedisp limit		enrolled	available
1088119	EMS106	01	2015	3	EMS106-0 24		9	15
1088120	EMS115	01	2015	3	EMS115-0 30		14	16
1088121	EMS120	01	2015	3	EMS120-0 25		7	18
Spring 2012								
crn	coursenumber	sectionnumber	year	term	coursedisp limit		enrolled	available
1082814	EMS100	XR	2012	4	EMS100-X 30		7	23

1082787	EMS115	XR	2012	4	EMS115-X	30	29	1						
1083498	EMS120	XR	2012	4	EMS120-X	25	0	25						
Spring 2013														
crn	coursenumber	sectionnumber	year	term	coursedisp	limit	enrolled	available	waitlistlimit	canceled	canceleddate	canceledreason		
1084381	EMS113	XR	2013	4	EMS113-X	30	0	30	15	TRUE	3/27/2013	L		
1084382	EMS114	XR	2013	4	EMS114-X	30	0	30	15	TRUE	3/27/2013	L		
1084324	EMS115	XR	2013	4	EMS115-X	30	25	5	15	FALSE	-	-		
Spring 2014														
crn	coursenumber	sectionnumber	year	term	coursedisp	limit	enrolled	available						
1086188	EMS115	01	2014	4	EMS115-0	30	12	18						

## COLUMBIA GORGE COMMUNITY COLLEGE

Account Number	Prj	Description	Audited 2011-12	Audited 2012-13	Adjusted 2013-14	% of T Bgt	Proposed 2014-15	Approved 2014-15	Adopted 2014-15	\$Chg Incr(Decr)	% of Prior Bgt	% of T Bgt
<b>EMERGENCY MEDICAL TECHNICIAN PROGRAM</b>												
<b>PERSONNEL SERVICES</b>												
<b>SALARY EXPENSE</b>												
100-12-125-11-6107	0000	FT PROFESSIONAL SUPPORT SALARIES	0	0	0	0	0	0	0	0	na	na
100-12-125-11-6108	0000	FT PROFESSIONAL SUPPORT SALARIES	0	0	0	0	0	0	0	0	na	na
100-12-125-11-6421	0000	PART TIME INSTRUCTOR WAGES	0	0	0	0	0	0	0	0	na	na
100-12-125-51-6421	0000	PART TIME INSTRUCTOR WAGES	19,483	13,805	18,890		17,000	17,000	17,000	(1,890)	90%	90%
100-12-125-11-6442	0000	SPECIAL PROJECT WAGES	8,679	9,271	16,281		5,405	5,405	5,405	(10,876)	33%	33%
100-12-125-51-6442	0000	SPECIAL PROJECT WAGES	0	0	0		1,745	1,745	1,745	1,745	na	na
<b>TOTAL SALARY EXPENSE</b>			<b>28,161</b>	<b>23,075</b>	<b>35,171</b>		<b>24,150</b>	<b>24,150</b>	<b>24,150</b>	<b>(11,021)</b>	<b>68.7%</b>	
<b>OTHER PAYROLL EXPENSE</b>												
100-12-125-11-6901	0000	SOCIAL SECURITY	703	687	1,245		415	415	415	(830)	33%	33%
100-12-125-51-6901	0000	SOCIAL SECURITY	1,451	1,069	1,445		1,431	1,431	1,431	(14)	99%	99%
100-12-125-11-6902	0000	WORKERS' COMPENSATION INS	40	43	77		25	25	25	(52)	32%	32%
100-12-125-51-6902	0000	WORKERS' COMPENSATION INS	83	65	89		88	88	88	(1)	99%	99%
100-12-125-11-6903	0000	STATE WORKERS BENEFIT FUND	4	5	12		3	3	3	(9)	25%	25%
100-12-125-51-6903	0000	STATE WORKERS BENEFIT FUND	7	6	7		8	8	8	1	114%	114%
100-12-125-11-6904	0000	UNEMPLOYMENT INSURANCE	211	207	374		120	120	120	(254)	32%	32%
100-12-125-51-6904	0000	UNEMPLOYMENT INSURANCE	436	321	434		395	395	395	(39)	91%	91%
100-12-125-11-6905	0000	PERS	1,273	942	3,424		900	900	900	(2,524)	26%	26%
100-12-125-51-6905	0000	PERS	2,638	2,234	2,102		3,005	3,005	3,005	903	143%	143%
100-12-125-11-6906	0000	DISABILITY INSURANCE	0	0	34		0	0	0	(34)	na	na
100-12-125-51-6906	0000	DISABILITY INSURANCE	0	0	40		0	0	0	(40)	na	na
100-12-125-11-6907	0000	LIFE INSURANCE	0	0	29		0	0	0	(29)	na	na
100-12-125-51-6907	0000	LIFE INSURANCE	0	0	29		0	0	0	(29)	na	na
100-12-125-11-6908	0000	HEALTH INSURANCE	0	0	0		0	0	0	0	na	na
<b>TOTAL OTHER PAYROLL EXPENSE</b>			<b>6,849</b>	<b>5,550</b>	<b>9,341</b>		<b>6,390</b>	<b>6,390</b>	<b>6,390</b>	<b>(2,951)</b>	<b>68.4%</b>	
<b>TOTAL PERSONNEL SERVICES</b>			<b>35,010</b>	<b>28,625</b>	<b>44,512</b>		<b>30,540</b>	<b>30,540</b>	<b>30,540</b>	<b>(13,972)</b>	<b>68.6%</b>	
<b>MATERIALS &amp; SERVICES</b>												
100-12-125-11-7206	0000	INSTRUCTIONAL CONTRACTED SERVICES	713	760	1,251		1,670	1,670	1,670	419	133%	133%
100-12-125-51-7211	0000	PCC CONTRACT EXPENSE	1,483	1,051	0		0	0	0	0	na	na
100-12-125-11-7510	0000	POSTAGE	23	17	0		0	0	0	0	na	na
100-12-125-51-7510	0000	POSTAGE	2	0	0		0	0	0	0	na	na
100-12-125-11-7521	0000	SHIPPING & FREIGHT	0	0	0		0	0	0	0	na	na
100-12-125-11-7601	0000	PRINTING & DUPLICATING	607	201	0		0	0	0	0	na	na
100-12-125-51-8006	0000	INSTRUCTIONAL SUPPLIES	2,519	695	1,292		1,550	1,550	1,550	258	120%	120%
100-12-125-11-8201	0000	CONFERENCE FEES	0	0	0		0	0	0	0	na	na
100-12-125-51-8201	0000	CONFERENCE FEES	0	0	285		0	0	0	(285)	na	na
100-12-125-51-8205	0000	EMPLOYEE TRAVEL	140	286	337		95	95	95	(242)	28%	28%
100-12-125-11-8505	0000	FOOD & REFRESHMENTS	114	183	114		0	0	0	(114)	na	na
100-12-125-51-8803	0000	INSTRUCTIONAL EQUIPMENT <\$5000	69	286	0		0	0	0	0	na	na
<b>TOTAL MATERIAL &amp; SERVICES</b>			<b>5,670</b>	<b>3,478</b>	<b>3,279</b>		<b>3,315</b>	<b>3,315</b>	<b>3,315</b>	<b>36</b>	<b>101.1%</b>	
<b>TOTAL EMT PROGRAM</b>			<b>40,681</b>	<b>32,133</b>	<b>47,791</b>	<b>0.4%</b>	<b>33,855</b>	<b>33,855</b>	<b>33,855</b>	<b>(13,936)</b>	<b>70.8%</b>	<b>0.3%</b>

