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, Mary Kramer

December 7, 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 (no voting required):

1. none

Business:

1. Approval of November 16, 2017 minutes [1]

Submissions [2] (times are estimates):

1. Andrea Ware (3:35 – 4:15 pm)

    - CAS 106 Intro to HTML for Designers (New CTE Course)
    - CAS 208 Intermediate Photoshop (New CTE Course)
    - CAS 235 Graphic Design (New CTE Course)
    - Web Design Assistant (New Certificate, Certificate Reinstatement)

2. Mary Kramer (4:15 – 4:30 pm)
    - Entry-Level Administrative Assistant (Certificate Revision)

3. Susan Lewis (4:30 – 4:45 pm)
    - ART 102 Understanding the Visual Arts (Gen Ed CLO update)
    - ART 211 Modern Art History: 19th Century Art in Europe and America (Gen Ed CLO update)
    - ART 212 Modern Art History: Early 20th Century Art (Gen Ed CLO update)

Discussion Items:

1. Definitions of "In-Depth" and "Minimally" update (Kristen & P.K.: 4:45 – 4:55 pm)

Next Meeting: January 18, 2017

Attachments: [1]November 2, 2017 minutes; [2]3 New CTE Courses, 1 Certificate Reinstatement, 1 Certificate Revision, 3 Gen Ed CLO updates.

Curriculum Committee Minutes
November 16, 2017
3:30pm – 5:00pm
Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)

PRESENT
Voting Committee Members

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

Non-Voting Committee Members   **Support Staff**
Susan Lewis (Curriculum)   Gail Gilliland (Curriculum)
Dawn Sallee-Justesen (Student Services)

Guests

ABSENT
Voting Committee Members   **Non-Voting Committee Members**
John Schoppert

Item	Discussion	Action
Call to Order	Meeting called to order by Pam at 3:30pm	
Information Items		
	Pam notified the Curriculum Committee that NUR 60, NUR 110, NUR 111, and NUR 112 will be inactivated. This is an informational item only, no voting is required.	
Business		
	Motion: approve November 2, 2017 minutes as written	Motion: Linnea

		2nd: Tom Action: 8 in favor – 0 opposed – 0 abstentions
Submissions		
a. NRS 110 Foundations of Nursing – Health Promotion (Contact Hour Change)	Doris presented the nursing submissions aligning with OCNE recommendations. NRS 110 is following PCC standards, provide faculty more lab. **Motion: approve as written**	Motion: Katy 2nd: Kristen Action: 8 in favor – 0 opposed – 0 abstentions
b. NRS 110 Foundations of Nursing – Health Promotion (Course Revision: out)	NRS 110 will be a first term course in program. There is only slight revision to outcome #8. **Motion: approve as written**	Motion: Stephen 2nd: Katy Action: 8 in favor – 0 opposed – 0 abstentions
c. NRS 111 Foundations of Nursing in Chronic Illness I (Course Revision: des, req, out)	NRS 111 is the main course for the 2nd term, there is a slight revision in the description, a new prerequisite and some wordsmithing with the outcomes. The pathophysiology course is being moved to fall and winter term. **Motion: approve as written**	Motion: Kristen 2nd: Tom Action: 8 in favor – 0 opposed – 0 abstentions
d. NRS 112 Foundations of Nursing in Acute Care I (Course Revision: des, req, out)	Two pharmacology course will be moved to winter and spring term. Changes to the description, pre-requisite, co-requisite and addition of an 8th outcome. These outcomes come from the consortium. **Motion: approve as written**	Motion: Tom 2nd: Katy Action: 8 in favor – 0 opposed – 0 abstentions

e. NRS 221 Nursing in Chronic Illness II and End-of-Life Care (Contact Hour Change)	NRS 221 is in the second year of the program. There is a change in the contact for credit hour. **Motion: approve as written**	Motion: Kristen 2nd: Stephen Action: 8 in favor – 0 opposed – 0 abstentions
f. NRS 221 Nursing in Chronic Illness II and End-of-Life Care (Course Revision: title, des, out)	Name change and small change on description and wordsmithing of outcomes. **Motion: approve as written**	Motion: Katy 2nd: Linnea Action: 8 in favor – 0 opposed – 0 abstentions
g. NRS 222 Nursing in Acute Care II and End-of-Life Care (Contact Hour Change)	NUR 222 has the same changes as NUR 221 **Motion: approve as written**	Motion: Emilie 2nd: Katie Action: 8 in favor – 0 opposed – 0 abstentions
h. NRS 222 Nursing in Acute Care II and End-of-Life Care (Course Revision: title, des, req)	"Care" has been added to the title, wordsmithing to the description, and a prerequisite to the fall term course. The consortium supports "noticing" **Motion: approve as written**	Motion: Tom 2nd: Stephen Action: 8 in favor – 0 opposed – 0 abstentions
i. NRS 224 Integrative Practicum (Course Revision: out)	This is a final term course. There is an outcomes change. **Motion: approve as written**	Motion: Katy 2nd: Emilie Action: 8 in favor – 0 opposed – 0 abstentions
j. NRS 231 Clinical Pharmacology II (Course Revision: des)	This is a Spring term course. There is a 1-word change in the course description. **Motion: approve as written**	Motion: Stephen 2nd: Linnea Action: 8 in favor – 0 opposed – 0 abstentions

k. NRS 232 Pathophysiological Processes I (Course Revision: des, out)	Fall term description and learning outcomes. Suggested that a period be used, starting a new sentence. It was noted that if a period is used, a new outcome is created. This resulted from a request to make this course description more transparent. **Motion: approve as written**	Motion: Kristen 2nd: Katy Action: 8 in favor – 0 opposed – 0 abstentions
l. NRS 233 Pathophysiological Processes II (Course Revision: des, out)	NRS 233 is the same as NRS 232. There is an outcome change in #2. NRS 233 will be taken in winter. **Motion: approve as written**	Motion: Stephen 2nd: Linnea Action: 8 in favor – 0 opposed – 0 abstentions
m. Nursing SAAS (degree revision: terms, titles)	Change in term when some courses are offered and the title changes. **Motion: approve as written**	Motion: Kristen 2nd Emilie Action: 8 in favor – 0 opposed – 0 abstentions
n. Practical Nursing (Certificate Suspension, Teach Out Plan, Termination Checklist)	Traditional ladder program to be licensed as an PN and then moves on to RN. PN is a limited scope of practice. The industry standard is the BS. As long as there are not enough BS nurses, 2-year degree RN's will be hired. MCMC now has a nursing shortage. PN is being discontinued because it is not part of the OCNE program. To offer the PN program here a full time instructor for 8 students for 1 year would be needed. The cost recovery is not there.	Motion: Katy 2nd: Tom Action: 8 in favor – 0 opposed – 0 abstentions

