Curriculum Committee Meeting Agenda

Voting Committee Members

Pam Morse (Chair)	Linnea Jaeger	John Schoppert
Kristen Booth	Doris Jepson (Vice Chair)	Stephen Shwiff
P.K. Hoffman	Tom Lieurance	
Katy Jablonski	Emilie Miller	

Non-Voting Committee Members

Susan Lewis (Curriculum)	Dawn Sallee-Justesen (Student Services)

Support Staff	Guests
Gail Gilliland (Curriculum)	Andrea Ware, Eric Greene

November 2, 2017 3:30 am – 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

Business:

1. Approval of October 19, 2017 minutes [1]

Submissions [2] (times are estimates):

1. Andrea Ware, Eric Greene (3:35 – 4:15 pm)

    a. CAS 105 Writing for the Web (New Course)
    b. Web Development (Certificate Revision: course work, credits)
    c. CIS 120 Computer Concepts I (Course revision: requisites, description, outcomes)
    d. CAS 107 Basic Spreadsheets (New Course)
    e. Spreadsheet Support (Certificate Revision: course work, credits)

Discussion Items:

1. Next steps for updating CLO information in CCOGs [3] (Pam: 4:15 – 4:20 pm)
2. Abbreviated Gen Ed Request form [4] (Pam: 4:20 – 4:25 pm)
3. Definitions of "In-Depth" and "Minimally" (Pam: 4:25 – 4:40 pm)
4. Format (by outcome or concepts/skills) and robustness of "Content" section on CCOG (Pam: 4:40 – 4:55 pm)

    Examples of CCOG Content by theme/concepts/skills: https://www.cgcc.edu/courses/bi-211, https://www.cgcc.edu/courses/ath-101

    Examples of CCOG Content by outcomes: https://www.cgcc.edu/courses/eng-201

    Examples of CCOGs with less robust Content: https://www.cgcc.edu/courses/eng-237, https://www.cgcc.edu/courses/ch-121, https://www.cgcc.edu/courses/eng-214

5. Wrap-up, Questions (Pam: 4:55 – 5:00 pm)

Next Meeting: November 16, 2017

Attachments: [1]October 19, 2017 minutes; [2]2 New Courses, 1 Course Revision, 2 Certificate Revisions; [3]Next Steps for CLO Update; [4]Abbreviated Gen Ed Request form

Curriculum Committee Minutes
October 19, 2017
3:30pm – 5:00pm
Location: TDC Room 3.218 (SS Conference Room) and Hood River

PRESENT
Voting Committee Members

Pam Morse (Chair)	Linnea Jaeger	Emilie Miller
Kristen Booth	Doris Jepson (Vice Chair)	John Schoppert
P.K. Hoffman	Tom Lieurance	

Support Staff
Gail Gilliland (Curriculum)

ABSENT

Voting Committee Members	**Non-Voting Committee Members**
Stephen Shwiff	Susan Lewis (Curriculum)
Katy Jablonski	Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order by Pam at 3:30pm	
Business	**Motion: approve October 5, 2017 minutes as written**	Motion: Doris 2nd: John Action: 6 in favor – 0 opposed – 0 abstentions
Submissions		

1. ART 232 Drawing II – Studio (Course revision: requisites, description, repeatability)	Pk stated that he was not in favor of this approach for ART courses. This approach sets up art on an art appreciation level and it diminishes the product. He would prefer PCC's approach. He would like to see ART providing the student with a more in-depth opportunity. The art student needs to be able to develop skill and talent over a longer time period than 3 terms for credit. He would like it to be known that he has chosen to abstain from this vote. There was much discussion regarding why this change for this course and how long has it been on the books this way. Susan's e-mail was read to the committee. It was explained that ART 230 can be taken for credit 1 term and ART 232 taken 2 terms for credit. A brief history of last year's timeline with the art submission was discussed. **Motion: approve as written**	Motion: Doris 2nd: Tom Action: 6 in favor – 0 opposed – 1 abstentions
2. ART 271 Printmaking II – Studio (Course revision: requisites, description, repeatability)	**Motion: approve as written**	Motion: Doris 2nd: John Action: 7 in favor – 0 opposed – 0 abstentions
3. ART 287 Watercolor II – Studio (Course revision: requisites, description, repeatability)	**Motion: approve as written**	Motion: Tom 2nd Emily Action: 7 in favor – 0 opposed – 0 abstentions
Discussion Items		
1. Procedure for updating CLO information in CCOGs	Discussion regarding identifying individual responsibility of each step of the process progressed. There was conversation regarding who would do what. It was concluded that these roles should be identified on the process before the process could be approved. There was some question regarding what	

