

Discussion Items:

1. Definitions of “In-Depth” and “Minimally” (Kristen & P.K.: 4:30 – 4:55 pm)

Next Meeting: February 1, 2018

Attachments: ¹December 7, 2017 minutes; ²Submissions: 1 New CTE Course, 1 New NCTC Course, 1 New NCTC, 1 Course Revision, 2 Gen Ed Requests, 9 Gen Ed CLO updates.

Curriculum Committee Minutes

December 7, 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)
Kristen Booth
P.K. Hoffman

Katy Jablonski (phone)
Linnea Jaeger
Doris Jepson (Vice Chair)

John Schoppert
Stephen Shwiff
Tom Lieurance

Non-Voting Committee Members

Susan Lewis (Curriculum)

Support Staff

Gail Gilliland (Curriculum)

Guest

Andrea Ware

ABSENT

Voting Committee Members

Emilie Miller

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order by Pam at 3:30pm	
Business		
	Motion: approve November 16, 2017 minutes with changes.	Motion: Kristen 2 nd : John Action: 8 in favor – 0 opposed – abstentions
Submissions		
CAS 106 Intro to HTML for Designers (New CTE Course)	Andrea Ware presented the CAS courses and the Web Design Assistant certificate.	Motion: John 2 nd Doris

	<p>Susan informed the CC these courses have been seen previously. The department is requesting that the Web Design Assistant certificate be removed from suspension including these courses which were suspended along with the certificate.</p> <p>These courses have been developed based on the previous approval.</p> <p>Note implementation date change from Fall 2015 to Fall 2018 on all CAS submissions</p> <p>Motion: approve with revision of implementation term to fall, 2018</p>	<p>Action: 8 in favor – 0 opposed – 0 abstentions</p>
CAS 208 Intermediate Photoshop (New CTE Course)	<p>Motion: approve with revision of implementation term to fall, 2018</p>	<p>Motion: Doris 2nd John Action: 8 in favor – 0 opposed – 0 abstentions</p>
CAS 235 Graphic Design (New CTE Course)	<p>The use of the language “different type” was questioned and changed to “use various design applications”. The use of a specific suggested book was questioned, as well as, the price and edition reflecting its current status and availability. Book suggestions are useful to new instructors. For now, the book reference will not be included, however will be added with the entire cited work to the text on the CCOGs at a later date.</p> <p>Motion: approve with following revisions:</p> <ol style="list-style-type: none"> 1. implementation term - fall, 2018. 2. Outcome #1: Use various design application software. 3. Remove department note. 	<p>Motion: Katy 2nd Tom Action: 8 in favor – 0 opposed – 0 abstentions</p>

<p>Web Design Assistant (New Certificate, Certificate Reinstatement)</p>	<p>Funding has been made available, and the courses have completed development.</p> <p>Discussion ensued regarding the benefit of two web certificates. Enrollment in the Web Development Assistant certificate has been low and was an issue when last year the Web Design Assistant sought to be reinstated citing enrollment in the Web Development Assistant as evidence of potential enrollment for the Web Design Assistant certificate. There doesn't appear to be sufficient enrollment to support one certificate, much less two.</p> <p>Web development and design are 2 different concepts. Web design is new.</p> <p>Possibly, a web design instructor could present the opportunity and availability of the web design certificate in the fall to CG 101 students.</p> <p>This is an entry level certificate.</p> <p>There are many businesses that want to update their website, providing growth potential for the certificate.</p> <p>Dan Spatz has been contacted about the marketing of these two certificates. There are a lot of marketing opportunities that have not yet been utilized.</p> <p>These are all online courses.</p> <p>The difference between CAS 106 and CAS 206 was discussed. A designer does not need to know as much html. The course for the development certificate includes coding. These courses do not support each other. They are separate stand-alone courses.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: John 2nd Doris</p> <p>Action: 8 in favor – 0 opposed – 0 abstentions</p>