	We do not have the capacity to do this. The field is moving beyond PN's. Once students are in a program CGCC has the obligation to fulfill the agreement with them. The nursing program has a fair amount of rigidity that is already in their enrollment package. E-mails will be sent to the cohorts and students are being contacted. **Motion: approve as written**	
Discussion Items:		
1. Definitions of "In-Depth" and "Minimally"	Kristen presented the work of the "In-Depth" and "Minimally" sub-committee. The definitions are for the faculty. Katy suggested some changes to make it more concise, using bullet points. "Minimal" would be something students are familiar with, where "in-depth", the students can demonstrate an understanding. "Limited" could be perceived as negative, rather than what is my goal of accomplishment. Possibly the use of a different word than minimal would be advantageous. Focus should be on how much you learn, rather than the number of times it is addressed. An outcome that clearly speaks to it, is necessary. "Indepth" outcome is addressed recurrently in the curriculum. Students can demonstrate outcome. "Minimal" outcome is addressed minimally and students can address a familiarity of it. Possibly the use of a sub bullet point, "for example"	

	"Minimally", the student can list facts. "In-Depth", the student can demonstrate more understanding. Look at VALUE matrix and possibly use the language from the VALUE rubric. An outcome, whether a course outcome or a CLO, must be assessable. <mark>Action Item: Susan will send Kristen the Value rubrics. Kristen will look at these to see if there is some wording that is helpful.</mark> <mark>Action Item: Katy will write up what she has written and send to the Curriculum Committee.</mark>	
Adjourn: 5:00pm	Adjourn: PK moves, Tom 2nds 8 yes	
Next Meeting: December 7, 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="2" align="center">New Course
Career Technical Education (CTE)</td></tr>
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</table>

<table>
<tr><td colspan="4">Section #1 General Information</td></tr>
<tr>
<td>Department:</td>
<td>CTE</td>
<td>Submitter name
phone
and email</td>
<td>Andrea Ware
aware@cgcc.edu</td>
</tr>
<tr>
<td>Prefix and Course Number:</td>
<td>CAS 106</td>
<td>Credits:</td>
<td>2</td>
</tr>
<tr>
<td>Course Title: (60 characters max)</td>
<td>Intro to HTML for Designers</td>
<td>Transcript Title (30 characters max)</td>
<td>Intro to HTML for Designers</td>
</tr>
<tr>
<td>May this course be repeated for credit?</td>
<td>☐ Yes
☒ No   For how many times?</td>
<td>Contact hours:</td>
<td>Lecture: 0
Lec/lab: 40
Lab: 0</td>
</tr>
<tr>
<td colspan="2">Is this course equivalent to another? They must have the same description, outcomes and credit.</td>
<td>☐ Yes
☒ No</td>
<td>Prefix, number and title:</td>
</tr>
<tr>
<td>Reason for the new course.</td>
<td colspan="3">Required for new Web Design Assistant Certificate. Elective for existing Administrative Assistant degree and certificate.</td>
</tr>
</table>

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	☒	☐

Identify prerequisite, corequisite and concurrent course(s)

☐ standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ placement into:	☐ placement into:		
course prefix & number: CAS 133 Recommended	☒ 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.

Introduces beginning HTML (Hypertext Markup Language) for designers of web pages. Includes codes and tags, FTP (file transfer protocol), and validating HTML codes using industry standards. Introduces elements of web design including story boarding, color palettes, fonts, and layout. Introduces web site organization and navigation via internal and external links. Compares and contrasts hosting services, including cost, technical support, and additional services such as PHP, JavaScript, shopping carts, and SEO. Recommended: CAS 133. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Design web storyboards using current professional standards and industry best practices
	2. Write HTML code to create simple web pages using a text editor adding tags, elements of color, font and graphics as design elements
	3. Compare and contrast hosting services
	4. Upload HTML and related files using FTP to a web server and test in different browsers
Outcomes assessment strategies:	Assessments may include: objective tests or quizzes, scored assignments, projects, class discussion participation and/or journal reflections
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: textbook and online readings and videos, class discussions, reflection writings, assignments
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	1. Review the history of the Internet, the Web, and HTML 2. Learn about web storyboarding 3. Use a simple HTML template to develop a basic web page 4. Add additional tags and elements to alter color, font, navigation and add graphics 5. Describe different website structures: linear, hierarchical, and mixed structures 6. Compare and test the differences between local and server file management and absolute versus relative tags 7. Discuss client side image map and how to incorporate this image map in an HTML document 8. Present and describe Final Project to class: explain why you chose the theme, the content, and navigation links
Department Notes (optional)	

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

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

Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	☒ Yes ☐ No	
Name of certificate(s):	Administrative Assistant Cert.	# credit: 52
Name of degree(s):	Administrative Assistant,	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Web Design Assistant Certificate,	# credit: 41
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Elective for Administrative Assistant degree and certificate; required for 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.	NA
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	NA
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes, by Department Chair ☐ No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2015
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	12.1.17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	12.1.17

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. Print final version of submission and attach the Course Addition/Revision/Deletion Signature page. Obtain required signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

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<td>CTE</td>
<td>Submitter name
phone
and email</td>
<td>Andrea Ware
aware@cgcc.edu</td>
</tr>
<tr>
<td>Prefix and
Course Number:</td>
<td>CAS 208</td>
<td>Credits:</td>
<td>4</td>
</tr>
<tr>
<td>Course Title:
(60 characters max)</td>
<td>Intermediate Photoshop</td>
<td>Transcript Title
(30 characters max)</td>
<td>Intermediate Photoshop</td>
</tr>
<tr>
<td>May this course be repeated for credit?</td>
<td>☐ Yes
☒ No</td>
<td>For how many times?

