

Curriculum Committee Meeting Agenda

Voting Committee Members

Diana Lee-Greene (Chair)

Heather Doyle

Katy Jablonski

Linnea Jaeger

Doris Jepson

Joel Kabakov

Tom Lieurance

Brook Maurer

Emilie Miller

Pam Morse (Vice Chair)

John Schoppert

Stephen Shwiff

Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Suzanne Burd, Grace Windsheimer, Franceina Brackenbury

February 9, 2017 3:30-5:00 pm

The Dalles Campus, room 3.218 (student services conference room)

Hood River Campus, room 1.209 (conference room)

Information items:

1. none

Approval of January 26, 2017 minutes

Submissions (times are estimates):

1. Katy Jablonski via phone (3:35 pm)
 - ENG 201 Shakespeare's Early Works (New LDC Course)
 - i. ENG 201 Gen Ed Request
 - ENG 202 Shakespeare's Later Works (New LDC Course)
 - i. ENG 202 Gen Ed Request
2. Suzanne Burd (4:00 pm)
 - NCT 30 UAS Certification Program – Exam Preparation and Career Exploration (New NCTC Course)
 - UAS Certification Program – Exam Preparation and Career Exploration (New NCTC)
 - NCT 31 Aero Drone Academy (New NCT Course)
 - Aero Drone Academy (New NCTC)
3. Grace Windsheimer via phone (4:20 pm)
 - CAS 122 Keyboarding for Speed and Accuracy (Course Revision: req, des)
 - Web Design Assistant (Certificate Reinstatement)
4. Franceina Brackenbury (4:40 pm)
 - CG 209 Job Finding Skills (Course Revision: out)

Business:

1. none

Next Meeting: March 2, 2017, 3:30-5:00 pm

Attachments: January 26, 2017 minutes; 2 New LDC Courses; 2 New Gen Ed Requests; 2 New NCT Courses; 2 New Non-Credit Training Certificates; 2 Course Revisions; 1 Certificate Reinstatement.

Curriculum Committee Minutes

Date: January 26, 2017

Time: 3:30 – 5:30pm

Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)

Present:

Voting Committee Members

Diana Lee-Greene (Chair)
Heather Doyle
Linnea Jaeger

Joel Kabakov
Emilie Miller
Pam Morse

John Schoppert
Stephen Shwiff

Non-Voting Committee Members

Susan Lewis (Curriculum)

Support Staff

Gail Gilliland (Curriculum)

Guests

P.K. Hoffman, Lori Ufford,

Absent:

Voting Committee Members

Heather Doyle
Katy Jablonski
Doris Jepson
Brook Maurer
Tom Lieurance

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	3:35 PM	
Informational Item: none		
Submissions: none		
Business		
ART 256 A,B & C Ceramics II –	Diana asked Lori to state her objection and concerns.	Motion:

<p>Special Session to resolve conflicting recommendations from the committee and CAO</p>	<p>Lori thanked PK for the hard work put in to these submissions. Students can take the course for credit The preferred new model would include two courses at each level of Ceramics: the first term would be a 3 credit Lec/Lab, not repeatable, and potentially having a Gen Ed designation; the second tem would be a 2 credit studio/lab which could be repeated for a total of three times. The studio would provide an opportunity for students to practice skills/knowledge acquired in the Lec/Lab portion, providing the opportunity for progression and personal growth. This model was created last year for other studio style art courses: Drawing, Watercolor, and Printmaking courses.</p> <p>Repeatability issue was discussed. Lec/lab and the studio/lab may be taught at the same time? Currently Ceramics I A, B, C are all taught at the same time.</p> <p>Objection: all outcomes and descriptions in ABC for Ceramics II are fundamentally the same. The only difference is a reference to a level of skill – lower advanced, middle advanced, and higher advanced. The levels are undefined and would result in a lack of clarity and consistency when course is taught by multiple faculty. Concern that consistency is not what is sought in defining art students and so art courses. However, outcomes can be written which speak to self-expression. Outcomes may address creativity, being a rebel, self-expression, etc. Then a student might attain an outcome, not based on the quality of the artwork produced but rather the intent and the process followed. Outcomes may address a process rather than a product. Make outcomes that are needed.</p> <p>Joel proposed to relieve PK from the task of wordsmithing. Joel would like help from the committee. He would specifically like help from Susan and Lori on outcomes.</p> <p>Susan is willing to take PK’s language in these submissions and create new submissions following the two course model (lec/lab and studio/lab). Two meetings remain for submissions this year - Feb 9th and March 2nd. Target submission date will be March 2.</p>	<p>2nd: Action: in favor – opposed – abstentions</p>
--	---	--

	ART 253 will be impacted by this change as well. ACTION ITEM: Susan will develop course submissions for ART 256 and consult with PK and Joel prior to the March 2 CC meeting.	
	Diana, Emilie, Doris	
Update and Discussion: Criteria for Adopting or Sunsetting Programs	Diana will work with Susan to draft the AR and OP (with worksheet attachments) for this policy before the next meeting.	
Discussion: none		
Adjourn:	John moved to adjourn, Pam 2 nd	
Next Meeting:February 9, 2017, 3:30-5:00 pm		

Columbia Gorge Community College

New Course Lower Division Collegiate (LDC)

Section #1 General Information

Department:	Writing, Literature and Foreign Language	Submitter name:	Katy Jablonski
		phone:	509-637-6200
		email:	Mjablonski@cgcc.edu
Prefix and Course Number:	ENG 201	Credits:	4
Course Title: (60 characters max, including spaces)	Shakespeare's Early Works	Transcript Title: (30 characters max, including spaces)	Shakespeare's Early Works
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	During informal conversations with colleagues, it was determined that CGCC students would benefit from more choices in literature classes. We realized that an introductory Shakespeare course would be a viable option for high school students seeking college credit, as well as college students who wanted to meet general education requirements.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

Section #2 Requisites: Placement into, Pre, Co and Concurrent

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

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

Placement into: _____ Placement into: _____

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

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 [Writing Course Descriptions](#).

Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the early comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.
	2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy
	3. Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques.
	4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.
	5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.

Outcomes assessment strategies:	<ul style="list-style-type: none">• Regular in-class writings• Group discussions• Student generated discussion questions• Close-reading essays• Quizzes, mid-term, final exam• Responses to study questions• Responses to critical texts and/ or podcasts• Responses to films• Group and Individual performances of soliloquies, scenes, and/ or sonnets• Group and Individual projects
---------------------------------	--

COURSE CONTENT, ACTIVITIES AND DESIGN

<p>Course activities and design:</p>	<ul style="list-style-type: none"> • Lecture • Small and large group discussion • Individual and/ or group oral presentation • Individual and/or group creative project (compose a song, create a storybook, play rewrite, art project, game, or PowerPoint, etc.) • Role-play • Film viewing • Individual and group mini-research projects • Journaling • Response to Writing Prompts • Close Reading Analysis
<p>Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)</p>	<p>Outcome 1: Interpret a selection of Shakespeare’s early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.</p> <ul style="list-style-type: none"> • Develop students’ awareness of changes in grammar since Shakespeare’s day, and some key items of Shakespearean vocabulary, so that students are better able to understand Shakespeare in the original. • Explore major themes of Shakespeare’s early works including: <ul style="list-style-type: none"> ○ The nature of love and marriage (“The Rape of Lucrece,” <i>The Taming of the Shrew</i>, <i>Romeo and Juliet</i>, <i>A Midsummer Night’s Dream</i>) ○ The role of women (“The Rape of Lucrece,” <i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>) ○ Implications of sexuality and unbridled emotion (“The Rape of Lucrece,” <i>Romeo and Juliet</i>, <i>A Midsummer Night’s Dream</i>) ○ The role of class and social status (<i>The Taming of the Shrew</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) ○ The relationship between parents and children (<i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>) ○ Appearances versus reality (<i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) ○ Interrelation responsibility, loyalty and power (<i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) ○ Freewill versus fate (“The Rape of Lucrece,” <i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) ○ The nature of suffering (“The Rape of Lucrece,” <i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) • Explore major motifs in Shakespeare’s early works including: <ul style="list-style-type: none"> ○ Celestial imagery (<i>A Midsummer Night’s Dream</i>, <i>Romeo and Juliet</i>, <i>Richard II</i>) ○ Animals and Nature (<i>The Taming of the Shrew</i>, <i>A Midsummer Night’s</i>