Entry-Level Administrative Assistant (Certificate Revision)	This certificate revision request was pulled from the agenda by the submitter.	
ART 102 Understanding the Visual Arts (Gen Ed CLO update)	Susan presented the ART courses to the CC for the Gen Ed designation CLO update. Motion: approve as written	Motion: John 2 nd Kristen Action: 8 in favor – 0 opposed – 0 abstentions
ART 211 Modern Art History: 19th Century Art in Europe and America (Gen Ed CLO update)	CLO update Motion: approve as written	Motion: John 2 nd Doris Action: 8 in favor – 0 opposed – 0 abstentions
ART 212 Modern Art History: Early 20th Century Art (Gen Ed CLO update)	CLO update Motion: approve as written	Motion: John 2 nd Linnea Action: 8 in favor – 0 opposed – 0 abstentions
	Note: this is the first set of courses to go through the Gen Ed CLO update process. The CC confirmed that the process worked well.	
Discussion Items:		
	(Kristen & P.K.: 4:45 – 4:55 pm)	
Definitions of “In-Depth” and “Minimally” update	Kristen and P.K presented the updated definitions of “In-Depth” and “Minimally”. They were thanked for their good work. Some language from the VALUE rubrics was included. Considerable conversation regarding the use of “minimally” as it appeared that instructors were being required to address an outcome beyond what a logical definition of “minimally” would imply; however, a new	Motion: Kristen 2 nd Katy Action: 7 in favor – 1 opposed – 0 abstentions

Columbia Gorge Community College

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	CTE	Submitter name phone and email	Mary Kramer 541-506-6033 mkramer@cgcc.edu
Prefix and Course Number:	MEC 123	Credits:	5
Course Title: (60 characters max, including spaces)	Industrial Mechanical Systems	Transcript Title: (30 characters max, including spaces)	Industrial Mechanical Systems
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 40 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Consolidation of current Mechanical Power I and II to focus on essential mechanical skills for the Electro-Mechanical Technology program and eliminate nonessential content. The reduction of credits also lessens the time and cost burden on students.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: RD 115, WR 115, MTH 20	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Covers a broad exposure to industrial mechanical systems, including power transmission components, fasteners, tool lubrication and rigging. Develops a working knowledge of operation, assembly/disassembly, specifying and troubleshooting of various industrial components and practices. Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement tests scores. Audit available.			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply safe practices when installing and operating industrial mechanical systems.
	2. Identify power transmission components and fasteners.
	3. Research specifications and operation parameters of equipment through manufacture literature and documented industry practices.
4. Install and operate industrial equipment using manufacture and industry procedures.	
Outcomes assessment strategies:	Evaluation is done via labs, quizzes, take home assignments, in class exercises, and exams.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design: (what teaching methods are recommended?)	Lecture, discussion and lab exercises are the instructional methods used. Laboratory activity includes building, analyzing, and troubleshooting various manufacture and industry components.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ul style="list-style-type: none"> • Safety - lock out/tag out, hazard communication, material handling, personal protective equipment • Basic mechanical theory as applied to power transmissions • Identification and application - fasteners, nuts and bolts, lubrication, and bearings • Mathematical quantities - scalar, vector, scientific notation, and frame of reference • Technical research and application - manufacture handbooks, equipment operating manuals, standard industrial procedures and practices
Department Notes (optional)	

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Electro-Mechanical Technology	# credit: 54
Name of degree(s):	Electro-Mechanical Technology	# credit: 106
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Replaces Mechanical Power I and II with a focus on essential mechanical skills for the Electro-Mechanical program and eliminating nonessential content.	