Contact hours:</td>
<td>Lecture: 20
Lec/lab: 40
Lab: 0</td>
</tr>
<tr>
<td colspan="2">Is this course equivalent to another? They must have the same description, outcomes and credit.</td>
<td>☐ Yes
☒ No</td>
<td>Prefix, number and title:</td>
</tr>
<tr>
<td>Reason for the new course.</td>
<td colspan="3">Electives for CAS/OS degree and certificate and required for Web Design Assistant Certificate</td>
</tr>
</table>

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	☒	☐

Identify prerequisite, corequisite and concurrent course(s)

☐ standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ placement into:		☐ placement into:		
course prefix & number: CAS 108		☒ 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.

Covers the use of advanced image editing features of Adobe Photoshop to create and modify computer based graphics. Includes typographic design, compositing, and preparing files for export to the Web. Prerequisite: CAS 108. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.	
	Upon successful completion of this course, students will be able to:
Outcomes: (Use observable and measurable verbs)	1. Create and manipulate digital images, video, text and 3D images, prepare files for the Web.
	2. Use the specialized vocabulary associated with Photoshop
	3. Use critical thinking skills to design and create digital images
Outcomes assessment strategies: (from CCOG)	Assessments may include: Scored assignments or projects such as graphics produced using Photoshop, objective tests.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: Readings, 0nline class discussions, quizzes, producing graphic images
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Photoshop terminology Modify digital photographic images Use Layers Use Masks and Channels Vector graphic techniques Typographic Design techniques Compositing Image techniques Edit Video Use Mixer Brush Manipulate 3D images Preparing image files for the Web Composition and design of digital images
Department Notes (optional)	

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	☒ Yes ☐ No	
Name of certificate(s):	Administrative Assistant Cert.	# credit: 52
Name of degree(s):	Administrative Assistant	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?	☐ Yes ☒ No	
Name of new certificate(s):	Web Design Assistant	# credit: 41
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Elective for Administrative Assistant degree and certificate; required for Web Design Assistant

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.	NA
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 by department chair ☐ No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2015
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	12.1.17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	12.1.17

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. Print final version of submission and attach the Course Addition/Revision/Deletion Signature page. Obtain required signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

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Career Technical Education (CTE)</td></tr>
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</table>

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Andrea Ware aware@cgcc.edu
Prefix and Course Number:	CAS 235	Credits:	4
Course Title: (60 characters max)	Graphic Design	Transcript Title (30 characters max)	Graphic Design
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 30
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 Design Assistant Certificates. Electives for Administrative Assistant degree and certificate.	

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	☒	☐

Identify prerequisite, corequisite and concurrent course(s)

☐ standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ placement into:		☐ placement into:		
course prefix & number: CAS 230	☒ 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.

Provides an overview of practical and effective design processes. Develops skills in digital illustration, page layout, image-scanning, image manipulation, digital printing processes and photography. Prerequisites: CAS 230. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker,

	family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website. % weight of outcome is asking for the comparative weight or value of each outcome as a portion of course content.
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Use different design application software.
	2. Apply practical and effective design principles and concepts to projects
	3. Create original artwork using appropriate tools, color theory and typography
	4. Demonstrate creative expression using digital media that shows a basic technological proficiency with industry standard hardware, software and protocols applicable to the computer graphics industry.
	5. Define and appreciate graphic design as a profession.
Outcomes assessment strategies: (from CCOG)	Assessments may include: objective tests or quizzes, scored assignments, related projects, class discussion participation and/or journal reflections
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (from CCOG)	Activities may include: online readings and videos, class discussions, reflection writings, assignments

Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	• Some design production related tasks:
	    o import images and use those images in various applications
	    o draw and illustrate using computer software
	    o complete single and multiple-page layouts
	• Create projects using design application software
	• Apply design concepts and principles (layout, typography, color theory, printing, file format, fonts)
	• Web design principles (navigation, color for the web, idea folder, file formats)
	• Resources for clip art, picture fonts, photos, backgrounds, borders, etc.
	• Editing software to alter clip art, color, shadows, size, cropping, special effects, etc.
	• Challenges and how to handle them (budget, timeline, customers, approaches, solution, options, external factors, communications)
	• Graphic design profession
	• Developing own design with logos, branding, invoices, advertising, emailing's, billboards, web sites, table of contents.

Department Notes (optional)	Suggested book: Design Workshop, 2nd edition. $35.00 (sp. 2014)

Section #2 Function of the new course within an existing and/or new program(s)
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Will this new course be part of an existing, currently approved CGCC certificate and/or degree?	☒ Yes ☐ No

Name of certificate(s):	Administrative Assistant Cert.	# credit: 52
Name of degree(s):	Administrative Assistant	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Web Design Assistant Certificate	# credit: 41
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 Design Assistant certificate. Elective for Administrative Assistant degree and certificate.	
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.	NA
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	☒ Yes, by Department Chair

and the need for any potential resources?	☐ No	
Implementation term:	☐ Next available term after approval	
	☒ Specific term AFTER next available: Fall 2015	

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	12.1.17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	12.1.17