	Department Chairs could be responsible for under the bargaining agreement. This item was tabled and will be brought forward as a future agenda item. Future Agenda Item: Procedure for updating CLO information in CCOGs.	
2. Abbreviated Gen Ed Request form	Item tabled and will be brought forward as a future agenda item. Future Agenda Item: Abbreviated Gen Ed Request form	
3. Definitions of "In-Depth" and "Minimally"	Item tabled and will be brought forward as a future agenda item. Future Agenda Item: Definitions of "In-Depth" and "Minimally"	
4. Format (by outcome or concepts/skills) and robustness of "Content" section on CCOG	**Motion: To table all four discussion items and bring forward as future agenda items.** Future Agenda Item: Format (by outcome or concepts/skills) and robustness of "Content" section on CCOG	Motion: John 2nd Tom Action: 6 in favor – 0 opposed – 0 abstentions
Adjourn: 4:25pm		
Next Meeting: November 2, 2017 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		

Columbia Gorge Community College

<table>
<tr><td colspan="4" align="center">New Course
Career Technical Education (CTE)</td></tr>
<tr><td colspan="4" align="center" style="background:cyan">(Double click on check boxes to activate dialog box)</td></tr>
</table>

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Andrea Ware 509-768-6557 aware@cgcc.edu
Prefix and Course Number:	CAS 105	Credits:	3
Course Title: (60 characters max, including spaces)	Writing for the Web	Transcript Title: (30 characters max, including spaces)	Writing for the Web
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 10 Lec/lab: 40 Lab: 0

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

Reason for the new course.	Required for Web Development and Design Assistant Certificates. Writing for the digital/online audience requires a different approach than the traditional college composition course takes to writing. Where composition courses focus on presenting main ideas in a well-developed essay-style format using formal to semi-formal language, writing for the web effectively requires authors to get to the point quickly, presenting content in a concise manner using simple sentence structure and favoring headings and bulleted lists over paragraphs to accommodate the way online readers consume content.

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

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

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

☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 115.			
☐ placement into:		☐ placement into:	
course prefix & number: Recommended: RD 115, WR 115	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.	
Examines elements of effective online writing and digital content design. Develops skills in grammar and proofreading. Introduces search engine optimization techniques, accessibility, copyright laws and open resources. Recommended: RD 115, WR 115. 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. Demonstrate knowledge of effective digital design elements
	2. Create digital content
	3. Apply knowledge of grammar conventions
	4. Apply knowledge of copyright laws
	5. Use Open Resources to create digital documents
Outcomes assessment strategies:	Assessments may include: objective tests, scored assignments, or projects, class participation, quizzes, written observations, journal reflections, and written assignments

COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (what teaching methods are recommended?)	Activities may include: readings, class discussions, quizzes, reflection writings, assignments, projects
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	• Proofreading • Digital design concepts • User-controlled medium • Audience awareness • Online reading behavior • Universal design • Copyright • Citing sources • Creative Commons • Chunking • Sentence variation • Active voice
Department Notes (optional)	

Section #2 Function of the new course within an existing and/or new program(s)

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☒ Yes	
	☐ No	
Name of certificate(s):	Web Development Assistant Cert,	# credit: 40
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	☒ Yes	
	☐ No	
Name of new certificate(s):	Web Design Assistant Cert	# credit: 39
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required for Web Development Assistant and Web Design Assistant certificates	
Is this course used to supply related instruction for a certificate?	☐ Yes	
	☒ No	
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