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

Section #3 Additional Information for new CTE courses	
Transferability: Will this course transfer to another academic institution? Identify	Course will transfer as an elective
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with Department chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Is there any potential impact on another department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2018
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	1.10.18
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	1.10.18

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

Section #1 General Information			
Department:	Instructional Services	Submitter name Phone Email	Suzanne Burd Ext 6123 sburd@cgcc.edu
Course Prefix and Number:	NCT 50	Course Title: 60 characters max	Realizing Your Potential
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? unlimited	Contact hours	Lecture (# of hours): 60 Lec/Lab (# of hours): 0 Lab (# of hours): 0
Reason for new course	This program serves students to develop skills that would assist them in personal and professional relationships that may lead to employment. Additionally CGCC was approached by the organization that contracted with the college to develop and deliver this course to request a college credential for completers.		
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con
Course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/con
Placement into:			
Placement into:			
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisites recommendations in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Introduces and provides the necessary skills to increase self-awareness and self-confidence for application in life, work and educational pursuits. Assists students in developing skills that will lead to financial independence.			
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website.			
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:		
	1. Communicate effectively in difficult situations.		
	2. Apply organizational skills to set goals and create a plan to achieve them.		
	3. Understand what it means to be financially literate.		

	4. Recognize students own values, needs and skills.
	5. Identify causes of stress and apply stress management methods for problem solving.
Outcomes assessment strategies:	Journal writing, written assignments.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Lectures, demonstrations, and hands-on learning activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> 1) Communicate effectively <ol style="list-style-type: none"> a. Complete a self-assessment (SWOT) b. Identify constructive versus non constructive criticism c. Identify and manage triggers d. Use appropriate methods of listening and speaking 2) Set goals <ol style="list-style-type: none"> a. Complete a time management self-assessment b. Identify procrastination and how to manage it c. Develop a plan to achieve a goal 3) Financial literacy <ol style="list-style-type: none"> a. Set financial goals and create a budget b. Plan for large purchases and life events c. Establish an emergency savings fund d. Make a simple plan to pay down debt e. Understand credit reports and financial products 4) Stress management and problem solving <ol style="list-style-type: none"> a. Identify what causes stress and conflict b. Manage stress and conflict triggers c. Use an existing problem to analyze and apply problem solving skills
Department Notes (optional)	

Section #3 Additional Information for new non-credit courses	
In which areas does this course train students? Check all that may apply.	<input type="checkbox"/> Literacy <input type="checkbox"/> Language <input checked="" type="checkbox"/> Life Skills <input checked="" type="checkbox"/> General Workforce
Briefly describe how this course prepares students for entry into credit programs	This course is appropriate for students wishing to begin pre college classes.

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Some of the content aligns with CG 114 and CG 140B, however, the course is a preparation course for CG classes.
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes. The college is under contract with the State of Oregon Department of Human Services to provide this course to their clients. The contract expires June 2018 and it's CGCC's desire to continue with this course as open enrollment, and based out of the pre-college department.
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Franceina Brackenbury	fbrackenbury@cgcc.edu	1-11-18
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	1-11-18

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.

NEW NON-CREDIT TRAINING CERTIFICATE REQUEST

Submitted by: Suzanne Burd	Email: sburd@cgcc.edu	Phone: (541) 506-6123	Department: Pre-College
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Columbia Gorge Community College

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Realizing Your Potential		Proposed Clock Hours:	60
Reason for new certificate:	This program serves students to develop skills that would assist them in personal and professional relationships that may lead to employment and/or enter college. The college is under contract with the State of Oregon Department of Human Services to provide this course to their clients. The contract expires June 2018 and it's CGCC's desire to continue with this course as open enrollment, and based out of the pre-college department.		Requested implementation term:	As soon as practical
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explain: The CTE director and the Pre College department chair requested that the community education coordinator submit the program for curriculum committee review.	Has the certificate been validated by an Advisory Committee or by industry partners?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Certificate CIP Code	37.0199			

SECTION #2 PREREQUISITES AND OUTCOMES

PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Credits/Clock Hours
	NA	
Is this a limited entry program? Students must apply, via the department for program entry.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. Communicate effectively in difficult situations.
2. Apply organizational skills to set goals and create a plan to achieve them.
3. Understand what it means to be financially literate.
4. Recognize students own values, needs and skills.
5. Identify causes of stress and apply stress management methods for problem solving.