## Teach Out Planning Document

Certificate/Degree Title: <b>Emergency Medical Services Certificate</b>			Date 1.27.15
Section 1: Instructional Department			
<p>The <b><u>Nursing &amp; Health Occupations</u></b> Department recommends that the <b><u>Emergency Medical Services</u></b> certificate be officially suspended.</p> <p>Rationale:</p> <p>Columbia Gorge Community College (CGCC) began offering EMT courses around 1983 and increased course offerings, culminating in the EMS Certificate Program which began Fall 2000. A continual effort has been made over the years since to encourage the EMS community in our region to look to CGCC as a partner and leader in their educational training needs. And, at times, we have seen various EMS agencies and high schools partner with the college on selected EMS courses, particularly ones which culminate in the ability to test for licensure/certification at the national/state level. Despite these focused efforts, there have been very few graduates of the actual certificate program itself—4 in the past 7 years. There have also been several occasions when we have had to make the difficult decision to cancel some of the EMS courses when enrollment did not meet minimum threshold levels.</p> <p>Efforts to boost enrollment have included showcasing the EMS program at an annual college fair hosted at CGCC for high school students, offering First Responder (EMS 120) as a CollegeNow course, offering Basic Training (EMS 105 &amp; 106) as contracted classes to outlying EMS agencies, and meeting with representatives from area EMS agencies at quarterly advisory committee meetings. Faculty who teach in the Program have also promoted the college courses and certificate. We have tried offering the more difficult to fill courses every other year. Several years ago we changed the certificate from a 3-term to a 4-term schedule to reduce the rigor and support students who needed to work while taking classes.</p> <ul style="list-style-type: none"> <li>• EMS 100 Introduction to EMS – changes from OHA now allow EMS agencies to offer this training, so no market demand for CGCC to offer it.</li> <li>• EMS 105 &amp; 106 EMT Parts 1 &amp; 2 (Basic) – this course sequence remains viable and completion leads to taking NREMT exam for certification. Plan to apply to continue to offer as Occ Prep credit courses.</li> <li>• EMS 113, 114, &amp; 116 – all have struggled with cancelation due to low enrollment; to be suspended.</li> <li>• EMS 115 Crisis Intervention – has been a popular course and taken as a CTE general elective; will no longer be able to offer for credit as state rules require all CTE courses to be part of a certificate/degree program offered by the college; to be revised to non-credit.</li> </ul> <p>During the time of the suspension CGCC has a 3-year window to investigate the feasibility of expanding the EMS Program to a 2-year degree. This option has been discussed by our two main EMS agencies but funding to develop the second year of the curriculum would need to be found. If things move in this direction we would reactivate the certificate as the courses it contains would comprise the first year of the curriculum of a 2-year degree.</p>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Director and Dept. Chair	1.27.15