Section #3 Additional Information for new CTE courses	
Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	CTE Department Chair, CTE Director, in CAOS Program Review that was present to CTE Department fall 2017
Is there any potential impact on another department?	☐ Yes
	☒ No

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	10/12/2017
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	10/12/2017

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

CERTIFICATE REVISION			
Submitted by: Andrea Ware	Email: aware@cgcc.edu	Phone: 509-768-6557	Department: CTE - CAOS

SECTION #1 OVERVIEW			
Current Title:	Web Development	Proposed Title:	No change
Current Credits:	41	Proposed Credits:	40
Overview and rationale for proposed changes:	Courses have been moved to different terms to help spread out the course load for students so that the number of credits to complete this certificate is more even from term to term which is more manageable for students. CAS 180 was moved from fall to spring to even out the course load and give students a better foundation prior to entering that course so that they have familiarity with some of the terms and concepts introduced in that course. It was also moved to provide the most up-to-date SEO tactics right before certificate completion so that they enter the workforce with the latest information for a subject that changes regularly. CAS 105 is replacing WR 227 as the writing course as CAS 105 is more applicable to and focused on writing in the digital environment.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove WR 227 2. Add CAS 105 to fall term 3. Decrease overall credits from 41 to 40 4. MOVE CAS 230 from spring term to winter term 5. MOVE CAS 180 from fall term to spring term 6. Move BA 207 from winter term to spring term.		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?			
Will the proposed changes affect the base degree or certificate?			☐ Yes ☐ No
If yes, how?			

Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No
Requested Implementation Term	Summer 2018		

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate prerequisites?			☐ Yes ☒ No
CURRENT PREREQUISITES **(Required whether or not prerequisites are being changed.)**			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introduction to Expository Writing	Prereq: (Placement into WR 115 or completion of WR 90) and (placement into RD 115 or completion of RD 90)	4
RD 115	College Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
PROPOSED PREREQUISITES **(No change, leave blank.)**			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
CERTIFICATE OUTCOMES All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what students are intended to be able to do "out there" (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity "in here"? Good outcomes statements will suggest context to indicate this "out there" and they will describe what students can DO with what they know. See writing learning outcomes on the curriculum website.			
Does the revision involve changing certificate outcomes?			☐ Yes ☒ No
CURRENT CERTIFICATE OUTCOMES (Required whether or not outcomes are being changed.)			
Students who complete this certificate will be able to:			
1. Provide basic support for existing websites in the workplace			
2. Be prepared for entry-level jobs in the area of web development			
3. Work in the role of web development administrative support or as an entrepreneur to develop and manage departmental and personal websites.			
4. Assist website developers in the creating and maintaining web sites.			
5. Use critical thinking skills to identify key web development issues.			
6. Apply website development skills in a business environment to assist in the creation and maintenance of websites following current professional and/or industry standards.			

PROPOSED CERTIFICATE OUTCOMES
Students who complete this certificate will be able to:
No changes.

RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?	☐ Yes	☒ No
If yes, complete the Related Instruction Template which may be found on the curriculum website.		

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall term			**Fall term**		
CAS 101	Introduction to Web Design and Development (Recommended: CAS 133 or equivalent file management and word processing experience. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.)	1	CAS 101	Introduction to Web Design and Development (Recommended: CAS 133 or equivalent file management and word processing experience. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.)	1
CAS 102	Marketing with Social Media (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.)	3	CAS 102	Marketing with Social Media (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.)	3
CAS 108	Beginning Photoshop (Prerequisites: RD 90 or equivalent placement test scores. Recommended prerequisite/corequisite: CAS 101.)	3	CAS 108	Beginning Photoshop (Prerequisites: RD 90 or equivalent placement test scores. Recommended prerequisite/corequisite: CAS 101.)	3