SECTION #3 PROPOSED COURSEWORK

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

Course Number	Course Title	Cert Outcome included?	Clock Hours
NCT 50	Realizing Your Potential	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	60
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total Hours			60

ELECTIVES (if applicable)

Course Number	Course Title	Cert Outcome included?	Clock Hours
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Section #5 DEPARTMENT REVIEW

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

Department Chair	Email	Date
Franceina Brackenbury	fbrackenbury@cgcc.edu	1-11-18
Department Director	Email	Date
Lori Ufford	lufford@cgcc.edu	1-11-18

Next steps:

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

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and Corequisites <input checked="" type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability
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Section #1 General Information

Department	Writing, Literature, Foreign Language	Submitter name	John Schoppert
		Phone	541-506-6080
		Email	jschoppert@cgcc.edu
Current prefix and number	LIB 101	Proposed prefix and number	No change
Current course title	Library Research and Beyond: Find, Select, and Cite	Proposed title (60 characters max)	Library Research and Information Retrieval Strategies
Current Repeatability	0	Proposed Repeatability	No change
Reason for proposed changes	Title is more descriptive	Proposed transcript title (30 characters max)	Library Research & Strategies

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the research process and essential research skills to find, select and cite the best information. Teaches identification of research topics, planning and carrying out the research process, and to identify and cite preferred sources of credible information. Audit available.	Introduces the research process and essential research skills. Develops critical thinking strategies. Teaches identification of research topics, planning and carrying out the research process, and to identify and cite preferred sources of credible information. Audit available.
Reason for description change	This description aligns with new learning outcomes involved with critical thinking. In the current proliferation of webpages, information providers, and layers of hidden digital ownership, thinking critically is now a larger concern of information literacy strategies.

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Locate, evaluate and select pertinent information in order to make informed decisions based on data. 2. Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship, and develop professional competence.	1. Formulate a problem statement; 2. Determine the nature and extent of the information needed to address the problem; 3. Access relevant information effectively and efficiently; 4. Evaluate information and its source critically; and 5. Understand many of the economic, legal, and social issues surrounding the use of information.

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

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

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Reason for requisite changes	
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

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

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Tim Schell	tschell@cgcc.edu	1.12.18
Department Director	Email	Date
n/a		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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:	PK Hoffman phoffman@cgcc.edu
Course Prefix and Number:	ART 252	Course Title:	Ceramics I
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces ceramic processes, techniques and concepts through demonstrations and hands-on studio experience. Develops strategies for creative problem solving in the creation of original work. Establishes critical skills necessary to evaluate personal and formal ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Explores historical and contemporary issues related to materials and form. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply creative processes to solve problems using a progressive variety of strategies. 2. Create personal works in clay which demonstrate a basic understanding of ceramic ideas, materials and techniques. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process. 4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Employ self-critiquing skills. 		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	Outcome #3: Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process. Students through discussion and instruction gain a working vocabulary specific to ceramics. Students are required to participate in class discussions; for example, different chemical structures of glazes are compared and analyzed as a group project. In addition, students use a sketchbook to conduct self-reflection, envisioning, the development of ideas, recording, and self-critiquing. And, students individually present a final portfolio to the instructor describing their work and processes throughout the term.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	Outcome #1: Apply creative processes to solve problems using a progressive variety of strategies. Outcome #5: Employ self-critiquing skills. Students solve problems when creating ceramic forms by asking questions and finding new solutions using vocabulary, relevant ideas, materials, ceramic technique, and application. They use critical analysis to deepen understanding of levels of quality, possible improvements, and high standards of achievement. Examination of aesthetic and structural solutions is incorporated when designing and completing ceramic creations.
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.”	