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. Print final version of submission and attach the Course Addition/Revision/Deletion Signature page. Obtain required signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by: Andrea Ware	Email: aware@cgcc.edu	Phone:	Department: CTE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Web Design Assistant	Proposed Credits:	39
Reason for new certificate:	To fill a need in the area for training in web design, a growing industry in our service area, state and the region. Designing a web page is different from coding a web page and our service area asked that we divide the skills apart for their potential employees.	Requested implementation term:	Fall 2018
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	☒ Yes ☐ No	Explain: 1 year of background information, discussions with web businesses in the service area, CGCC Department Chairs, CGCC iTech, CGCC student services, CGCC Directors, CAOS Department Instructors and CGC CEO	Has the certificate been validated by the Advisory Committee? ☒ Yes ☐ No

Is this a Statewide Certificate?	☐ Yes ☒ No	If so, has the certificate been approved by the consortium?	☐ Yes ☐ No
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☐ Yes ☒ 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**	**Requisites**	**Credits**
WR 115	Introduction to Expository Writing	(Place into WR 115 or completion of WR 90) and (place into RD 115 or completion of RD 90)	4
RD 115	College Reading	Place into RD 115	4
MTH 20	Basic Math	Place into MTH 20 and RD 90	4
CAS 133 recommended	Intro to Office Software	Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch	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**	**Requisites**	**Credits**
Fall term			
CAS 101	Introduction to Web Design & Development	Prereq: WR 115, RD 115, MTH 20 or test. Rec: CAS133 or equiv file management and word processing experience	1
CAS 102	Marketing with Social Media	Prereq: WR 115, RD 115, MTH 20 or test.	3
CAS 105	Writing for the Web	Rec: RD 115, WR 115	3

CAS 106	Intro to HTML for Designers	Rec: CAS 133	2
CAS 108	Beginning Photoshop	Prereq: RD 90 or test. Rec: pre/co CAS 101.	3
Winter term			
CAS 181	Web Content Management	Prereq: RD 90 or test. Rec: CAS 206.	3
CAS 200	Web Trends	Rec: CAS133 or equiv file management and word processing experience; CAS 101.	1
CIS 120	Computer Concepts I	Rec: place into WR 115, RD 115, MTH 20; basic computer skills equiv to CAS 133 or BA 131.	4
CAS 230	Design Principles	Rec: CAS 108, CAS 133	3
CAS 231	Desktop Publishing	Rec: place into RD 115 & WR 115; prior knowledge of computer tech; CAS 121 or equiv typing skills	3
CG 209	Job Finding Skills	none	1
Spring term			
BA 207	Introduction to E-Commerce	Prereq: WR 115, RD 115, MTH 20 or test	4
CAS 208	Intermediate Photoshop	Prereq: CAS 108	4
CAS 235	Graphic Design	Prereq: CAS 230	4
		Credit total	**39**

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	11-22-2017
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	11-20-2017

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:** 11/20/2017

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 (CAS 106, CAS 208, CAS 235). 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 helps with budget limitations for offering this certificate starting fall 2018. This is also a recommendation from the CAS/OS department as part of their program review 2016-17. CAOS Advisory Committee is very supportive of this new design certificate.

| **Current Labor Market Information – Job Market Sustainability-** According to this employment report both Washington state and Oregon state are in the top half of the states at 1960-4790 employment, with California having the highest employment in the US. All three western states have an employment quotation of 2.16-2.50 per thousand. Washington state and California, according to this same employment and wage report, are also in the top 10 states for annual mean wage. 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.	**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 May 2016 final development of all web dev & design courses Oct 17, 2017 Reinstatement of Web Design Cert/approval

Percentage Of New STEM Jobs By Area Through 2018
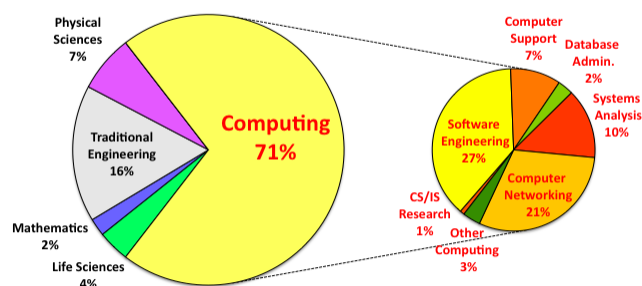
Data Source: *US-BLS Employment Projections, 2008-2018* (http://www.bls.gov/emp/ep_table_102.pdf).

The total number of job openings is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2022. This occupation is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2022.

Enrollment Expectations (projected annual number of students for 3 years): Yr. 1 _10-15_Yr. 2 _15-20 Yr. 3 _18-20

Expectations are based on: The new Web Development Assistant Certificate that rolled out Fall 2016 had 16 students enrolled in its different classes. Fall 2017 enrollment for all Web Development Assistant courses is -10-12 students with the exception of two courses that showed lower enrollments although we believe we have identified why these courses are showing less enrollments and have remedied the issue by moving courses to different terms to even out the number of credits per term.

Fall Enrollment Web Dev. Cert
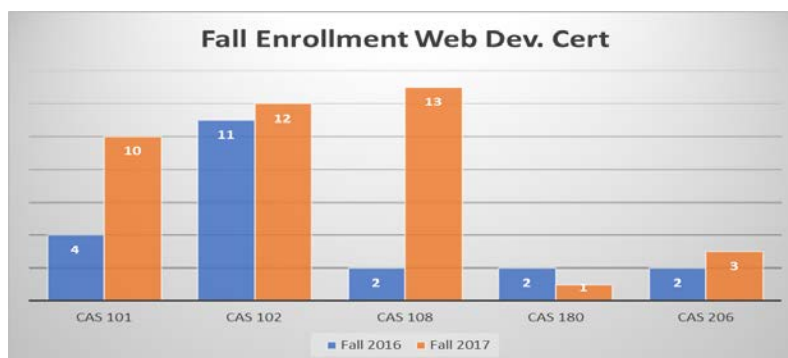
Budgetary Impact and Financial Sustainability: Courses are all developed and paid for during the 2015-16 school year. This adds 3 new courses to the CAS/OS department total of 31 courses offered during the 2018-19 school year. During the last two-year 3 CAS/OS course have been inactivated. There should be little or no added budget impact from these courses.