CAS 180	Search Engine Optimization **(MOVE to spring term) (**Recommended CAS 101)	**2**	**CAS 105**	**Writing for the Web (ADD)** (Recommended: RD 115, WR 115)		**3**
CAS 206	Web Design with HTML (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 133.)	4	CAS 206	Web Design with HTML (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 133.)		4
Winter term				**Winter term**		
CAS 181	Web Content Management (WCM) (Prerequisites: RD 90 or equivalent placement test scores. Recommended: CAS 206.)	3	CAS 181	Web Content Management (Prerequisites: RD 90 or equivalent placement test scores. Recommended: CAS 206.)		3
CAS 200	Web Trends (Recommended: CAS 133 or equivalent file management and word processing experience, required CAS 101.)	1	CAS 200	Web Trends (Recommended: CAS 133 or equivalent file management and word processing experience, required CAS 101.)		1
CAS 213	Cascading Style Sheets (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 106 or 206.)	4	CAS 213	Cascading Style Sheets (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 106 or 206.)		4
BA 207	Introduction to E-Commerce **(Move to spring term)** (Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.)	**4**	**CAS 230**	Design Principles **(MOVE from spring term)** (Recommended: CAS 108 and CAS 133.)		**3**
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills		1
Spring term				**Spring term**		
CAS 215	JavaScript and jQuery (Prerequisite: CAS 213.)	4	CAS 215	JavaScript and jQuery (Prerequisite: CAS 213)		4
CAS 225	Database Theory and MySQL (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 213.)	4	CAS 225	Database Theory and MySQL (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 213.)		4
CAS 230	Design Principles **(Move to winter term)** (Recommended: CAS 108 and CAS 133.)	3	CAS 180	Search Engine Optimization (Recommended CAS 101)		2
WR 227	**Technical Writing (REMOVE)** (Prerequisites: WR 121)	**4**	**BA 207**	Introduction to E-Commerce **(Move to spring term)** (Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.)		**4**
	Credit total	**41**			**Credit total**	**40**

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

Section #4 DEPARTMENT REVIEW		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	10.25.17
Department Director	Email	Date
May Kramer	mkramer@cgcc.edu	10-25-2017

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.cc.or.us.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Complete the Degree/Certificate 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.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Prerequisites and co-requisites
☐ Title	☒ Outcomes
☒ Description	

Section #1 General Information			
Department	CTE	Submitter name Phone Email	gwindsheimer@cgcc.edu
Current prefix and number	CIS 120	Proposed prefix and number	
Current course title	Computer Concepts I	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
Introduces the history of computing fundamentals, utilizes key applications to solve practical problems, and explores the benefits and risks of living online. Designed for the student who is already computer literate with the software applications, e-mail, and the Internet. Focuses on applying computer literacy to practical IT applications. Recommended: CAS 133 or BA 131. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes key applications, such as Open Educational Resources (OER), word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment. Recommended: placement into WR 115, RD 115 and MTH 20; basic computer skills equivalent to CAS 133 or BA 131. Audit available.

Reason for change	Update for technology changes in the industry.

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. Identify and analyze computer hardware, software and network components to manage and change operating system settings, install and remove software and hardware and to make intelligent purchase decision. 2. Apply systems development, word-processing, spreadsheet and presentation software techniques to solve basic information systems problems. 3. Design a web page using current HTML software. 4. Use relational database systems to organize data for efficient access and maintenance.	1. Use technology ethically, safely, securely, and legally. 2. Identify and analyze computer hardware, software and network components. 3. Install, configure, and remove basic software and hardware and to make intelligent purchase decision. 4. Apply OER word-processing, spreadsheet, database and presentation software techniques to solve basic computer information systems problems. 5. Design a basic business web page using current HTML OER software.

Reason for change	Update for technology changes in the industry

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: Recommended: CAS 133 or BA 131.	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☒ Placement into: Recommended: WR 115, Rd 115, MTH 20			
prefix & number: Recommended: basic computer skills equivalent to CAS 133 or BA 131.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction?	☐	Yes
	☒	No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

Section #2 Impact on Other Departments

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐	Yes
	☒	No
Please provide details, who was contacted and the resolution.		

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 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	10.25.17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	10.25.17

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.