Dream, Romeo and Juliet, Richard II)

- Tyrants (“The Rape of Lucrece,” *The Taming of the Shrew, A Midsummer Night’s Dream, Romeo and Juliet, Richard II)*
- Clothes and Disguise (*The Taming of the Shrew, A Midsummer Night’s Dream, Romeo and Juliet)*
- Nighttime/ Sleep and Dreams (“The Rape of Lucrece,” *A Midsummer Night’s Dream, Romeo and Juliet)*
- Develop an understanding of interrelating themes and motifs among the early works through discussion, regular writing prompts, close reading essays, and/or creative projects.
 - Instruct students about how to use thematic instances to arrive at general conclusions regarding how the theme works in the analyzed texts.
 - Teach students how to read carefully, looking for the selected theme or motif and possibly researching ways in which other critics have examined the theme.
 - Help students determine their argument. Will they make a claim for similarity, difference, or superiority about how various works treat the selected theme?
 - Show students how to organize their responses around the works, making each point deal with a distinct work. Emphasize connections and transitions.

Outcome 2: Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy.

- Familiarize students with William Shakespeare in terms of his biography and education.
- Provide an overview of Shakespeare’s works and provide an account of the legacy of his work.
- Acquaint students with the origins of Shakespearean drama in Greek theater, and the major figures who likely shaped his work.
- Define a variety of Shakespearean dramatic forms emphasizing Shakespearean tragedy, history, and comedy plays.

Outcome 3: Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques.

- Describe Elizabethan England in social, historical, and political context.
- Define the Renaissance as both an historical era as well as a movement in art and literature and explain its influence on Shakespeare’s work.
- Familiarize students with the major Elizabethan poetic conventions.

Outcome 4: Engage in thoughtful discussion, self-reflection and literary analysis about the complex questions the plays and poems present regarding the human

experience.

- Questions to consider through discussion and writing about Shakespeare's early works could include the following:
 - What is the nature of innocence and what are the implications of being too trusting?
 - What is the role of honor in the human experience?
 - To what extent can humility and discretion save life?
 - Why do humans seek revenge and is it ever justified?
 - What are the relative positions of men and women in the marriage relationship?
 - What is the nature of love and is it always for sale?
 - To what extent can we successfully escape predetermined roles and expectations, including gender roles?
 - Why is it so difficult to make relationships work?
 - Why is there a need for a balance between the rational and irrational, between rules and magic, in the interests of love, harmony and creativity?
 - Why are people and events often not as they seem?
 - Why does creativity rely on the unconscious, the magical, and the mysterious?
 - What are the many forms love takes?
 - Why is young love often impetuous?
 - Is hate irrational? Can it destroy love?
 - Why do young people struggle to make their own choices? How do parents' vested interests contribute to the struggle?
 - Does fate exist?
 - How do chance and choice mix to determine outcomes?
 - What are the implications of pride and vanity?
 - What are implications of passivity?
 - Does divine right exist?

Outcome 5: View responses to Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.

- Define the nature of adaptation as it relates to film and consider the problem of adaptation.
- Familiarize students with elements of film including mise-en-scène, cinematography, sound, and editing.
- Upon viewing the assigned films observe and evaluate how Shakespeare has been remade across time and across continents. Discussions may include the following questions:
 - Do elements of film (mise-en-scène, cinematography, sounds, etc.) enhance or detract from an audiences' understanding of the "original" work?
 - Evaluate a director's decision to remake characters. How do these alterations contribute to or detract from understanding?
 - Assess a director's decisions to invent character backstories. Is this an effective technique?

- Evaluate a director’s decision to retain the Shakespearean language, character and plot, abandon it completely, or create some sort of hybrid where some “original” elements are kept and others are modernized. Should we be able to call these adaptations Shakespeare?
- Do adaptations enhance or undermine Shakespeare’s work and the audiences’ appreciation of it?
- How does modern clothing and occasional diversions from the script affect an understanding of the work?
- Consider the selection of the setting, how does it function?
- What are the implications of staging events unspoken in the Shakespeare’s play?
- What are the implications of a director’s decision to invent events in their adaptations of Shakespeare’s plays? Why is this done? How effective is it?

Outcome 6: Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

- Introduce students to the OWL Purdue Online Writing Lab as a resource to help them with all aspects of essay writing including thesis and content generation, citation, organization, and proper formatting:
<https://owl.english.purdue.edu>
- Through lecture, teach students “tracking” methods to help them achieve a rich understanding of the text including highlighting, marginal notes, free writing, etc.
- Review with students the “pitfalls” to literary analysis including plot summary, black and white thinking, and everything is “subjective.”

TEXTS & MATERIALS:

Texts should include Shakespearean works written between 1580 and 1600 (*The Taming of the Shrew* through *Julius Caesar*)

- “The Rape of Lucrece”
- *The Taming of the Shrew*
- *A Midsummer Night’s Dream*
- *Romeo and Juliet*
- *Richard II*
- *The Taming of the Shrew* (BBC Shakespeare RE-told, 2005);
- Adrian Noble, *A Midsummer Night’s Dream* (2000);
- Baz Luhrmann, *Romeo and Juliet* (1996);
- Rupert Goold, *Richard II* (BBC Hollow Crown, 2012).
- OWL Purdue Writing Resource: <https://owl.english.purdue.edu/>
- OER resources-Open Educational Resources available from CGCC library:
<https://mail.cgcc.edu/gw/webacc?action=Item.Read&User.context=97243e9f869276123eccba0a11c78b4cd92c8e1&Item.drn=584ED1BA.CGC>

Department Notes
(optional)

Section #4 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Portland Community College Portland State University Oregon State University University of Oregon Eastern Oregon University
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed Transferability Status form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	University of Oregon ENG 200 T Arts and Letters group; Eastern Oregon University ENG 201; Oregon State University ENG 201 (waiting confirmation); Portland Community College Shakespeare 201 and Shakespeare 202
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		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Any certificate with General Education Electives or General Electives	# credits: varied
Name of degree(s):	Any degree with General Education Electives or General Electives	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Arts & Humanities discipline General Education Elective	
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. Explain and/or describe the nature of acknowledgements or agreements 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	2/2/17
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Katy Jablonski 509-637-6200 Mjablonski@cgcc.edu
Course Prefix and Number:	ENG 201	Course Title:	Shakespeare's Early Works
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:	Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the early comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. 		

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	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. <ul style="list-style-type: none"> • The course covers at least four of Shakespeare's early plays and corresponding film adaptations, as well as a poem. Students are expected to read (or view) each work carefully and be able to communicate their understanding of these works through class discussion, assigned writings, and/or projects. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. <ul style="list-style-type: none"> • Students will be given opportunities to explore the complex questions raised by Shakespeare's works through reading, writing, and discussion. Questions may be presented as assigned writing prompts, quizzes, or exams, or they may be student generated through class discussion. Students also may explore these questions individually through journaling. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.

	<ul style="list-style-type: none"> • Each Shakespeare play studied will be paired with a modern film adaptation. Through focused discussion and writing students will evaluate the effectiveness of these visual representations. Is understanding of the “original” Shakespearean work enhanced or detracted by this medium? <p>6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.</p> <ul style="list-style-type: none"> • Students will be asked to choose from a selection of specific passages from the assigned plays and poem and identify striking features of the text, including rhetorical features, structural elements, and/or significant themes. Students will use their observations of particular details of the text to develop and argue for an interpretation of the passage. Students will complete four 2-3 page close reading essays.
<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>1. Interpret a selection of Shakespeare’s early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.</p> <ul style="list-style-type: none"> • Students will be expected to read each of Shakespeare’s works carefully, identifying and evaluating the use of literary elements, as well as making thematic comparisons among all the texts. Students will demonstrate these skills through writing, discussion, and/or creative projects. <p>4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.</p> <ul style="list-style-type: none"> • Students will be expected to think critically about the assigned texts and make connections between their own experiences and those of Shakespeare’s characters. Through writing and discussion, students will gain an appreciation of Shakespeare’s ability to span generations and continents. <p>5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.</p> <ul style="list-style-type: none"> • Students will be introduced to elements of film and be expected to apply that knowledge to their viewing of the assigned films. They will also be expected to evaluate the films’ effectiveness as representations of Shakespeare’s work. <p>6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.</p> <ul style="list-style-type: none"> • Students will apply knowledge of literary elements, especially theme and motif, rhetorical features, and structural elements to develop and argue for a unique interpretation of assigned passages.