Section 2: Time Line		
Action	**Person(s) Responsible**	**Date**

Submission of request to the Curriculum Committee and CAO	Submitting department. Submissions signed off on by department chair and director. Representation of submission required at Curriculum Committee meeting.	December 2017
Update webforms and obtain state approval	Curriculum Office	December 2017
Submit "Change Request" to NWCCU	Curriculum Office	Upon approval by HECC
Submit financial aid request to Department of Education	Curriculum Office and Financial Aid Office	Upon approval by NWCCU
Notify Advising	Curriculum Office	Upon approval by NWCCU
Update catalog	Curriculum Office and Registrar	Catalog year 2018-19
Create/revise/update degree/certificate webpage	Curriculum Office and requesting Instructional department	Upon approval by NWCCU

Other Comments:

Columbia Gorge Community College
CA/OS Advisory Committee Meeting

Tuesday, October 17, 2017
11:00 am-12:30 pm
Room 2.179 (Building 2, Room 179)

AGENDA

- Introduction

- Andrea Ware, Faculty

- Summary of feedback to Committee questions/ideas

- Web certificates – enrollment, consolidation?

- What's new?

- Next proposed meeting: March 20, 2018, 8:00 am?

Meeting Notes

Attending

Mary Kramer
Stephen Schwiff
Andrea Ware
Izetta Grossman
Kathy White
Izetta Grossman
Cindy Miller

Discussion

Web Dev/Design Certs:

- Before we discussed the two certificates, Cindy Miller suggested we teach the design side, using her programmer husband as an example. He knows coding, but has no training or concern where the visual aspect of website building is concerned.
- The advisory committee was very much in favor of the two certificates being offered.
- While these certificates focus on different areas of website building, the design students are exposed to HTML and the development students are exposed to design.
- The likelihood that folks would earn one certificate and either opt to earn the other or, perhaps, pursue a degree should one be offered down the road. It was discussed that many of the local small businesses who would be employing these folks may not have a budget for more than one web assistant, and so our students might see that earning both makes them that much more employable.
- Dan Spatz will be doing some marketing for our Web Dev certificate. Since that is the only one that is currently approved, he will focus on that for now and hopefully expand that to the Web Design cert when it is reinstated.

Addressing the needs of the community:

- We need to look at our classes and identify which ones would be of specific interest to those groups in the bullets below. We talked about targeted marketing for specific small businesses in the area:

A. Local teachers who need to earn continuing education credits. The executive assistant to the superintendent is on our advisory committee and she is in favor of sending those teacher to CGCC rather than Portland State and other institutions that are not local which is where many of them are earning those credits.
B. Local small business owners who may not be interested in seeking a cert or degree but might be in need of some of the skills and knowledge that our classes offer. A good majority of the CAOS classes would fall into this category.

Outcomes:

- Move forward with the reinstatement of the Web Design Certificate
- Identify specific local businesses that may have a need for specific classes within both the Web Design and Development certificates as well as other courses offered by the college.

Columbia Gorge Community College

CERTIFICATE REVISION			
Submitted by: Mary Kramer	Email: mkramer@cgcc.edu	Phone: 541-506-6033	Department: CTE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Entry-Level Administrative Assistant	Proposed Title:	No change
Current Credits:	15	Proposed Credits:	13
Overview and rationale for proposed changes:	This certificate revises the existing Entry-level Administrative Assistant Career Pathway Certificate. The Office Associate Career Pathway Certificate is designed for students who lack basic office computer skills. It provides a progression of skill development on the computer and an introduction to customer service intended to assist students in advancing on an administrative assistant career path.		
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. Reduce credits from 15 to 13 2. Revise outcomes 3. Remove CAS 104, CAS 170, and CAS 216 4. Add CAS 122, BA 188		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Administrative Assistant		
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	Spring 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
Placement into MTH 20	Basic Math	4
Placement into WR 115	Introduction to Expository Writing	4

PROPOSED PREREQUISITES (No change, leave blank.)		
Course Number	Course Title or Placement level	Credits
WR 115	Introduction to Expository Writing (prereq: placement into MTH 20 & RD 90)	4
RD 115	Critical Reading (prereq: placement into WR 115 or completion of WR 90) and (placement into RD 115 or completion of RD 90)	4

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. Be prepared for entry-level jobs in the area of office support and information clerk.

2. Apply new computer applications and office skills at an entry level.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

1. Apply computer keyboarding skills to general office documents.

2. Access the Internet and create and share documents.

3. Utilize workplace software to complete basic office documents and input data on basic spreadsheets.

4. Create a favorable impression with customers and display a positive attitude

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					
CAS 104	**Basic Internet Skills (REMOVE)**	**1**			
Fall Term			Fall Term		
CAS 121	Beginning Keyboarding	3	CAS 121	Beginning Keyboarding Rec: CAS 103W; placement in RD 90, WR 90	3
CAS 133	Intro to Office Software **(move to spring)**	4			
CAS 170	**Beginning Spreadsheets Using Excel (REMOVE)**	**3**			
Winter Term			Winter Term		
CAS 103W	Intro to Computers: Using Windows	1	CAS 103W	Intro to Computers: Using Windows Prereq: placement into RD 115 & WR 115 Rec: CAS 121 or equiv keyboarding;	1
CAS 216	**Beginning Word (REMOVE)**	**3**	**CAS 122**	**Keyboarding for Speed and Accuracy (ADD)** Prereq: CAS 121, placement into RD 90 & WR 90; Rec: CAS 103, keying by touch	**3**

				Spring Term		
				CAS 133	Intro to Office Software **(moved from fall)** Rec: RD 115, WR 115 & CAS 121	4
				BA 188	**Customer Service Skills (ADD)** Prereq: WR 115 & RD 115	2
		Credit total	**15**		**Credit total**	**13**

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	11.28.17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	11.28.17

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.