Columbia Gorge Community College

<table>
<tr><td colspan="4" align="center">New Course
Career Technical Education (CTE)</td></tr>
</table>

Section #1 General Information

Department:	CTE	Submitter name phone and email	Eric Greene egreene@cgcc.edu
Prefix and Course Number:	CAS 107	Credits:	1
Course Title: (60 characters max, including spaces)	Basic Spreadsheets	Transcript Title: (30 characters max, including spaces)	Basic Spreadsheets
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours: — Lecture: 0 / Lec/lab: 20 / Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:
Reason for the new course.	Introduces basic concepts of spread sheets for use in college level classes. Includes entering data, copying data, order of operations, creating basic arithmetic spread sheet formulas, understanding and using basic mathematical functions in spread sheets. Taught using open source material. This course would serve as an introduction to the use of spread sheets for students who are not familiar with this tool and who have little or no understanding of basic mathematical concepts as they apply to spreadsheets. Concepts such as cut, copy/paste are not the same as they may know from computer based documents. Mathematical concepts such as average, percent change and totals also have different connotations in spread sheets. For example, while the student may understand how to calculate a total, that student may not understand that subtotals should not be included in the total.		

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

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

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

☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 115.	
☒ placement into: RD 115, WR 115, MTH 20 or equivalent test scores.	☐ placement into:
course prefix & number:	☐ prerequisite ☐ corequisite ☐ pre/co

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.
Introduces basic spread sheet concepts for use in college level classes. Includes entering data, copying data, creating basic arithmetic spread sheet formulas, understanding and using basic mathematical functions in spread sheets. Taught using open source material. Prepares student lacking basic skills for CAS 170.
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. Create spreadsheets following simple instructions
	2. Use critical thinking skills to create basic spreadsheets with mathematical concepts such as averages, percentage changes, calculating subtotals and totals from complex data bases
	3. Communicate using basic spreadsheet and mathematical vocabulary.
Outcomes assessment strategies:	Assessment may include: Projects with original work, reflection journals, group discussions, objective tests on basic document functions.

COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design: (what teaching methods are recommended?)	Activities may include: readings and videos using open source material, class discussions, reflection writings, objective tests.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	**Themes, Concepts, Issues** • Communicate effectively using appropriate spreadsheet vocabulary. • Applying basic math skills to spreadsheet problems. • Proofread for accuracy in the entry of data and creation of formulas. **Competencies, Skills** Students will develop proficiency through reinforcement and assessment on the following skills: • Building basic worksheets by entering text, numbers, and formulas. • Creating formulas using absolute and relative references, average function, and sub totals with a grand total. • Using additional functions such average, maximum, and minimum. • Students may be exposed to additional spreadsheet skills/concepts as time allows.
Department Notes (optional)	

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☒ Yes ☐ No	
Name of certificate(s):	Required: Spreadsheet Career Pathway Cert	# credit: 19
Name of degree(s):		# credit:

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

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	This course is intended to provide an introduction to spreadsheets for students who possess little or no background or understanding in basic mathematical concepts and their application to spreadsheets. This course also would be appropriate for any CGCC discipline that asks students to do spreadsheet work. This class will be based on open source material.
Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.	

Section #3 Additional Information for new CTE courses	
Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes, the Spreadsheet Cert will be increased from 19 to 20 credits. It is a Career Pathway Certificate.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	CTE Department Chair, CTE Director, in CAOS Program Review that was present to CTE Department fall 2017
Is there any potential impact on another department?	☐ Yes ☒ No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	10-25-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	10-23-17

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

CERTIFICATE REVISION

Submitted by: Eric Greene	Email: egreene@cgcc.edu	Phone:	Department: CTE

SECTION #1 OVERVIEW			
Current Title:	Spreadsheet Support	Proposed Title:	
Current Credits:	19	Proposed Credits:	20
Overview and rationale for proposed changes:	Adding 1 credit and 1 course CAS 107 to the Spreadsheet Career Pathway Cert. This was a recommendation by the CTE department during program review process.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Add 1 credit 2. Add CAS 107 Introduction to Spreadsheet Programs (new course)		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Administrative Assistant AAS		
Will the proposed changes affect the base degree or certificate?			☐ Yes ☒ No
If yes, how?			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No
Requested Implementation Term	Fall 2018		