<p>Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)</p> <p><input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally</p>	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare’s early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. <ul style="list-style-type: none"> • Interpretation is an evaluative skill that is applicable in a myriad of real world contexts. Students will become proficient in this thinking skill during the course through frequent opportunities to demonstrate their understanding of Shakespeare’s works. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. <ul style="list-style-type: none"> • The abilities to confer and self-reflect are necessary for professional success. Students will learn the techniques of polite and thoughtful discourse by being given opportunities to discuss Shakespeare’s works in a group setting. They will also be expected to be self-reflective about their role as a student as well as a Shakespeare scholar in both written and oral communication. 5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. <ul style="list-style-type: none"> • The thinking skills of comprehension and analysis will be reinforced through several film viewings. Students will be expected to apply their understanding of filmic terms to develop a deeper appreciation of Shakespeare’s works and also to critique modern adaptations. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. <ul style="list-style-type: none"> • Students will write a lot in this course. There will be informal and formal response to the works we study. It is expected that student writing will include thoughtful analysis. The skills of both analysis and writing will prepare students for a profession or advanced academic study.
<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>	<ol style="list-style-type: none"> 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. <ul style="list-style-type: none"> • This course will familiarize students with who Shakespeare was to the best of our knowledge, as there are little known facts about him, and his influence on world literature. We will examine the literary forms he introduced to our culture—Shakespearean history, comedy and tragedy—and notice how they have been appropriated across time and place. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques. <ul style="list-style-type: none"> • We will position Shakespeare in the context of Elizabethan England and the broader Renaissance movement to gain a deeper understanding of the content and form of his works.

	<p>5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.</p> <ul style="list-style-type: none"> All of the films we will view have been created in a very different culture than the one Shakespeare envisioned. Some of the films place Shakespeare’s work in a completely different socio-historical setting, while others try to recapture Shakespeare’s original intent to the best of their ability. Students will gain an appreciation of cultural diversity and have the opportunity to dialogue about issues that develop from cultural difference through this class activity.
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally</p>	<p>3. Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques.</p> <ul style="list-style-type: none"> In the process of studying Elizabethan England, students will be able to recognize the consequence of human activity on our social world. For example, the confidence and patriotism inspired by Queen Elizabeth I inspired major cultural achievements and made it possible for playwrights like William Shakespeare to flourish. Moreover, William Shakespeare has greatly impacted Western language, as he is credited with inventing over 1700 of our common words. The combined actions of Queen Elizabeth I and Shakespeare profoundly influenced Western culture. <p>4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.</p> <ul style="list-style-type: none"> Ben Jonson famously said that Shakespeare’s works are “not for an age, but for all time.” Truly, the themes Shakespeare tackles in his works – the nature of love, hate, family, war, power etc. resonate with us today. By thoughtful discussion and self-reflection about the literature, students will begin to recognize the consequences of human activity on the social world. Hopefully, they will internalize the lessons learned to improve themselves and our world.

<p>3. Address the AAOT Discipline Studies Outcomes and Criteria:</p>
<p>Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.</p>
<p>Arts and Letters</p>
<p>Outcomes:</p>
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
<p>Criteria:</p>
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> Introduce the fundamental ideas and practices of the discipline and allow students to apply them. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.

<ol style="list-style-type: none"> 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines. <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
<p>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>	<p>Students will be introduced to elements of literature and instructed on how to apply them to develop sound interpretations of and make comparisons among a selection of Shakespeare's works. Students will be provided opportunities to respond critically and analytically to Shakespeare's written texts and the subsequent adaptations of those texts by modern filmmakers. Through lecture and independent research projects, students will become familiar with the techniques Shakespeare used to cultivate his art. Students will use their understanding of these techniques to gain a deeper appreciation of his works. We will situate Shakespeare in his socio-historical context—Elizabethan England and the Renaissance—and use this information to enhance our understanding of his purpose, perspective, and use of rhetorical, dramatic, and literary techniques. Students will be given opportunities to display creative individual expression through analysis, synthesis and critical evaluation of Shakespeare's works and film adaptations of those works.</p>
<p>How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**</p>	<p>Students will be encouraged to engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. The plays and poems have recurrent themes like the nature of love, hate, family, war, power etc. that resonate in today's world, and Shakespeare often positions his characters in situations of moral ambiguity. We will critically analyze the values and ethics displayed in these instances with the intent of bettering our world and ourselves.</p>

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	2/2/17
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	

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.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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.

Transfer/Articulation of Individual CGCC Courses

To be completed by CGCC faculty

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication you've had with faculty/staff at the OUS schools. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu

Upon receipt of this form along with the Gen Ed Request form, your request for a general education designation will be included on the next Curriculum Committee agenda. **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.**

Course #: ENG 201 Title: Shakespeare's Early Works

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

Course Description:

Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the early comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Course Prerequisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121

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

- Gen Ed/Distribution req. in: Arts and Letters
- Requirement in major: English
- Elective for major: English
- Course Equivalency: University of Oregon ENG 200 T Arts and Letters group;
Eastern Oregon University ENG 201
Oregon State University ENG 201 (waiting confirmation)
Portland Community College Shakespeare 201 and 202
- Other:
- Elective only

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

Oregon State University

Transfer/Articulation of Individual CGCC Courses

Steve Kunert

skunert@oregonstate.edu

Eastern Oregon University

Brook Hewitt

bhewitt@eou.edu

Portland Community College

Kristin Benson

971-722-7724

Kristin.benson@pcc.edu

University of Oregon

541-346-2935

registrar@uoregon.edu

Portland State University

503-725-3220

askdars@pdx.edu

All universities will accept the course for the General Education requirement, requirement for major or elective in major. Please see email attachments from Oregon State University, University of Oregon and Eastern Oregon University, and Portland Community College for more information.

* The department chair of the English department at Oregon State University believes the course will be accepted as a General Education requirement, requirement for major or elective in major, but is awaiting confirmation from the director. See attached email.

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

Signature: *Mary Catherine Jablonski* by SL Date: 2.2.17

Printed Name: Mary Catherine Jablonski Title: Instructor

Department: Writing, Literature and Foreign Language E-mail: Mjablonski@cgcc.edu

Eastern Oregon University

1. Will your institution accept these two courses as comparable to your undergraduate Shakespeare course(s)? **Yes both of these courses will be accepted by our institution**

2. How will these courses be accepted in transfer? **Yes both of these courses will be accepted by our institution in transferring**

Would they count towards a Gen Ed/ Distribution req. in Arts in Letters? **Yes both would get the Gen Ed AEH & meet the UWR requirement**

Requirement in major? **Yes both would count for our ENGL 201 Shakespeare requirement.**

Course Equivalency? **Yes both would get to come in for ENGL 201. If a transfer student has both ENG 201 would be ENGL 201 & ENG 202 would be ENG LDT to count as electives.**

Hope this helps!

Thanks!

Brooke Hewitt
Transfer Articulation Specialist
Registrar's Office - 541.962.3936
bhewitt@eou.edu

Oregon State University

Hi Katy,

The two classes look very much the same as our 201 and 202 Shakespeares. As a matter of course, I will need to run them by our school's director. Assuming they are accepted, both could count as an elective in our major and our English minor. As well, they would also count toward Baccalaureate Core requirements for students not majoring in English.

I will get back to you as soon as I get confirmation from our director.