Columbia Gorge Community College

General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Arts & Humanities	Submitter Name: Phone: Email:	Susan Lewis 6047 slewis@cgcc.edu
Course Prefix and Number:	ART 102	Course Title:	Understanding the Visual Arts
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Introduces aesthetic, historical, and critical issues of the visual arts. Presents aspects of drawing, painting, sculpture and craft in terms of experiencing, appreciating and understanding these aspects in our lives. The series ART 101 and 102 may be taken in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Recognize formal qualities in two and three dimensional arts and read visual elements, artistic and cultural styles, and symbols. 2. Appreciate and communicate individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. 3. Decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts. 4. Generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways.		

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. Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 "in-depth."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ in-depth **REQUIRED**	☐ no changes ☒ revised Outcome #1: Recognize formal qualities in two and three dimensional arts and read visual elements, artistic and cultural styles, and symbols. Outcome #2: Appreciate and communicate individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. Through the assigned reading, research, writing, speaking, and image viewing in this course, students are exposed to the visual arts language, two and three dimensional art forms, and artistic and cultural styles, and symbols. Students learn to use this language in their interpretation of visual art forms, as well as identify the various artistic and cultural styles and the significance of relevant symbols. Students communicate to the instructor and their peers their understanding and interpretation of visual arts through written and oral reviews and critiques.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ in-depth **REQUIRED**	☐ no changes ☒ revised Outcome #2: Appreciate and communicate individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. Outcome #4: Generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways. Class assignments require that students independently research and interpret an artist's conceptual message and reflect, reason and evaluate it in terms of their own lives and with regards to society at large. In order to "appreciate" art, students must critically reflect on individual pieces as well as movements, analyze their relationships within the field as a whole, and come to personal conclusions regarding efficacy of design, aesthetic, and message.

Provide a response for each of the following three CLOs that your course addresses.	
Gen Ed designated courses are required, at a minimum, to address one of these three "minimally" or "in-depth."	
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*) ☐ in-depth ☐ minimally ☒ not addressed	
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*) ☒ in-depth ☐ minimally ☐ not addressed	☒ no changes ☐ revised Outcome: Decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts. Through in-depth analysis of culturally diverse artistic expression, students learn to appreciate the vast array of visual arts in the contexts of history, society, culture, economics, and politics. Class assignments require students to research, identify, present, and interpret a particular culture and historical period. Students identify and address issues which arise as a result of new artistic ideas and art movements that emerge over a period of time.
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ in-depth ☒ minimally ☐ not addressed	☐ no changes ☒ revised Outcome: Appreciate and communicate individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment. By viewing art images, participating in discussion groups, and mark-making through hands-on art activities, students will produce projects which are reflective of their local community and eco-system. Students are introduced to how art influences different cultures/societies as well as its historical impact on and contribution to the social fabric.

Section # 4 Department Review

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

Department Chair	Email	Date
Susan Lewis	slewis@cgcc.edu	11.30.17
Department Director	Email	Date
n/a		

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.

Understanding the Visual Arts

Course Number: ART 102
Transcript Title: Understanding the Visual Arts
Created: September 1, 2012
Updated: June 6, 2017
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites
MTH 20 (/courses/mth-20) or equivalent placement test scores. Prerequisite/concurrent: WR 121 (/courses/wr-121).

Course Description

Introduces aesthetic, historical, and critical issues of the visual arts. Presents aspects of drawing, painting, sculpture and craft in terms of experiencing, appreciating and understanding these aspects in our lives. The series ART 101 and 102 may be taken in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes
Upon successful completion students should be able to:

1. Recognize formal qualities in two and three dimensional arts and read visual elements, artistic and cultural styles, and symbols.
2. Appreciate and communicate individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.
3. Decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts.
4. Generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
In-depth	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)*
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. *(Cultural Awareness)*
Minimally	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

Outcome Assessment Strategies
The student will:

- Comprehend, apply, analyze and evaluate reading assignments

- Identify artwork, and relate facts and ideas about these works of art in exam format
- Research, plan, compose, edit and revise short papers
- Keep journals assessing learning development in and out of the classroom
- Participate in class field trips

Course Activities and Design

Note: the following assignments are not proscriptive, but meant to illustrate a diverse, successful set of course activities.

Assignment 1: Reflection on modern artist: Students study and analyze modern artist's work and write reflection using visual arts language, interpreting cultural styles, symbolism, and content of work.

Assignment 2: Mandala Project: Students study formal and cultural elements in the practice of making mandalas as an art form. Students create their own mandalas incorporating personal symbols, colors, radial symmetry and write an essay explaining the content of their mandala.

Assignment 3: Personal Choice Power point Presentation: Students select a chapter, studying and researching the historical, social, cultural, economic and political context of their chosen period of art. They present their findings in a power point presentation of images, and information and then quiz their classmates with discussion questions based on their presentation.

Course Content (Themes, Concepts, Issues and Skills)

Theoretical
- Theory and criticism in the history of art
- Pattern-based thinking and historical process
- Various interpretations of art
- Art and gender
- Creativity and the impulse to make art

Stylistic and Interpretive
- Visual literacy
- Art media and artistic technique
- "Seeing and knowing"
- Iconography
- Formal principles and elements of fine art

Social and Cultural
- Other peoples and their histories, values, and culture
- Art and economics
- Art and the social fabric
- Art and religion
- Art and politics
- Art and gender
- Relationship of culture and style
- Art and cultural transmission
- Historical impact of art
- The influence of art on one's own culture
- The influence of art on relations with other cultures
- Art and artists
- The impulse to make art
- The Gestalt of art
- The role of the artist in society
- Biography
- Geography and its influence on art and culture
- Artifact recovery, analysis, restoration, and incorporation into a larger historical fabric

Competencies and Skills:
The successful student should be able to:
- Work creatively with art historical data, using it to develop principles of art history
- Recognize and appraise patterns in historical phenomena assess the ways in which an art object is affected by our own vantage point
- Recognize and discriminate among various styles of art
- Trace the development of art from one period to another
- Analyze formally works of art and appreciate the interrelationship of its elements