	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.)		1.27.15
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2.10.15
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to CASAO, college president and Board of Education	Curriculum Office & department representative	3.10.15
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter from director	Upon approval from NWCCU
Formal announcement	Notifying stakeholders of the official start date for suspension and the "teach out" plan	director	Upon approval from NWCCU
<b>Section 2: Curriculum Office</b>			
Revise/update the webpage		Approved curriculum forms	Upon approval from NWCCU
Letter to CCWD		Instructional Director and Curriculum office	3/2015
Update webforms			3/2015
Notify NWCCU			3/2015
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>Students who 0-15 credits completed</li> <li>Students who have completed more than 70 credits</li> <li>Students completing their final requirements</li> </ul>	Send a letter and email to each student	Upon approval from NWCCU
Catalog Information	Teach out statement	website	Upon approval from NWCCU
	Deleted from the catalog	Catalog	
Documentation of contact with students	Advisors will work with students and document in student record		2/2015 & 3/2015
	Registrar's office will scan letters to student record		Upon approval from NWCCU

# Columbia Gorge Community College

## Occupational Preparatory Course

(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:	EMS 105		Credits (may range from 1-11 credits or be non-credit):	5
Course Title: (60 characters max, including spaces)	EMT Part I		Transcript Title: (30 characters max, including spaces)	EMT Part 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours (may range from 10-210 hours; 10 contact hours equals 1 credit):	Lecture: 40 Lec/lab: Lab: 30
Occupational Preparatory courses are designed to increase knowledge and develop skills leading to employment. They are stand-alone courses – not part of an existing CGCC approved degree or certificate.				
Reason for the new course.	The EMS certificate is being suspended due to limited need by the population it serves. This course, however, does meet the need of the Emergency Services community as a stand-alone Occupational Preparatory course.			
Target Audience	Target audience is for individuals desiring to become volunteer paramedics			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<input type="checkbox"/> standard 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 90, MTH 20 or equivalent placement scores		<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: current HCP CPR card		<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 <a href="#">Writing Course Descriptions</a> .				

<p>Explores the legal and ethical issues encountered by the Emergency Medical Technician (EMT). Develops an understanding of basic human anatomy and physiology in addition to medical terminology. Introduces the necessary skills to assess patients by focusing on the signs and symptoms related to the respiratory, cardiac and endocrine systems. Course sequence requires mandatory orientation, passing criminal background check and drug screen. Part 1 of the 2-part Oregon EMT course. Prerequisites: WR 115, RD 90, MTH 20 or equivalent placement test scores; current HCP CPR card. Audit available.</p>	
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply knowledge of basic anatomy and physiology of the human body and medical terminology to emergency situations.
	2. Identify and use equipment needed to assess and care for the sick or injured patient at a novice EMT level.
	3. Assess patients at a novice EMT level.
	4. Perform appropriate interventions at a novice EMT level that may be needed to help the sick or injured patient based on information collected.
Outcomes assessment strategies: (from CCOG)	<p>Because the role of an EMT often places the person in life and death circumstances, the assessment and grading of the students in this 2-class sequence will be held to the highest levels. Students must maintain an average of 70 or above on ALL written tests and prove mastery of ALL skill stations.</p> <p>Students will be expected to complete assigned portions of the workbook and have it reviewed by the instructor on a regular basis. It is the responsibility of the student to keep up with missed assignments and tests.</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	<p>This course will be a combination of lecture and lab in most sessions. Many of the course topics require more hands-on practice than others. The student will need to read the textbook and complete the workbook prior to each of the lecture/labs on the subject of the session. Videos and power point presentations will play a major role in lecture format. The course follows the design and objectives of the EMT National Highway Traffic Safety Administration Curriculum.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. The Well-Being of the EMT.</li> <li>2. Lifting and moving patients.</li> <li>3. Medical/Legal and Ethical Issues</li> <li>4. Medical Terminology related to Anatomy and Physiology</li> <li>5. Principles of Pathophysiology and Life Span Development</li> <li>6. Airway and Respiration</li> <li>7. Scene Size Up and Assessment</li> <li>8. Vital Signs</li> <li>9. Critical Thinking and Decision Making</li> <li>10. Communication and Documentation</li> <li>11. General Pharmacology</li> <li>12. Respiratory Emergencies</li> <li>13. Cardiovascular Emergencies</li> </ol>