Best Regards,

Steve Kunert
Undergraduate Academic Advisor
The School of Writing, Literature and Film
Oregon State University
Moreland Hall 220
541-737-1643

University of Oregon

Good morning Katy,

Thank you for your email regarding the two new courses CGCC will be offering. Here is how these courses will transfer to the University of Oregon:

ENG 201 = ENG 200T Arts & Letters group;

ENG 202 = ENG 200T Arts & Letters group.

Both of these courses count towards the GE A&L group, allowable for major requirements &/or elective.

Please let me know if I can be of further assistance in this matter.

Sincerely,

Shelly Ehlers

Shelly Ehlers

Transfer Articulation Specialist

Office of the Registrar

University of Oregon

(541) 346-2935

<http://registrar.uoregon.edu/>

Portland Community College

Hi Mary-

We would transfer them same as ENG 201 and ENG 202 at PCC. This meet A&L at PCC but, even if they didn't, CC's in Oregon are expected to honor each other's attributes for the AAOT and ASOT-B degrees since those are state-wide degrees.

I hope this helps.

~**kB**

Kristin Benson

She ~ Her ~ Hers

Registrar, [PCC](#)

Columbia Gorge Community College

New Course Lower Division Collegiate (LDC)

Section #1 General Information

Department:	Writing, Literature and Foreign Language	Submitter name:	Katy Jablonski	
		phone:	509-637-6200	
		email:	Mjablonski@cgcc.edu	
Prefix and Course Number:	ENG 202	Credits:	4	
Course Title: (60 characters max, including spaces)	Shakespeare's Later Works	Transcript Title: (30 characters max, including spaces)	Shakespeare's Later Works	
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	During informal conversations with colleagues, it was determined that CGCC students would benefit from more choices in literature classes. We realized that an introductory Shakespeare course would be a viable option for high school students seeking college credit, as well as college students who wanted to meet general education requirements.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

Section #2 Requisites: Placement into, Pre, Co and Concurrent

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

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

Placement into: _____ Placement into: _____

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

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 [Writing Course Descriptions](#).

Provides a sampling of Shakespeare’s contributions to the three primary genres of early modern theater with a focus on the later comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare’s dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare’s works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Interpret a selection of Shakespeare’s later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.
	2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy
	3. Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques.
	4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.
	5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.
	6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

Outcomes assessment strategies:	<ul style="list-style-type: none"> • Regular in-class writings • Group discussions • Student generated discussion questions • Close-reading essays • Quizzes, mid-term, final exam • Responses to study questions • Responses to critical texts and/ or podcasts • Responses to films • Group and Individual performances of soliloquies, scenes, and/ or sonnets • Group and Individual projects
---------------------------------	---

COURSE CONTENT, ACTIVITIES AND DESIGN

<p>Course activities and design:</p>	<ul style="list-style-type: none"> • Lecture • Small and large group discussion • Individual and/ or group oral presentation • Individual and/or group creative project (compose a song, create a storybook, play rewrite, art project, game, or PowerPoint, etc.) • Role-play • Film viewing • Individual and group mini-research projects • Journaling • Response to Writing Prompts • Close Reading Analysis
<p>Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)</p>	<p>Outcome 1: Interpret a selection of Shakespeare’s later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.</p> <ul style="list-style-type: none"> • Develop students’ awareness of changes in grammar since Shakespeare’s day, and some key items of Shakespearean vocabulary, so that students are better able to understand Shakespeare in the original. <ul style="list-style-type: none"> ○ Explore through writing and discussion and/ or creative projects the major characteristics of Shakespearean poetry and especially of the Shakespearean sonnet focusing on rhyme scheme, structure and meter. • Explore major themes of Shakespeare’s later works including: <ul style="list-style-type: none"> ○ Different manifestations of love (<i>Shakespearean Sonnets, Much Ado About Nothing, Othello, Macbeth, and Comedy of Errors</i>) ○ Nature of time and human mortality (<i>Shakespearean Sonnets, Much Ado About Nothing, Othello, Macbeth, and Comedy of Errors</i>) ○ Implications of Revenge (<i>Much Ado About Nothing, Othello, Macbeth</i>) ○ Ideas of Family honor (<i>Much Ado About Nothing, Othello, Macbeth</i>) ○ Appearance versus reality (<i>Much Ado About Nothing, Othello, Macbeth, Comedy of Errors</i>) ○ Causes and effects of jealousy (<i>Much Ado About Nothing, Othello, Macbeth, and Comedy of Errors</i>) ○ Influences of War (<i>Othello, Macbeth</i>) ○ Implications of Ambition (<i>Othello, Macbeth</i>) ○ Kingship (<i>Macbeth</i>) ○ The role of fate and freewill (<i>Much Ado About Nothing, Othello, Macbeth, Comedy of Errors</i>) ○ The role of justice and law (<i>Much Ado About Nothing, Othello, Macbeth, Comedy of Errors</i>)

- Wealth and corruption (*Comedy of Errors, Macbeth*)
- Religion and faith (*Much Ado About Nothing, Comedy of Errors*)
- Forgiveness and mercy (*Much Ado About Nothing, Comedy of Errors, Othello*)
- Explore major motifs in Shakespeare’s later works including:
 - Animals (*Much Ado About Nothing, Othello, Comedy of Errors*)
 - Sight and blindness (*Much Ado About Nothing, Othello*)
 - Hell, demons and monsters (*Othello, Macbeth*)
 - The natural world (*Much Ado About Nothing, Macbeth*)
 - Blood (*Macbeth*)
 - Sleep/ visions (*Macbeth, Othello*)
 - Substitutions (*Much Ado About Nothing, Comedy of Errors*)
- Develop an understanding of interrelating themes and motifs among the later works through discussion, regular writing prompts, close reading essays, and/or creative projects.
 - Instruct students about how to use thematic instances to arrive at general conclusions regarding how the theme works in the analyzed texts.
 - Teach students how to read carefully, looking for the selected theme or motif and possibly researching ways in which other critics have examined the theme.
 - Help students determine their argument. Will they make a claim for similarity, difference, or superiority about how various works treat the selected theme?
 - Show students how to organize their responses around the works, making each point deal with a distinct work. Emphasize connections and transitions.

Outcome 2: Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy.

- Familiarize students with William Shakespeare in terms of his biography and education.
- Provide an overview of Shakespeare’s works and provide an account of the legacy of his work.
- Acquaint students with the origins of Shakespearean drama in Greek theater, and the major figures who likely shaped his work.
- Define a variety of Shakespearean dramatic forms emphasizing Shakespearean tragedy, history, and comedy plays.

Outcome 3: Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques.

- Describe Jacobean England in social, historical, and political context.
- Define the Renaissance as both an historical era as well as a movement in art and literature and explain its influence on Shakespeare's work.
- Familiarize students with the major Jacobean dramatic conventions.

Outcome 4: Engage in thoughtful discussion, self-reflection and literary analysis about the complex questions the plays and poems present regarding human experience.

- Questions to consider through discussion and writing about Shakespeare's later works could include the following:
 - How does Shakespeare indicate that time may be conquered in his works?
 - Discuss the theme of immortality as presented in his works.
 - What role does nature play in Shakespeare's works?
 - How do gossip, conversation and overhearing function?
 - Explore what Shakespeare's works say about relationships between men and women.
 - What is the nature of honor?
 - Consider the concept of deception and its many manifestations.
 - What makes a villain?
 - Consider the validity and usefulness of revenge.
 - What are motivations for jealousy?
 - Consider how age, social position and race affect relationships.
 - What makes relationship healthy and unhealthy?
 - What happens when ambition oversteps moral boundaries?
 - When does appropriate use of power become tyranny?
 - To what extent do we control our own destinies?
 - How are people and events often not what they seem?
 - What happens to the natural world when morality is disregarded?
 - How are light and darkness connected to good and evil?
 - How do children both represent the future and highlight evil?
 - How does sleep represent a fracture of moral order?
 - How do visions represent guilty conscience?
 - Can there be wealth without corruption? Or, does wealth lead to corruption?
 - Can religion and faith be separated? Can you have one without the other?

Outcome 5: View responses to Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.

- Define the nature of adaptation as it relates to film and consider the problem of adaptation.
- Familiarize student with elements of film including mise-en-scène,

cinematography, sound, and editing through lecture and/or on-line research projects focused on OER based resources.