- Determine symbolism in art
- Employ iconographical nomenclature
- Express the relationship of art to society and culture to style
- Analyze the "meaning" of art objects through understanding of historical, social, and political context
- Use specific terminology to describe works of art
- Transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general

Prerequisite Knowledge and Skills:

- Oral and written command of college level English

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Columbia Gorge Community College

General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Arts & Humanities	Submitter Name: Phone: Email:	Susan Lewis 6047 slewis@cgcc.edu
Course Prefix and Number:	ART 211	Course Title:	Modern Art History: 19th Century Art in Europe and America
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Examines the visual arts of the 19th century in Europe and America. Explores the beginnings of the modern world and societies focusing on the effects of societal changes to gain insight into our modern world. Surveys 19th century historical art movements and styles, including: Neoclassicism, Realism, Post-Impressionism, Art Nouveau, and Symbolism. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary. 2. View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. 3. Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world. 4. Recognize formal qualities in the 19th century art and read visual elements, artistic and cultural styles, and symbols.		

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. Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 "in-depth."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ in-depth ****REQUIRED****	☐ no changes ☒ revised Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #4: Recognize formal qualities in the 19th century art and read visual elements, artistic and cultural styles, and symbols. Students learn to interpret and critique early modern art works, communicating their thoughts and opinions orally and in writing. Being able to recognize and describe in one's own words what is thought to be communicated by an artist in any given piece equates to visual listening/reading followed by personal interpretation and translation. The visual form is translated into oral or written form. This is communication of a high quality. Students will research, plan, compose, edit and share with class, short papers.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ in-depth ****REQUIRED****	☐ no changes ☒ revised Outcome #1: Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary. Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #3: Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world. Students will be required to think critically in order to analyze and evaluate the political, social, and cultural impacts of art throughout the 19th century. The exploration of art in any historical time period includes research of relevant artists and events, personal reflection on the meaning and timing of specific pieces and/or movements, evaluation of the influences of art on society and society on art, and so much more. Students gather and evaluate this information in order to determine why artists as individuals and groups

	expressed themselves in the way that they did. The selection of text material, slides and discussions will provide contrasting perspectives helping the student evaluate art works of the past to understand art works of any era past, present and future.
Provide a response for each of the following three CLOs that your course addresses.	
Gen Ed designated courses are required, at a minimum, to address one of these three "minimally" or "in-depth."	
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*) ☐ in-depth ☐ minimally ☒ not addressed	
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*) ☒ in-depth ☐ minimally ☐ not addressed	☐ no changes ☒ revised Outcome #1: Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary. Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #4: Recognize formal qualities in the 19th century art and read visual elements, artistic and cultural styles, and symbols. Students will explore the impacts of art on 19th century values, economics, religion, politics, gender, and style. Through readings, visuals and discussion, students will learn to recognize the various cultural/societal impulses for art in the 19th century as well as how art reflected the nature of the times.
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ in-depth ☒ minimally ☐ not addressed	☒ no changes ☐ revised Outcome #1: Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary. Outcome #3: Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world. Students who become conscious of the historical context of art works are able to see the direct impact society and the natural world has upon the creation of art and vice-versa.

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Susan Lewis	slewis@cgcc.edu	11.30.17
Department Director	Email	Date
n/a		

NEXT STEPS:

Modern Art History:19th Century Art in Europe & America

Course Number: ART 211
Transcript Title: Mod Art Hst:19th Cen/Europe
Created: September 1, 2012
Updated: June 6, 2017
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites

MTH 20 (/courses/mth-20) or equivalent placement test scores. Prerequisite/concurrent: WR 121 (/courses/wr-121).

Course Description

Examines the visual arts of the 19th century in Europe and America. Explores the beginnings of the modern world and societies focusing on the effects of societal changes to gain insight into our modern world. Surveys 19th century historical art movements and styles, including: Neoclassicism, Realism, Post-Impressionism, Art Nouveau, and Symbolism. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course students will be able to:

1. Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary.
2. View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past.
3. Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world.
4. Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
Minimally	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)*
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. *(Cultural Awareness)*
In-depth	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

Outcome Assessment Strategies

The student will:

- Comprehend, apply, analyze and evaluate reading assignments

- Identify artwork and architecture, and relate facts and ideas about these works of art in exam format
- Research, plan, compose, edit and revise short papers

Course Activities and Design

Lecture, slide shows, reading, reports, group discussions

Course Content (Themes, Concepts, Issues and Skills)

Themes – 20th century art movements

- Neoclassicism
- Realism
- Post-Impressionism
- Art Nouveau
- Symbolism

Concepts within themes

Theoretical

- Theory and criticism in the history of art
- Pattern-based thinking and historical process
- Various interpretations of art
- Art and gender
- Creativity and the impulse to make art

Stylistic and Interpretive

- Visual literacy
- Art media and artistic technique
- "Seeing and knowing"
- Iconography
- Formal elements of art

Social and Cultural

- Other peoples and their histories, values, and culture
- Art and economics
- Art and the social fabric
- Art and religion
- Art and politics
- Art and gender
- Relationship of culture and style
- Art and cultural transmission
- Historical impact of art
    - The influence of art on ones own culture
    - The influence of art on relations with other cultures
- Art and artists
    - The impulse to make art
    - The Gestalt of art
    - The role of the artist in society
    - Biography
- Geography and its influence on art and culture
- Artifact recovery, analysis, and restoration

Competencies and Skills:
The successful student should be able to:

- Work creatively with art historical data, using it to develop principles of art history
- Recognize and appraise patterns in historical phenomena
- Assess the ways in which an art object is affected by our own vantage point
- Recognize and discriminate among various styles of art
- Trace the development of art from one period to another
- Analyze formally works of art and appreciate the interrelationship of its elements
- Determine symbolism in art

- Employ iconographical nomenclature
- Express the relationship of art to society and culture to style
- Analyze the "meaning" of art objects through understanding of historical, social, and political context
- Use specific terminology to describe works of art
- Transfer to a four-year college and continue a course of study in the field of art history, fine art, anthropology, and history in general

Prerequisite Knowledge and Skills:

- Oral and written command of college level English

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General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:

		Submitter Name:	Susan Lewis
Department	Arts & Humanities	Phone:	6047
		Email:	slewis@cgcc.edu
Course Prefix and Number:	ART 212	Course Title:	Modern Art History: Early 20th Century Art
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Explores early 20th century art works and revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Surveys 20th century modern movements, such as: Expressionism, Cubism, Futurism, Minimalism and Photorealism. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Develop an understanding of the connections that link visual arts to other cultural and technological developments. 2. View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. 3. Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world. 4. Recognize formal qualities in modern art and read visual elements, artistic and cultural styles, and symbols.		