	14. Diabetes/altered Mental Status 15. Allergic Reactions 16. Poisoning and Overdoses
Department Notes (optional)	<p>Students must attend a mandatory orientation for information on personal and medical requirements for the course sequence. Students who wish to register after the mandatory orientation must contact the instructor for permission. Entire course sequence (EMS 105 and EMS 106) is offered once per year.</p> <p>Note: only the CPR for HCP card is a pre-requisite for this course. Other clinical requirements as listed in the OHA rules must be met prior to any participation in a clinical setting during EMS 106. Clinical facilities must have time to process students prior to attendance in the clinical setting; therefore, students must complete these requirements prior to the start of EMS 106.</p> <p>For a complete listing of administrative standards for health profession student clinical training, including required immunizations, TB screening, current AHA CPR for HCP card, and ability to pass a background &amp; sex offender check and drug screening, see <a href="http://www.oregon.gov/oha/OHPR/Pages/sct.aspx">http://www.oregon.gov/oha/OHPR/Pages/sct.aspx</a></p> <p>Cost for the background check and drug screen is collected with course fees.</p> <p>National Registry EMT <a href="https://www.nremt.org/">https://www.nremt.org/</a>  National Registry EMT and Oregon EMT testing:  On completion of the entire EMS sequence (EMS 105 &amp; EMS 106), students are eligible to apply for licensing testing. Applicants should be aware that to be eligible to take the NR-EMT exam, they must be 18 years old. In addition, the following questions are asked on the National Registry EMT and/or the Oregon EMT Application:</p> <ol style="list-style-type: none"> <li>1. Do you or have you had within the past 10 years, any physical or mental condition that impairs, could impair, or has impaired your ability to perform the duties of an EMT? If you answer yes, explain whether your condition is controlled by medication or other treatment and how your condition treated or untreated, affects your ability to perform the duties of an EMT.</li> <li>2. Do you or have you used in the last 10 years, any drug or chemical substance for other than legitimate medical purposes that impairs or has impaired your ability to perform the duties of an EMT?</li> <li>3. Have you been counseled about, diagnosed with, or treated for, a dependency on alcohol or drugs within the last 10 years?</li> <li>4. Have you ever been arrested, charged with, or convicted of any misdemeanor or felony? (Minor traffic violations need not be reported.)</li> <li>5. Has an employer or supervising physician taken disciplinary action against you related to your duties as an EMT? (Discipline includes suspension, letter of reprimand, resignation in lieu of termination, a limitation or restriction of scope of practice or dismissal for cause.)</li> <li>6. Have you been named in a lawsuit alleging medical malpractice or misconduct related to providing medical care?</li> <li>7. Have you ever been disciplined, denied or revoked by the National Registry of EMTs or any health care certifying/licensing agency?</li> </ol>

	<p>8. Have you ever surrendered or resigned a health care license or certificate?</p> <p>9. Have you lived, worked, or attended school outside of Oregon for 60 or more consecutive days in the last 5 years?</p>
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Section #2 Additional Information for new Occupational Preparatory 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	This course will transfer to PCC and COCC
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
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, 2015
Allow 1-2 months to complete the approval process before the course may be scheduled.	

Section # 3 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	January 30, 2015
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	January 30, 2015

**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](mailto:curriculum@cgcc.edu).

# Columbia Gorge Community College

## Occupational Preparatory Course

(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:	EMS 106		Credits (may range from 1-11 credits or be non-credit):	5
Course Title: (60 characters max, including spaces)	EMT Part II		Transcript Title: (30 characters max, including spaces)	EMT Part II
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours (may range from 10-210 hours; 10 contact hours equals 1 credit):	Lecture: 40 Lec/lab: Lab: 30
Occupational Preparatory courses are designed to increase knowledge and develop skills leading to employment. They are stand-alone courses – not part of an existing CGCC approved degree or certificate.				
Reason for the new course.	The certificate is being suspended due to limited need by the population it serves. This course, however, does meet the need of the Emergency Services community as a stand-alone Occupational Preparatory course.			
Target Audience	Target audience is for individuals desiring to become volunteer paramedics			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: 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: EMS 105 with a C or better at CGCC within the previous 5 terms	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number: Current HCP CPR card	<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 <a href="#">Writing Course Descriptions</a> .				