- Upon viewing the assigned films observe and evaluate how Shakespeare has been remade across time and across continents. Discussions may include the following questions:
 - Do elements of film (mise-en-scène, cinematography, sounds, etc.) enhance or detract from an audiences' understanding of the "original" work?
 - Evaluate a director's decision to remake characters. How do these alterations contribute to or detract from understanding?
 - Assess a director's decisions to invent character backstories. Is this an effective technique?
 - Evaluate a director's decision to retain the Shakespearean language, character and plot, abandon it completely, or create some sort of hybrid where some "original" elements are kept and others are modernized. Should we be able to call these adaptations Shakespeare?
 - Do adaptations enhance or undermine Shakespeare's work and the audiences' appreciation of it?
 - How does modern clothing and occasional diversions from the script affect an understanding of the work?
 - Consider the selection of the setting, how does it function?
 - What are the implications of staging events unspoken in the Shakespeare's play?
 - What are the implications of a director's decision to invent events in their adaptations of Shakespeare's plays? Why is this done? How effective is it?

Outcome 6: Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

- Introduce students to the OWL Purdue Online Writing Lab as a resource to help them with all aspects of essay writing including thesis and content generation, citation, organization, and proper formatting:
<https://owl.english.purdue.edu>
- Through lecture, teach students "tracking" methods to help them achieve a rich understanding of the text including highlighting, marginal notes, free writing, etc.
- Review with students the "pitfalls" to literary analysis including plot summary, black and white thinking, and everything is "subjective."

TEXTS & MATERIALS:

Texts should include Shakespearean works written between 1600 and 1614 (*Hamlet* through *The Two Noble Kinsmen*)

- "Fair youth" sonnets, "Dark Lady" sonnets, "Sonnets to Cupid"
- *Much Ado About Nothing*
- *Othello*

	<ul style="list-style-type: none"> • <i>MacBeth</i> • <i>Measure for Measure</i> • Josie Rourke, <i>Much Ado About Nothing</i>, 2011 • Tim Blake Nelson <i>O</i>, 2001 and Vishal Bhardwaj, <i>Omkara</i>, 2006 • Mark Brozel, <i>MacBeth</i> (BBC Shakespeare RE-told, 2005) • David Thacker, <i>Measure for Measure</i> (BBC Studios, 1994) • OWL Purdue Writing Resource: https://owl.english.purdue.edu/ • OER resources-Open Educational Resources available from CGCC library: https://mail.cgcc.edu/gw/webacc?action=Item.Read&User.context=97243e9f869276123eccba0a11c78b4cd92c8e1&Item.drn=584ED1BA.CGC
Department Notes (optional)	

Section #4 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Portland Community College Portland State University Oregon State University University of Oregon Eastern Oregon University
How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed Transferability Status form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	University of Oregon ENG 200 T Arts and Letters group; Eastern Oregon University ENG 201; Oregon State University ENG 201 (waiting confirmation); Portland Community College Shakespeare 201 and Shakespeare 202
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		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Any certificate with General Education Electives or General Electives	# credits: varied
Name of degree(s):	Any degree with General Education Electives or General Electives	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Arts & Humanities 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 impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements 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	2/2/17
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	

NEXT STEPS:

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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Katy Jablonski 509-637-6200 Mjablonski@cgcc.edu
Course Prefix and Number:	ENG 202	Course Title:	Shakespeare's Later Works
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:	Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the later comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. 		

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	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. <ul style="list-style-type: none"> • The course covers at least four of Shakespeare's early plays and corresponding film adaptations, as well as a poem. Students are expected to read (or view) each work carefully and be able to communicate their understanding of these works through class discussion, assigned writings, and/or projects. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. <ul style="list-style-type: none"> • Students will be given opportunities to explore the complex questions raised by Shakespeare's works through reading, writing, and discussion. Questions may be presented as assigned writing prompts, quizzes, or exams, or they may be student generated through class discussion. Students also may explore these questions individually through journaling. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.

	<ul style="list-style-type: none"> • Each Shakespeare play studied will be paired with a modern film adaptation. Through focused discussion and writing students will evaluate the effectiveness of these visual representations. Is understanding of the “original” Shakespearean work enhanced or detracted by this medium? <p>6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.</p> <ul style="list-style-type: none"> • Students will be asked to choose from a selection of specific passages from the assigned plays and poem and identify striking features of the text, including rhetorical features, structural elements, and/or significant themes. Students will use their observations of particular details of the text to develop and argue for an interpretation of the passage. Students will complete four 2-3 page close reading essays.
<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>1. Interpret a selection of Shakespeare’s later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.</p> <ul style="list-style-type: none"> • Students will be expected to read each of Shakespeare’s works carefully, identifying and evaluating the use of literary elements, as well as making thematic comparisons among all the texts. Students will demonstrate these skills through writing, discussion, and/or creative projects. <p>4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.</p> <ul style="list-style-type: none"> • Students will be expected to think critically about the assigned texts and make connections between their own experiences and those of Shakespeare’s characters. Through writing and discussion, students will gain an appreciation of Shakespeare’s ability to span generations and continents. <p>5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.</p> <ul style="list-style-type: none"> • Students will be introduced to elements of film and be expected to apply that knowledge to their viewing of the assigned films. They will also be expected to evaluate the films’ effectiveness as representations of Shakespeare’s work. <p>6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.</p> <ul style="list-style-type: none"> • Students will apply knowledge of literary elements, especially theme and motif, rhetorical features, and structural elements to develop and argue for a unique interpretation of assigned passages.

<p>Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program. (Professional Competence)</p> <p><input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally</p>	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare’s later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. <ul style="list-style-type: none"> • Interpretation is an evaluative skill that is applicable in a myriad of real world contexts. Students will become proficient in this thinking skill during the course through frequent opportunities to demonstrate their understanding of Shakespeare’s works. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. <ul style="list-style-type: none"> • The abilities to confer and self-reflect are necessary for professional success. Students will learn the techniques of polite and thoughtful discourse by being given opportunities to discuss Shakespeare’s works in a group setting. They will also be expected to be self-reflective about their role as a student as well as a Shakespeare scholar in both written and oral communication. 5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. <ul style="list-style-type: none"> • The thinking skills of comprehension and analysis will be reinforced through several film viewings. Students will be expected to apply their understanding of filmic terms to develop a deeper appreciation of Shakespeare’s works and also to critique modern adaptations. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. <ul style="list-style-type: none"> • Students will write a lot in this course. There will be informal and formal response to the works we study. It is expected that student writing will include thoughtful analysis. The skills of both analysis and writing will prepare students for a profession or advanced academic study.
<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>	<ol style="list-style-type: none"> 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. <ul style="list-style-type: none"> • This course will familiarize students with who Shakespeare was to the best of our knowledge, as there are little known facts about him, and his influence on world literature. We will examine the literary forms he introduced to our culture—Shakespearean history, comedy and tragedy—and notice how they have been appropriated across time and place. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques. <ul style="list-style-type: none"> • We will position Shakespeare in the context of Jacobean England and the broader Renaissance movement to gain a deeper understanding of the content and form of his works.

	<p>5. View adaptations of Shakespeare’s works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age.</p> <ul style="list-style-type: none"> All of the films we will view have been created in a very different culture than the one Shakespeare envisioned. Some of the films place Shakespeare’s work in a completely different socio-historical setting, while others try to recapture Shakespeare’s original intent to the best of their ability. Students will gain an appreciation of cultural diversity and have the opportunity to dialogue about issues that develop from cultural difference through this class activity.
<p>Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> in depth <input checked="" type="checkbox"/> minimally</p>	<p>3. Draw on relevant cultural, historical, and political information to interpret Shakespeare’s purpose, perspective, and use of rhetorical, literary and dramatic techniques.</p> <ul style="list-style-type: none"> In the process of studying Jacobean England, students will be able to recognize the consequence of human activity on our social world. For example, the disillusionment during James I reign uncovered social ills hidden by the golden age of Elizabeth and prompted playwrights like Shakespeare to write some of his darkest plays. It was during this time that the tragicomedy developed. The combined actions of James I and Shakespeare profoundly influenced Western culture. <p>4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.</p> <ul style="list-style-type: none"> Ben Jonson famously said that Shakespeare’s works are “not for an age, but for all time.” Truly, the themes Shakespeare tackles in his works—the nature of love, hate, family, war, power etc. resonate with us today. By thoughtful discussion and self-reflection about the literature, students will begin to recognize the consequences of human activity on the social world. Hopefully, they will internalize the lessons learned to improve themselves and our world.