SECTION #2 REVISION AREAS		
Does the revision involve changing certificate prerequisites?		☒ Yes ☐ No
CURRENT PREREQUISITES **(Required whether or not prerequisites are being changed.)**		
Course Number	Course Title or Placement level	Credits
WR 115	Introduction to Expository Writing or equivalent placement test scores	4
RD 115	Critical Reading or equivalent placement test scores	4
MTH 20	Basic Math or equivalent placement test scores	4
PROPOSED PREREQUISITES **(No change, leave blank.)**		
Course Number	Course Title or Placement level	Credits
No changes		
CERTIFICATE OUTCOMES All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.		
Describe what students are intended to be able to do "out there" (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity "in here"? Good outcomes statements will suggest context to indicate this "out there" and they will describe what students can DO with what they know. See writing learning outcomes on the curriculum website.		
Does the revision involve changing certificate outcomes?		☐ Yes ☒ No
CURRENT CERTIFICATE OUTCOMES (Required whether or not outcomes are being changed.)		
Students who complete this certificate will be able to:		
1. Efficiently create professional business documents using mathematical problem solving and software applications		
2. Use critical thinking skills to adapt to changing technology and business software applications		
3. Apply mathematical skills, terms, and concepts related to office support		
PROPOSED CERTIFICATE OUTCOMES		
No changes		
RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?		☐ Yes ☒ No
If yes, complete the Related Instruction Template which may be found on the curriculum website.		

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON					
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. Include elective list below. If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line. If you want to rearrange the order of courses within the term-by-term sequence, do so on this form. If you are removing a course, identify the course with (remove) and bold the text. If the course title is changed, identify the course with (title change) and bold the text. If the course credits have changed, identify the course with (increase or decrease credit) and bold the text. If you need more lines to accommodate the courses, right click and insert rows. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Certificate Information			**Proposed Certificate Information**		
Course Number	**Course Title**	**Credits**	**Course Number**	**Course Title**	**Credits**
Summer term			Summer term		
BA 104	Business Math	4	BA 104	Business Math	4
			CAS 107	**Introduction to Spreadsheet Programs (ADD)**	**1**
Fall term			Fall term		
CAS 133	Intro to Office Software	4	CAS 133	Intro to Office Software	4
CAS 170	Beginning Spreadsheets using Excel	3	CAS 170	Beginning Spreadsheets using Excel	3
OS 131	10-Key with Calculators	1	OS 131	10-Key with Calculators	1
Winter term			Winter term		
CAS 140	Beginning Databases	4	CAS 140	Beginning Databases	4
CAS 270	Intermediate Spreadsheets using Excel	3	CAS 270	Intermediate Spreadsheets using Excel	3
	Credit total	**19**		**Credit total**	**20**
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					

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

Section #4 DEPARTMENT REVIEW		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	10-25-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	10-23-17

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.cc.or.us.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Complete the Degree/Certificate 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.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Next Steps for CLO Update, 2017-18

    I.   Notify Department Chairs of need for review of CLO coverage in all Gen Ed designated courses
    II.   With Department Chairs, determine who will complete the update
    III.   Prepare schedule of submissions with Department Chairs
    IV.   Notify responsible parties. Include in notification for each course:
        a.   Purpose and directions for update
        b.   Most recent Gen Ed Request submission approved by CC
        c.   Abbreviated Gen Ed Request form, to include:
            i.   General course information
            ii.   Gen Ed designation requirements
            iii.   Response blocks for each of the five CLOs (narrative and check boxes for "in-depth" and "minimally"
            iv.   Directions regarding submission
            v.   Department approval
    V.   Place submissions on CC agenda for review
    VI.   Submitter gathers and submits signatures from Department Chair and Director
    VII.   Approval process is the same as for regular Gen Ed Request submissions
    VIII.   Upon completed approval process, Curriculum Office will update CCOG

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

1. General & Course Information:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

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

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least 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. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. 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 and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) 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*) ☐ in depth ☐ minimally	
Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☐ in depth ☐ minimally	
Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) ☐ in depth ☐ minimally	
Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*) ☐ in depth ☐ minimally	
Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ in depth ☐ minimally	

Section # 4 Department Review		
This proposal has be reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Department Director	Email	Date

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.