<p>Continues EMS 105. Develops the basic knowledge and skills necessary to treat victims of trauma, patients that present with special challenges, and sick and injured pediatrics. Expands knowledge and understanding of specific incidents that the Emergency Medical Technician may encounter in the field such as mass-casualty incidents, hazardous materials, motor vehicle collisions, and acts of terrorism. Includes preparation for state and national licensing exams. Requires meeting Oregon Health Authority Standards for health profession student clinical training, including immunizations, TB screening and the ability to pass a criminal background check and drug screen before placement into mandatory clinical observations in hospital emergency department and ambulance ride-along experience. Prerequisites: completion of EMS 105 with a "C" or better at CGCC within the previous 5 terms; current HCP CPR card.</p>	
<p>LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify and use tools needed to care for the sick and injured patient at an EMT level.
	2. Assess and implement appropriate interventions/treatments at the EMT level.
	3. Abide by State, National and local protocols governing EMTs.
	4. Be prepared to take the state and national EMT certification exams.
Outcomes assessment strategies: (from CCOG)	<p>Because the role of an EMT often places the person in life and death circumstances, the assessment and grading of the students in this class will be held to the highest levels. Students must maintain an average in the class on ALL written tests with a score of 70 or above and prove mastery of ALL skill stations.</p> <p>Students will be expected to show completion of the entire workbook by the end of the course and have it reviewed by the instructor on a regular basis. It is the responsibility of the student to keep up with missed assignments and tests.</p>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	<p>This course will be a combination of lecture and lab in most sessions. Many of the course topics require more hands-on practice than others. The student will need to read the textbook and complete the workbook prior to each of the lecture/labs on the subject of the session. Videos and power point presentations will play a major role in lecture format. The course follows the design and objectives of the EMT National Highway Traffic Safety Administration Curriculum.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Abdominal Emergencies</li> <li>2. Behavioral and Psychiatric Emergencies</li> <li>3. Hematologic and Renal Emergencies</li> <li>4. Bleeding and shock</li> <li>5. Soft tissue injuries</li> <li>6. Chest and Abdominal Trauma</li> <li>7. Musculoskeletal Trauma</li> <li>8. Trauma to the Head, Neck and Spine</li> <li>9. Multi-system Trauma</li> <li>10. Environmental Emergencies</li> <li>11. Obstetric and Gynecologic Emergencies</li> <li>12. Pediatric Emergencies</li> <li>13. Patients with Special Challenges</li> <li>14. Special Response Situations.</li> </ol>

Department Notes  
(optional)

If not beginning EMS 106 in the term immediately following successful completion of EMS 105, resubmission of evidence of meeting mandatory information, including a current AHA CRP for HCP card to the EMS Program Coordinator is required. Contact the department for details.

Note: Clinical requirements as listed in the OHA rules must be met prior to any participation in a clinical setting during EMS 106. Clinical facilities must have time to process students prior to attendance in the clinical setting; therefore, students must complete these requirements prior to the start of EMS 106.

For a complete listing of administrative standards for health profession student clinical training, including required immunizations, TB screening, current AHA CPR for HCP card, and ability to pass a background & sex offender check and drug screening, see <http://www.oregon.gov/oha/OHPR/Pages/sct.aspx>.

Cost for the background check and drug screen is collected with course fees.

National Registry EMT <https://www.nremt.org/>  
National Registry EMT and Oregon EMT testing:

On completion of the entire EMS sequence (EMS 105 & EMS 106), students are eligible to apply for licensing testing. Applicants should be aware that to be eligible to take the NR-EMT exam, they must be 18 years old. In addition, the following questions are asked on the National Registry EMT and/or the Oregon EMT Application:

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

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 checked="" type="checkbox"/> Other (explain) Ambulance Ride-along, and Emergency Room Observation
Transferability: Will this course transfer to another academic institution? Identify	This course will transfer to PCC, COCC and Chemeketa
<b>IMPACT ON OTHER PROGRAMS AND DEPARTMENTS</b>	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Emergency Medical Services Certificate
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
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: Fall, 2015
Allow 1-2 months to complete the approval process before the course may be scheduled.	

Section # 3 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	January 30, 2015
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	January 30, 2015

**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](mailto:curriculum@cgcc.edu).
2. The Curriculum Office will send a notification of receipt of your submission within a week. The notification will include [Course Addition/Revision/Deletion Signature](#) page(s) which may be signed electronically or manually. 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

## Occupational Preparatory Course

(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:	EMS 120		Credits (may range from 1-11 credits or be non-credit)	3
Course Title: (60 characters max, including spaces)	Emergency Medical Services: First Responder		Transcript Title: (30 characters max, including spaces)	EMS: First Responder
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours (may range from 10-210 hours; 10 contact hours equals 1 credit):	Lecture: 20 Lec/lab: 20 Lab:
Occupational Preparatory courses are designed to increase knowledge and develop skills leading to employment. They are stand-alone courses – not part of an existing CGCC approved degree or certificate.				
Reason for the new course.	This course meets the need of the Emergency Services community as a stand-alone Occupational Preparatory course. It is available for area high schools to offer as a CollegeNow course. As the title indicates, it trains students as described in the course description; i.e., first responders.			
Target Audience	Target audience is for individuals desiring to become first responders at the scene of trauma or medical emergencies.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<input type="checkbox"/> standard 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: Must be 16 years of age		<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 <a href="#">Writing Course Descriptions</a> .				