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. Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 "in-depth."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ in-depth **REQUIRED**	☐ no changes ☒ revised Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #4: Recognize formal qualities in modern art and read visual elements, artistic and cultural styles, and symbols. Students learn to interpret and critique early modern art works, communicating their thoughts and opinions orally and in writing. Being able to recognize and describe in one's own words what is thought to be communicated by an artist in any given piece equates to visual listening/reading followed by personal interpretation and translation. The visual form is translated into oral or written form. This is communication of a high quality. Students will research, plan, compose, edit and share with class, short papers.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ in-depth **REQUIRED**	☐ no changes ☒ revised Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #3: Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world. Students will be required to think critically in order to analyze and evaluate the political, social, and cultural impacts of art throughout the early 20th century. The exploration of art in any historical time period includes research of relevant artists and events, personal reflection on the meaning and timing of specific pieces and/or movements, evaluation of the influences of art on society and society on art, and so much more. Students gather and evaluate this information in order to determine why artists as individuals and groups

	expressed themselves in the way that they did. The selection of text material, slides and discussions will provide contrasting perspectives helping the student evaluate art works of the past to understand art works of any era past, present and future.
Provide a response for each of the following three CLOs that your course addresses. **Gen Ed designated courses are required, at a minimum, to address one of these three "minimally" or "in-depth."**	
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*) ☐ in-depth ☐ minimally ☒ not addressed	
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*) ☒ in-depth ☐ minimally ☐ not addressed	☐ no changes ☒ revised Outcome #1: Develop an understanding of the connections that link visual arts to other cultural and technological developments. Outcome #2: View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past. Outcome #4: Recognize formal qualities in modern art and read visual elements, artistic and cultural styles, and symbols. Students will explore the impacts of art on early 20th century values, economics, religion, politics, gender, and style. Through readings, visuals and discussion, students will learn to recognize the various cultural/societal impulses for art in the early 20th century as well as analyze and strengthen their own beliefs and views of why art is reflective of local and global issues.
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ in-depth ☒ minimally ☐ not addressed	☐ no changes ☒ revised Outcome #1: Develop an understanding of the connections that link visual arts to other cultural and technological developments. Outcome #3: Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world. Students who become conscious of the historical context of art works are able to see the direct impact society and the natural world has upon the creation of art and vice-versa.

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Susan Lewis	slewis@cgcc.edu	11.30.17
Department Director	Email	Date
n/a		

Modern Art History: Early 20th Century Art

Course Number: ART 212
Transcript Title: Mod Art Hst:Early 20th Cen Art
Created: September 1, 2012
Updated: June 6, 2017
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites
MTH 20 (/courses/mth-20) or equivalent placement test scores. Prerequisite/concurrent: WR 121 (/courses/wr-121).

Course Description

Explores early 20th century art works and revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Surveys 20th century modern movements, such as: Expressionism, Cubism, Futurism, Minimalism and Photorealism. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Develop an understanding of the connections that link visual arts to other cultural and technological developments.
2. View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past.
3. Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world.
4. Recognize formal qualities in modern art and read visual elements, artistic and cultural styles, and symbols.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
Minimally	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)*
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. *(Cultural Awareness)*
In-depth	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

Outcome Assessment Strategies

The student will:

- Comprehend, apply, analyze and evaluate reading assignments
- Identify artwork and architecture, and relate facts and ideas about these works of art in exam format
- Research, plan, compose, edit and revise short papers

Course Activities and Design

Lecture, slide shows, reading, reports, group discussions

Course Content (Themes, Concepts, Issues and Skills)

Themes - 20th Century Art Movements

- Expressionism
- Cubism
- Futurism
- Minimalism
- Photorealism

Theoretical

- Theory and criticism in the history of art
- Pattern-based thinking and historical process
- Various interpretations of art
- Art and gender
- Creativity and the impulse to make art

Stylistic and Interpretive

- Visual literacy
- Art media and artistic technique
- "Seeing and knowing"
- Iconography
- Formal elements of art

Social and Cultural

- Other peoples and their histories, values, and culture
- Art and economics
- Art and the social fabric
- Art and religion
- Art and politics
- Art and gender
- Relationship of culture and style
- Art and cultural transmission
- Historical impact of art
  - The influence of art on ones own culture
  - The influence of art on relations with other cultures
- Art and artists
  - The impulse to make art
  - The Gestalt of art
  - The role of the artist in society
  - Biography
- Geography and its influence on art and culture
- Artifact recovery, analysis, and restoration

Competencies and Skills:
The successful student should be able to:

- Work creatively with art historical data, using it to develop principles of art history
- Recognize and appraise patterns in historical phenomena
- Assess the ways in which an art object is affected by our own vantage point
- Recognize and discriminate among various styles of art
- Trace the development of art from one period to another
- Analyze formally works of art and appreciate the interrelationship of its elements

- Determine symbolism in art
- Employ iconographical nomenclature
- Express the relationship of art to society and culture to style
- Analyze the "meaning" of art objects through understanding of historical, social, and political context
- Use specific terminology to describe works of art
- Transfer to a four year college and continue a course of study in the field of art history, fine art, anthropology, and history in general

Prerequisite Knowledge and Skills:

- Oral and written command of college level English

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