<p>3. Address the AAOT Discipline Studies Outcomes and Criteria:</p>
<p>Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.</p>
<p>Arts and Letters</p>
<p>Outcomes:</p>
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
<p>Criteria:</p>
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> Introduce the fundamental ideas and practices of the discipline and allow students to apply them. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.

<ol style="list-style-type: none"> 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines. <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<ol style="list-style-type: none"> 1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his contributions to literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. 3. Draw on relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View adaptations of Shakespeare's works with comprehension and discernment and with an understanding of how elements of film bring his plays into the modern, global age. 6. Compose thoughtful, critical analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
<p>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>	<p>Students will be introduced to elements of literature and instructed on how to apply them to develop sound interpretations of and make comparisons among a selection of Shakespeare's works. Students will be provided opportunities to respond critically and analytically to Shakespeare's written texts and the subsequent adaptations of those texts by modern filmmakers. Through lecture and independent research projects, students will become familiar with the techniques Shakespeare used to cultivate his art. Students will use their understanding of these techniques to gain a deeper appreciation of his works. We will situate Shakespeare in his socio-historical context—Elizabethan England and the Renaissance—and use this information to enhance our understanding of his purpose, perspective, and use of rhetorical, dramatic, and literary techniques. Students will be given opportunities to display creative individual expression through analysis, synthesis and critical evaluation of Shakespeare's works and film adaptations of those works.</p>
<p>How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**</p>	<p>Students will be encouraged to engage in thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. The plays and poems have recurrent themes like the nature of love, hate, family, war, power etc. that resonate in today's world, and Shakespeare often positions his characters in situations of moral ambiguity. We will critically analyze the values and ethics displayed in these instances with the intent of bettering our world and ourselves.</p>

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	2/2/17
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	

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.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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.

Transfer/Articulation of Individual CGCC Courses

To be completed by CGCC faculty

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication you've had with faculty/staff at the OUS schools. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu

Upon receipt of this form along with the Gen Ed Request form, your request for a general education designation will be included on the next Curriculum Committee agenda. **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.**

Course #: 202 Title: Shakespeare's Later Works

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

Course Description:

Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the later comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Course Prerequisites:

Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.

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

- Gen Ed/Distribution req. in: Arts and Letters
- Requirement in major: English
- Elective for major: English
- Course Equivalency: University of Oregon ENG 200 T Arts and Letters group;
Eastern Oregon University ENG 201
Oregon State University ENG 202 (waiting confirmation)

Other: _____

Elective only

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

Transfer/Articulation of Individual CGCC Courses

Oregon State University
Steve Kunert
skunert@oregonstate.edu

Eastern Oregon University
Brook Hewitt
bhewitt@eou.edu

Portland Community College
Kristin Benson
971-722-7724
Kristin.benson@pcc.edu

University of Oregon
541-346-2935
registrar@uoregon.edu

Portland State University
503-725-3220
askdars@pdx.edu

All universities will accept the course for the General Education requirement, requirement for major or elective in major. Please see email attachments from Oregon State University, University of Oregon and Eastern Oregon University, and Portland Community College for more information.

* The department chair of the English department at Oregon State University believes the course will be accepted as a General Education requirement, requirement for major or elective in major, but is awaiting confirmation from the director. See attached email.

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

Signature: *Mary Catherine Jablonski*_by SL Date: 2.2.17

Printed Name: Mary Catherine Jablonski Title: Instructor

Department: Writing, Literature and Foreign Language E-mail: Mjablonski@cgcc.edu

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course – Non-Credit

(double click on check boxes to activate dialog box)

Section #1 General Information						
Department:	Instructional Services	Submitter name Phone Email	Suzanne Burd 541.506.6123 sburd@cgcc.edu			
Course Prefix and Number:	NCT 30	Course Title: 60 characters max	UAS Certification Program – Exam Preparation and Career Exploration			
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? Unlimited	Contact hours	Lecture (# of hours): Lec/Lab (# of hours): Lab (# of hours): NCTC (# of hours): 20			
Reason for new course		This program serves an underrepresented educational niche in the region. Additionally CGCC was approached by the organization currently offering this program requesting a college credential for completers.				
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="padding: 5px;">Course Number and Title</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> </tr> </tbody> </table>		Course Number and Title		
Course Number and Title						
REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)						
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con			
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con			
Placement into:						
Placement into:						
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .						
Prepares students to take the Federal Aviation Administration Regulation Part 107 sUAS Knowledge Test. Explores employment opportunities in the unmanned aerial systems (UAS) industries.						
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.						
Learning Outcomes: (Use observable and measurable verbs)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="padding: 5px;">Upon successful completion of this course, students will be able to:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Sit for the Federal Aviation Regulation Part 107sUAS knowledge test.</td> </tr> <tr> <td style="padding: 5px;">2. Identify career opportunities in the UAS industry.</td> </tr> </tbody> </table>			Upon successful completion of this course, students will be able to:	1. Sit for the Federal Aviation Regulation Part 107sUAS knowledge test.	2. Identify career opportunities in the UAS industry.
Upon successful completion of this course, students will be able to:						
1. Sit for the Federal Aviation Regulation Part 107sUAS knowledge test.						
2. Identify career opportunities in the UAS industry.						

Outcomes assessment strategies: (from CCOG)	Practice tests after each chapter.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Lectures, demonstrations. Discusses material provided the Federal Aviation Administration.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1. Understand FAA regulations <ol style="list-style-type: none"> a. inspection, testing and demonstration of compliance b. accident reporting c. falsifying records d. safe operating conditions 2. Study airspace classification and operating requirements <ol style="list-style-type: none"> a. controlled airspace b. airspace operational requirements including basic weather minimums, operations near airports, and potential flight hazards 3. Understand implications of weather on UAS flight <ol style="list-style-type: none"> a. sources of weather b. effects of weather on performance 4. Compliance with aircraft weight and balance limits <ol style="list-style-type: none"> a. loading and performance b. balance, stability, and center of gravity 5. Explore careers in the UAS industry
Department Notes (optional)	

Section #2 Additional Information for new non-credit courses

Briefly describe how this course prepares students for entry into credit programs	NA
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.	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"/> Specify term: _____
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

Section # 3 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Suzanne Burd	sburd@cgcc.edu	1/31/17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	1/31/17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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 NON-CREDIT TRAINING CERTIFICATE REQUEST

Submitted by: Suzanne Burd	Email: sburd@cgcc.edu	Phone: (541) 506-6123	Department: Instructional Services
----------------------------	-----------------------	-----------------------	------------------------------------

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	UAS Certification Program – Exam Preparation and Career Exploration	Proposed Clock Hours:	20
Reason for new certificate:	This program serves an underrepresented educational niche in the region. Additionally CGCC was approached by the organization currently offering this program requesting a college credential for completers.	Requested implementation term:	As soon as practical
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Explain: The CTE Director approached the community education coordinator to prepare the program for curriculum committee review.	Has the certificate been validated by an Advisory Committee or by industry partners?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Certificate CIP Code	36.0119		

SECTION #2 PREREQUISITES AND OUTCOMES

PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Credits/Clock Hours
	NA	

Is this a limited entry program? Students must apply, via the department for program entry. Yes No

PROPOSED OUTCOMES

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.

Students who complete this certificate will be able to:

1. Sit for the Federal Aviation Regulation Part 107 sUAS knowledge test.
2. Identify career opportunities in the UAS industry.