<p>Trains those who are usually the first person at the scene of trauma or medical emergencies, including law enforcement, fire department personnel, etc. Develops the knowledge and skills to provide basic care for trauma, medical and environmental emergencies; evaluation of scene and patients; and appropriate access and use of the Emergency Medical Services System. Must be 16 years of age. Audit available.</p>	
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply safe working practices in medical and trauma emergencies.
	2. Use industry accepted verbal and written communication skills in transmitting patient care findings and treatment.
	3. Demonstrate correct application of patient assessment and management skills given patient scenarios and following current field protocols.
Outcomes assessment strategies: (from CCOG)	Student mastery is evaluated by both written and practical examinations, quizzes, written/oral reports, and projects.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities include lecture, practical lab sessions with manikins and equipment, individual and group projects, etc.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Course content is determined by Oregon Department of Human Services Emergency Medical Services and Trauma Systems Section, which follows National Standards based on USDOT NHTSA curricula.</p> <p><b>Themes, Concepts and Issues</b></p> <ol style="list-style-type: none"> <li>1. EMS Systems</li> <li>2. Legal and Ethical Issues</li> <li>3. First Responder Well-Being</li> <li>4. Human Body</li> <li>5. Lifting and Moving Patients</li> <li>6. Airway Management</li> <li>7. Patient Assessment, including calculation/computation of vital signs.</li> <li>8. Musculoskeletal Injuries</li> <li>9. Childbirth</li> <li>10. Pediatrics</li> <li>11. Gaining Access and Hazards on Scene</li> <li>12. Multiple-Casualty Incidents, Triage and Incident Management</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Patient assessment</li> <li>2. Basic Life Support</li> <li>3. Splinting</li> <li>4. Bandaging, dressing and bleeding control</li> <li>5. Airway maintenance</li> <li>6. Spinal immobilization</li> <li>7. Communications and documentation</li> <li>8. Lifting and moving patients.</li> </ol>
Department Notes (optional)	



Section #2 Additional Information for new Occupational Preparatory 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	Transferable to PCC and Rogue Community College
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
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, 2015
Allow 1-2 months to complete the approval process before the course may be scheduled.	

Section # 3 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	January 30, 2015
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	January 30, 2015

**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](mailto:curriculum@cgcc.edu).
2. The Curriculum Office will send a notification of receipt of your submission within a week. The notification will include [Course Addition/Revision/Deletion Signature](#) page(s) which may be signed electronically or manually. 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**

**CERTIFICATE REVISION**

Submitted by: Mary Kramer	Email: <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	Phone: 541-506-6033	Department: CTE
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(Double click on check boxes to activate dialog box)

<b>SECTION #1 OVERVIEW</b>			
Current Title:	Renewable Energy Technology	Proposed Title:	No change
Current Credits:	53	Proposed Credits:	52
Overview and rationale for proposed changes:	RET 102 content determined to be not essential to the program.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> <li>1. Remove RET 102.</li> <li>2. Reduce credits for certificate from 53 to 52.</li> </ol>		
Requested Implementation Term	Fall 2015		

## SECTION #2 REVISION AREAS

Does the revision involve changing certificate prerequisites? ☐ Yes ☒ No

### CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Credits
MTH 95	Intermediate Algebra	4
WR 115	Introduction to Expository Writing	4
RD 115	College Reading	4
CAS 133	Basic Computer Skills/Microsoft Office	4

### PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Credits

### CERTIFICATE OUTCOMES

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

Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See [writing learning outcomes](#) on the curriculum website.

Does the revision involve changing certificate outcomes? ☒ Yes ☐ No

### CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

*Students who complete this certificate should be able to:*

1. Qualify for employment in the renewable energy field as entry level operators.
2. Assist technicians with repair/servicing/manufacturing of renewable energy systems by applying basic knowledge of electrical, electronics, mechanical, and hydraulics/pneumatics concepts.
3. Communicate effectively both at the individual level and within team settings.
4. Understand the impact of renewable energy within the context of sustainability and apply sustainability concepts to their practice.
5. Apply ethical and professional practice within the field of renewable energy.
6. Qualify for employment in the high tech field as electronics technicians.

### PROPOSED CERTIFICATE OUTCOMES

*Students who complete this certificate should be able to:*

No change

### RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

### Additional Comments Or Changes

### SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
<b>First Term</b>			<b>First Term</b>		
EET 111	DC Circuits	5	EET 111	DC Circuits	5
MEC 121	Mechanical Power 1	5	MEC 121	Mechanical Power 1	5
MTH 111	College Algebra	5	MTH 111	College Algebra	5
SAF 188	Industrial Safety and OSHA 10	2	SAF 188	Industrial Safety and OSHA 10	2
<b>Second Term</b>			<b>Second Term</b>		
EET 112	AC Circuits	5	EET 112	AC Circuits	5
MEC 120	Hydraulics	5	MEC 120	Hydraulics	5
RET 101	Introduction to Wind Turbine Operations	2	RET 101	Introduction to Wind Turbine Operations	2
WR 121	English Composition	4	WR 121	English Composition	4
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
<b>RET 102</b>	<b>Alternate Energy Resources (remove)</b>	<b>1</b>			
<b>Third Term</b>			<b>Third Term</b>		

EET 113	AC Power	5	EET 113	AC Power	5
MEC 122	Mechanical Power 2	5	MEC 122	Mechanical Power 2	5
EET 141	Electrical Motor/Generator Control	5	EET 141	Electrical Motor/Generator Control	5
PSY 101	Psychology & Human Relations	4	PSY 101	Psychology & Human Relations	4
		<b>Credit total</b>	<b>53</b>		
				<b>Credit total</b>	<b>52</b>

#### ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title	Credits	Course Number	Course Title	Credits

#### SECTION #4 CERTIFICATE RELATIONSHIP

(Please contact the Curriculum Office for support in filling out this section)

Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Renewable Energy Technology AAS Degree		
Will the proposed change affect the Career Pathway or base degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?	Certificate is first year of base degree, so changes made in certificate have also been made in the degree		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the change been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### Section #5 DEPARTMENT REVIEW

This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	<a href="mailto:gwindsheimer@cgcc.edu">gwindsheimer@cgcc.edu</a>	2.7.15
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	2.7.15

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. If needed, attach the completed Related Instruction Template to the same e-mail.

## ASSOCIATE OF APPLIED SCIENCE DEGREE REVISION REQUEST

Submitted by: Mary Kramer

Email: [mkramer@cgcc.edu](mailto:mkramer@cgcc.edu)

Phone: 541-506-6033

Department: CTE

(Double click on check boxes to activate dialog box)

### SECTION # 1 OVERVIEW

Current Title:	Renewable Energy Technology	Proposed Title:	No change
Current Credits:	105	Proposed Credits:	104
Overview and rationale for proposed changes:	RET 102 content determined to be not essential to the program. MTH 243 and 251 credit loads were increased by the Math Dept.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> <li>1. Delete RET 102 from the program.</li> <li>2. Increase credits for electives MTH 243 and MTH 251 from 4 to 5</li> <li>3. Reduce overall credits from 105 to 104</li> </ol>		
Requested Implementation Term	Fall 2015		

### SECTION # 2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)		
Course Number	Course Title or Placement level	Credits
MTH 95	Intermediate Algebra	4
WR 115	Introduction to Expository Writing	4
RD 115	College Reading	4
CAS 133	Basic Computer Skills/Microsoft Office	4
PROPOSED PREREQUISITES (No change, leave blank.)		
Course Number	Course Title or Placement level	Credits
DEGREE OUTCOMES		
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.		
Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See <a href="#">writing learning outcomes</a> on the curriculum website.		
Does the revision involve changing degree outcomes?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)		
<i>Students who complete this degree should be able to:</i>		
1. Qualify for employment in the renewable energy field as technicians.		
2. Service/repair renewable energy systems and assist engineers with the design of renewable systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulics/pneumatics concepts.		
3. Communicate effectively both at the individual level and within team settings.		
4. Understand the impact of renewable energy within the context of sustainability and apply sustainability concepts to their practice.		
5. Apply ethical and professional practice within the field of renewable energy.		
6. Qualify for employment in the high tech field as electronic technicians.		
PROPOSED DEGREE OUTCOMES		
<i>Students who complete this degree should be able to:</i>		
No change.		
SECTION # 3 COURSE BY COURSE COMPARISON		
List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> degree map. Include elective list below.		

If you are adding a course, place it in the preferred term or category, identify such a course with (add) and bold the text in the line.  
 If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.  
 If you are removing a course, identify the course with (remove) and bold the text.  
 If the course title is changed, identify the course with (title change) and bold the text.  
 If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.  
 If you need more lines to accommodate the courses, right click and insert rows.

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
<b>First Term</b>			<b>First Term</b>		
EET 111	DC Circuits	5	EET 111	DC Circuits	5
MEC 121	Mechanical Power 1	5	MEC 121	Mechanical Power 1	5
MTH 111	College Algebra	5	MTH 111	College Algebra	5
SAF 188	Industrial Safety and OSHA 10	2	SAF 188	Industrial Safety and OSHA 10	2
<b>Second Term</b>			<b>Second Term</b>		
EET 112	AC Circuits	5	EET 112	AC Circuits	5
MEC 120	Hydraulics	5	MEC 120	Hydraulics	5
RET 101	Introduction to Wind Turbine Operations	2	RET 101	Introduction to Wind Turbine Operations	<b>2</b>
WR 121	English Composition	4	WR 121	English Composition	4
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
<b>RET 102</b>	<b>Alternate Energy Resources (remove)</b>	1			
<b>Third Term</b>			<b>Third Term</b>		
EET 113	AC Power	5	EET 113	AC Power	5
MEC 122	Mechanical Power 2	5	MEC 122	Mechanical Power 2	5
EET 141	Electrical Motor/Generator Control	5	EET 141	Electrical Motor/Generator Control	5
PSY 101	Psychology & Human Relations	4	PSY 101	Psychology & Human Relations	4
<b>Fourth Term</b>			<b>Fourth Term</b>		