SECTION #3 PROPOSED COURSEWORK

List all courses in the term by term order that is to be displayed in the [catalog](#) certificate map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Cert Outcome included?	Clock Hours
NCT 30	UAS Certification Program – Exam Preparation and Career Exploration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	20
Credit total			20
ELECTIVES (if applicable)			
Course Number	Course Title	Cert Outcome included?	Clock Hours
		<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
Suzanne Burd	sburd@cgcc.edu	2/1/17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	2/1/17

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course – Non-Credit

(double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	Instructional Services	Submitter name Phone Email	Suzanne Burd 541.506.6123 sburd@cgcc.edu
Course Prefix and Number:	NCT 31	Course Title: 60 characters max	Aero Drone Academy
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? Unlimited	Contact hours	Lecture (# of hours): Lec/Lab (# of hours): Lab (# of hours): NCTC (# of hours): 60
Reason for new course	This program serves an underrepresented educational niche in the region. Additionally CGCC was approached by the organization currently offering this program requesting a college credential for completers.		
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	UAS Certification Program – Exam Preparation and Career Exploration
REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con
Placement into:			
Placement into:			
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Introduces and develops the necessary skills to become a certified drone pilot. Includes classroom and hands-on flight lessons using current technology sensors and cameras. Prepares students to take the Federal Aviation Administration Regulation Part 107 sUAS Knowledge Test.			
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.			
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:		
	1. Sit for the Federal Aviation Regulation Part 107sUAS knowledge test.		
	2. Use UAS technology including: cameras, sensor imaging programs, and editing		

	programs.
	3. Comply with FAA regulations.
	4. Communicate effectively using appropriate reading, writing, listening and speaking skills.
	5. Satisfactorily perform flight maneuvers.
	6. Apply basic business principles.
Outcomes assessment strategies: (from CCOG)	Quizzes, and hands-on skills demonstrations. Students must participate in capstone project (video production).
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Lectures, demonstrations, and hands-on learning activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1. FAA regulations <ol style="list-style-type: none"> a. inspection, testing and demonstration of compliance b. accident reporting c. falsifying records d. safe operating conditions 2. Airspace classification and operating requirements <ol style="list-style-type: none"> a. controlled airspace b. airspace operational requirements including basic weather minimums, operations near airports, and potential flight hazards 3. Implications of weather on UAS flight <ol style="list-style-type: none"> a. sources of weather b. effects of weather on performance 4. Compliance with aircraft weight and balance limits <ol style="list-style-type: none"> a. loading and performance b. balance, stability, and center of gravity 5. Cameras, software systems, and LiDAR <ol style="list-style-type: none"> a. drone-based thermal imaging systems b. use commercial infrared cameras c. use and operation of sensors 6. Communication <ol style="list-style-type: none"> a. why communication is important between visual observer and staff b. communication with the client c. communication with the drone team d. create an environment of trust 7. Keep accurate maintenance and operations records <ol style="list-style-type: none"> a. inspections

	<ul style="list-style-type: none"> b. weather observations c. maintenance records documentation d. check lists e. operating manuals <p>10. Flight maneuvers</p> <ul style="list-style-type: none"> a. practice use of basic controls b. practice control sensitivity c. taking off and landing <p>11. Business principles</p> <ul style="list-style-type: none"> a. write a business plan b. prepare a financial plan, including a budget c. cash vs profits d. sales forecasts e. SWOT analysis f. identify common mistakes <p>12. Career development</p> <ul style="list-style-type: none"> a. opportunities available b. industries using UAS technology <p>13. Cinematography editing programs</p> <ul style="list-style-type: none"> a. choosing the best footage b. adding effects and style c. color correction and transitions d. removing unwanted footage e. sensory imaging
Department Notes (optional)	

Section #2 Additional Information for new non-credit courses

Briefly describe how this course prepares students for entry into credit programs	NA
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.	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"/> Specify term: _____
Allow 1-2 months to complete the new non-credit course 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
Suzanne Burd	sburd@cgcc.edu	2/1/17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	2/1/17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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 NON-CREDIT TRAINING CERTIFICATE REQUEST

Submitted by: Suzanne Burd	Email: sburd@cgcc.edu	Phone: (541) 506-6123	Department: Instructional Services
----------------------------	-----------------------	-----------------------	------------------------------------

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Proposed Title:	Aero Drone Academy		Proposed Clock Hours:	60
Reason for new certificate:	This program serves an underrepresented educational niche in the region. Additionally CGCC was approached by the organization currently offering this program requesting a college credential for completers.		Requested implementation term:	As soon as practical
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explain: The CTE Director approached the community education coordinator to prepare the program for curriculum committee review.	Has the certificate been validated by an Advisory Committee or by industry partners?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Certificate CIP Code	50.0406			

SECTION #2 PREREQUISITES AND OUTCOMES

PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Credits/Clock Hours
NA		

Is this a limited entry program? Students must apply, via the department for program entry.

 Yes No

PROPOSED OUTCOMES

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.

Students who complete this certificate will be able to:

1. Sit for the Federal Aviation Regulation Part 107 sUAS knowledge test;
2. Use unmanned aerial systems technology including cameras, sensor imaging programs, and editing programs.
3. Comply with FAA regulations.
4. Communicate effectively using appropriate reading, writing, listening and speaking skills.
5. Satisfactorily perform flight maneuvers; and apply basic business principles.

SECTION #3 PROPOSED COURSEWORK

List all courses in the term by term order that is to be displayed in the [catalog](#) certificate map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Cert Outcome included?	Clock Hours
NCT 31	Aero Drone Academy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	60
Credit total			

ELECTIVES (if applicable)

Course Number	Course Title	Cert Outcome included?	Clock Hours
		<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
Suzanne Burd	sburd@cgcc.edu	2/1/17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	2/1/17

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Prerequisites and co-requisites <input type="checkbox"/> Outcomes
---	--

Section #1 General Information

Department	CAS/OS	Submitter name Phone Email	Grace Windsheimer gwindsheimer@cgcc.edu 541-490-0527
Current prefix and number	CAS 122	Proposed prefix and number	
Current course title	Keyboarding for Speed and Accuracy	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description (required whether being revised or not)	Proposed Description
Develops confidence, endurance, and control for accurate keyboarding while increasing touch keyboarding speed. Develops ability to proofread and edit accurately and efficiently to produce error free documents. Prerequisites: CAS 121 or CAS 121A; placement into RD 90 and WR 90. Recommended: CAS 103W and keying 24 wpm by touch. Audit available.	Develops confidence, endurance, and control for accurate keyboarding while increasing touch keyboarding speed. Develops ability to proofread and edit accurately and efficiently to produce error free documents. Prerequisites: CAS 121; placement into RD 90 and WR 90. Recommended: CAS 103W and keying 24 wpm by touch. Audit available.

Reason for change	Removing CAS 121A prerequisite as it is being inactivated by department
-------------------	---

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 the [Writing Learning Outcomes](#) guidelines on the curriculum office webpage for more guidance.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Upon successful completion of this course, student will be able to: 2. Demonstrate increased speed and accuracy 3. Apply proofreading and editing skills to documents following current professional document standards. 4. Recognize, explain, and evaluate ergonomic factors regarding various work environments and equipment 5. Use critical thinking skills to edit, make, type business documents.	

Reason for change	No change
-------------------	-----------

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

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

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number: CAS 121 or CAS 121A	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------------------	--	--------------------------------------	----------------------------------

prefix & number: Recommended: CAS 103W and keying 24 wpm by touch	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---	--	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number: CAS 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--------------------------	--	--------------------------------------	----------------------------------

prefix & number: Recommended: CAS 103W and keying 24 wpm by touch	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---	--	--------------------------------------	----------------------------------

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--

If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

Section #2 Impact on Other Departments		
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.		
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)	
Allow 4-6 months to complete the approval process before scheduling the course.		

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	1-30-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	1-30-17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked 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.

Reinstatement of Suspended Degree/Certificate

(New Degree or New Certificate Request form required to accompany this submission.)

Certificate/Degree Title: Web Design Assistant Certificate	Date: 1-2-17
---	---------------------

Section 1: Rationale and Support for Reinstatement

The Computer Applications and Office Systems (CAS/OS) Department recommends that the currently suspended certificate/degree be officially reinstated: Web Design Assistant Certificate.