EET 221	Semiconductor Devices and Circuits	5	EET 221	Semiconductor Devices and Circuits	5
EET 251	Digital Electronics 1: Programmable Logic Devices	5	EET 251	Digital Electronics 1: Programmable Logic Devices	5
	RET Elective	4		RET Elective	4
	General Education Elective	4		General Education Elective	4
<b>Fifth Term</b>			<b>Fifth Term</b>		
EET 222	Operational Amplifier Circuits	5	EET 222	Operational Amplifier Circuits	5
EET 252	Digital Electronics 2: Programmable Logic Devices	5	EET 252	Digital Electronics 2: Programmable Logic Devices	5
EET 219	Programmable Logic Controllers	3	EET 219	Programmable Logic Controllers	3
	RET Computer Elective	3		RET Computer Elective	3
PE 182H	Adult Fitness	1	PE 182H	Adult Fitness	1
<b>Sixth Term</b>			<b>Sixth Term</b>		
EET 273	Electronic Control Systems	3	EET 273	Electronic Control Systems	3
EET 242	Microcontroller Systems	5	EET 242	Microcontroller Systems	5
RET 223	Power Generation	5	RET 223	Power Generation	5
	General Education Arts & Humanities	3		General Education Arts & Humanities	3
	<b>Credit Total</b>	<b>105</b>		<b>Credit Total</b>	<b>104</b>
<p style="text-align: center;"><b>ELECTIVE LIST</b></p> <p style="text-align: center;">Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.</p>					
<b>Current Electives</b>			<b>Proposed Electives</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
RET Electives			RET Electives		
ART 231	Drawing	3 cr.	ART 231	Drawing	3 cr.
CH 121	General Chemistry I	5 cr	CH 121	General Chemistry I	5 cr

CH 122	General Chemistry II (title change)	5 cr	CH 122	General Chemistry II	5 cr
CH 123	General Chemistry III	5 cr	CH 123	General Chemistry III	5 cr
EMS 105	EMT Part I	5 cr.	EMS 105	EMT Part I	5 cr.
EMS 120	Emergency Medical Services : First Responder	3 cr.	EMS 120	Emergency Medical Services : First Responder	3 cr.
	Any Environmental Studies course	4 cr.		Any Environmental Studies course	4 cr.
JPN 101	First Year Japanese	5 cr	JPN 101	First Year Japanese	5 cr
JPN 102	First Year Japanese	5 cr	JPN 102	First Year Japanese	5 cr
JPN 103	First Year Japanese	5 cr	JPN 103	First Year Japanese	5 cr
JPN 201	Second Year Japanese	5 cr	JPN 201	Second Year Japanese	5 cr
JPN 202	Second Year Japanese	5 cr	JPN 202	Second Year Japanese	5 cr
JPN 203	Second Year Japanese	5 cr	JPN 203	Second Year Japanese	5 cr
MTH 112	Elementary Functions	5 cr	MTH 112	Elementary Functions	5 cr
MTH 243	Statistics I	4 cr	<b>MTH 243</b>	<b>Statistics I (increase credits)</b>	<b>5 cr</b>
MTH 251	Calculus I	4 cr	<b>MTH 251</b>	<b>Calculus I (increase credits)</b>	<b>5 cr</b>
	Any Geology course	3-4 cr.		Any Geology course	3-4 cr.
	Any General Science course	4 cr.		Any General Science course	4 cr.
SPA 101	First Year Spanish-First Term	4 cr	SPA 101	First Year Spanish-First Term	4 cr
SPA 102	First Year Spanish-Second Term	4 cr	SPA 102	First Year Spanish-Second Term	4 cr
SPA 103	First Year Spanish-Third Term	4 cr	SPA 103	First Year Spanish-Third Term	4 cr
SPA 201	Second Year Spanish-First Term	4 cr	SPA 201	Second Year Spanish-First Term	4 cr
SPA 202	Second Year Spanish-Second Term	4 cr	SPA 202	Second Year Spanish-Second Term	4 cr
SPA 203	Second Year Spanish-Third Term	4 cr	SPA 203	Second Year Spanish-Third Term	4 cr
WLD 190	Basic Welding	2 cr.	WLD 190	Basic Welding	2 cr.
WR 227	Technical Writing	4 cr	WR 227	Technical Writing	4 cr
BA 203	Introduction to International Business	3 cr.	BA 203	Introduction to International Business	3 cr.
BA 206	Management Fundamentals	3 cr.	BA 206	Management Fundamentals	3 cr.
BA 224	Human Resource Management	3 cr.	BA 224	Human Resource Management	3 cr.

BA 226	Business Law	4 cr.	BA 226	Business Law	4 cr.
BA 101	Introduction to Business	4 cr.	BA 101	Introduction to Business	4 cr.
<b>RET Computer Electives</b>			<b>RET Computer Electives</b>		
Any CAS, CIS or CS course		3 cr	Any CAS, CIS or CS course		3 cr

SECTION #4 DEGREE RELATIONSHIP			
(Please contact the Curriculum Office for support in filling out this section)			
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Has the change been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, name of career pathway(s) or related certificate(s)	Renewable Energy Technology Certificate

SECTION #5 DEPARTMENT REVIEW		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Grace Windsheimer	<a href="mailto:gwindsheimer@cgcc.edu">gwindsheimer@cgcc.edu</a>	2.6.2015
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	2.6.2015

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. Print final version of submission and attach the Degree/Certificate Revision Signature form found on the [curriculum website](#). 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. Submissions 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.