Rationale for suspension (date: 5-15-15):

Low enrollment
 change in workforce needs
 lack of funding
 lack of qualified instructors
 (From suspension forms.)

“This was a newly approved certificate that was scheduled to be offered beginning fall 2015. Due to budget limitations, the certificate will not be offered as planned until adequate resources are available to add this to CGCC offerings.”

Rationale for reinstatement (include how the reasons for suspension have been resolved or reversed):

During the 2015-16 school year, funds were made available to develop the 3 new courses for this certificate. Also, during the 2015-16 school year 1 CAS/OS class was suspended, and in January 2017 2 more classes will be reviewed for inactivation by Curriculum Committee. This helped with budget limitations for offering this certificate starting fall 2017. This is also a recommendation from the CAS/OS department as part of their program review 2016-17.

Current Labor Market Information – Job Market Sustainability-
Web Graphic Design 271024/Web Development 151134

“Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes “Multimedia Artists and Animators” (27-1014).” Oregon Employment Quality Information 2016

Oregon Employment Quality Information 2016 shows that jobs in the Columbia Gorge for ‘web developers’ median hourly \$21.50 and yearly \$43.913. 2014-2019 employment in the Columbia Gorge shows 18-19 positions. This includes web development, web design and designers.

Statewide employment analysis is: *“Employment in this occupation in 2014 was somewhat larger than the statewide average for all occupations. The total number of job openings is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2024. This occupation is expected to grow at about the statewide average growth rate for all occupations through 2024. Reasonable*

Advisory Board consulted? Yes No

(Please attach supporting documentation – meeting minutes, email strings ...)

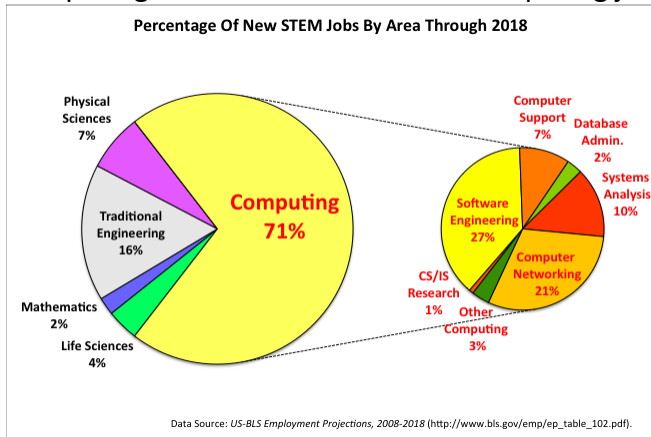
Conclusion of Advisory Board:

January 2014- introduction to board/approval
 May 2015 suspension to board
 Feb 2016 reinstatement of Web Dev Cert/approval
 March 29, 2016 Advisory Committee meeting- web certs on agenda. No minutes for this meeting.
 May 2016 final development of all web dev & design courses
 Fall 2016 Advisory Committee Meeting canceled.

employment opportunities exist."

Area employment analysis is: "Employment in this occupation in 2014 was at about the regional average for all occupations. The total number of job openings is projected to be somewhat higher than the regional average number of job openings for all occupations through 2024. This occupation is expected to grow at a much faster rate than the regional average growth rate for all occupations through 2024."

Seventy-one percent (71%) of STEM jobs through 2018 will be in Computing. Of those Computing jobs, Web graphic designer would fall under Computer Support, Other Computing which totals 10% of the computing jobs.



Enrollment Expectations (projected annual number of students for 3 years):

Yr. 1 _10 Yr. 2 _15 Yr. 3 _18

Expectations are based on: The new Web Development Assistant Certificate that rolled out Fall 2016 has 17 students enrolled in it's different classes – several taking all course offered the first term.

1 taking all 5 Web Development courses offered fall term 2016, 9 taking only one class, 7 taking more than 1 class but less that all 5 classes. Majors range from CS, Oregon Transfer, Gen Ed, Business and Running start. These are new students to the Computer Applications department as only 1 has listed a CAS/OS degree as their major (AOP). Three students are taking other CAS/OS courses this term.

Budgetary Impact and Financial Sustainability: Courses are all developed and paid for during the 2015-16 school year. This adds 3 new courses (CAS 106, 208,235) to the CAS/OS department total of 31 courses offered during the 2016-17 school year. During the last two years 3 CAS/OS course will be or have been inactivated (CAS 111D, CAS 110 and CAS 121A).

When looking at the budget during the 2016-17 school year the past CFO gave us a number of courses we could offer – there was no consideration of credits, etc only how many we could offer during the school year. During 2016-17 we offered 31 courses, during the 2017-18 school year we would be offering 34 courses. The total of class run in 13-14 was 39, in 14-15 we ran 35 classes. This seems to be a good number for us and the budget right now, (these figures are from the CFO run/cancel spreadsheet of 15-16).

Section 2: Time Line		
Action	Person(s) Responsible	Date
Submission of request to the Curriculum	Submitting department. Submissions	Jan 26

Committee and CAO	signed off on by department chair and director. Representation of submission required at Curriculum Committee meeting.	
Update webforms and obtain state approval	Curriculum Office	Feb 2017, upon approval of CC and CAO
Submit "Change Request" to NWCCU	Curriculum Office	Feb 2017, upon state approval
Submit financial aid request to Department of Education	Curriculum Office and Financial Aid Office	May-June, upon NWCCU approval
Notify Advising	Curriculum Office	
Update catalog	Curriculum Office and Registrar	Catalog year (example: 2016-17): 2017-18
Create/revise/update degree/certificate webpage	Curriculum Office and requesting Instructional department	Summer 2017, upon NWCCU approval

Other Comments:

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by: Grace Windsheimer	Email: gwindsheimer@cgcc.edu	Phone:	Department: CTE
---------------------------------	------------------------------	--------	-----------------

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Proposed Title:	Web Design Assistant		Proposed Credits: 42
Reason for new certificate:	To fill a need in the area for training in web development and design a growing industry in our service area, state and the region.		Requested implementation term: Fall 2017
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This certificate is contained in CAS/OS department. Courses outside of the department will not be affected by this certificate. No changes in budget allocation from other CTE departments will need to be made because of the 3 new classes in this certificate. The CAS/OS department has suspended 3 of their own classes this year.	Has the certificate been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?			

SECTION #2 PREREQUISITES AND OUTCOMES

PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Credits
WR 115 or equivalent placement test scores	Introduction to Expository Writing	4
RD 115 or equivalent placement test scores	College Reading	4
MTH 20 or equivalent placement test scores	Basic Math	4
Recommend CAS 133	Introduction to Office Software	4

Is this a limited entry program? Students must apply, via the department for program entry. Yes No

PROPOSED OUTCOMES

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.

- Students who complete this certificate will be able to:*
1. Provide basic design support for existing websites in the workplace
 2. Be prepared for entry-level jobs in the area of web design
 3. Apply website design skills in a business environment to assist in the creation and maintenance of websites following current professional and/or industry standards.
 4. Use critical thinking skills to identify key web design issues.

SECTION #3 PROPOSED COURSEWORK

List all courses in the term by term order that is to be displayed in the [catalog](#) certificate map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Credits
Fall term		
CAS 101	Introduction to Web Design & Development	1
CAS 102	Marketing with Social Media	3

CAS 106	Beginning HTML for Designers	2
CAS 108	Beginning Photoshop (pre-req. 208)	3
CAS 180	Search Engine Optimization-SEO	2
CAS 230	Design Principles (pre-req. 230)	3
Winter Term		
CAS 181	Web Content Management (WCM)	3
CAS 200	Web Trends	1
CAS 231	Desktop Publishing	3
BA 207	Introduction to E-Commerce	4
OS 220	Business Editing	4
Spring term		
CAS 208	Intermediate Photoshop	4
CAS 235	Graphic Design	4
CG 209	Job Finding Skills	1
OS 245	Office Systems and Procedures	4
Credit total		42
ELECTIVES (if applicable)		
Course Number	Course Title	Credits
	NA	

SECTION #4 RELATED INSTRUCTION

Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.
All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

Section #5 DEPARTMENT REVIEW

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

Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	1-30-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	1-30-17