<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p>Outcome #4: Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.</p> <p>The course covers the origins of ceramic form, for example, the inclusion or lack of inclusion of handles in different cultures. Peoples of varying cultures and times create pots, bowls, cups, etc to suit their own culture. Shape and materials vary dependent on need and use. As agrarian societies developed, so did ceramic cultures. Nomadic peoples used lighter woven baskets instead of the heavier ceramic pots and urns. However, as people settled into specific locations, they began to develop ceramics that could safely store grains and water. Students are exposed to how ancient ceramic techniques have change over time as well as how they differ from one culture to another.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	

<p>3. Address the AAOT Discipline Studies Outcomes and Criteria:</p>
<p>Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.</p>
<p style="text-align: center;">Arts and Letters</p>
<p>Outcomes:</p>
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
<p>Criteria:</p>
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

And each course should also do at least one of the following:	
<ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 1. Apply creative processes to solve problems using a progressive variety of strategies. 2. Create personal works in clay which demonstrate a basic understanding of ceramic ideas, materials and techniques. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process. 4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Employ self-critiquing skills.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	Students are introduced to the technical processes of ceramics through demonstrations as well as hands-on discovery. Clay allows each person to create an individual response/idea that is then frozen in place by its firing in the kiln. Realization of personal growth and worth can be found in the creation of art as well as joy and self-satisfaction when practicing a positive work ethic. Ceramics encourages all of this. Students practice peer and self-critiquing.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	Students are exposed to how ceramic techniques have changed through the years as well as how they differ from one culture to another. Students are required to reflect and critically analyze the cultural purpose and design of a variety of historical ceramic works and then apply this knowledge within their own cultural context. In addition, students have the opportunity to discuss how the attainment of ceramic materials has global impacts related to the environment and economics; for example, using uranium and lead to make glazes makes a beautiful glaze, however, it is not healthful. Finally, ceramics provides a medium for self-expression that may include the exploration of many universal issues.

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	12.28.17
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.

Ceramics I

Course Number: ART 252

Transcript Title: Ceramics I

Created: September 1, 2012

Updated: April 20, 2017

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 60

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: No

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Course Description

Introduces ceramic processes, techniques and concepts through demonstrations and hands-on studio experience. Develops strategies for creative problem solving in the creation of original work. Establishes critical skills necessary to evaluate personal and formal ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Explores historical and contemporary issues related to materials and form. Audit available.

Intended Outcomes

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

1. Apply creative processes to solve problems using a progressive variety of strategies.
2. Create personal works in clay which demonstrate a basic understanding of ceramic ideas, materials and techniques.
3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process.
4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.
5. Employ self-critiquing skills.

Outcome Assessment Strategies

Presentations of individual works, peer and instructor critiques, observation of studio habits, use of vocabulary when communicating within the studio environment, sketch books, journals, maquettes, models, writing assignments, and tests.

Course Activities and Design

lectures, discussion, research, presentations, peer critiques, hands-on practice

Course Content (Themes, Concepts, Issues and Skills)

Themes/Concepts

- Aesthetic and scientific aspects of ceramics
- Problem solving in creation of ceramic form – asking questions and finding new solutions using vocabulary, relevant ideas, materials, ceramic technique, and application
- Introducing relationship of form, content and function
- Exploration of artist intent
- Examination of aesthetic and structural solutions
- Introduction of perceptual awareness
- Critical analysis to deepen understanding of level of quality, possible improvements, and high standards of achievement
- The history and culture of ceramics as a part of the diverse human experience

Skills/Techniques

- Ceramics vocabulary

- Safe practices in regards to the handling of tools, chemicals and machinery in a communal studio space
- Clay formation, properties – china clay, ball kaolins
- Clay preparation - wedging
- Hand building – forming ceramics without a wheel, including coil pots, pinch pots, slab pots, forming pots in Slump and Mump molds
- Throwing- hand forming of hollow shapes on a revolving wheel head
- Glazing techniques – pour dipping, brushing (from pieces of clay one half inches wide by 4 inches tall to test application and flow of the glaze)
 - Basic glaze chemistry
 - Visual and verbal language used in discussion of practical, functional and artistic qualities of glazes
 - Enhancing both the technical and artistic merit of Glaze Chemistry
- Kiln technology, bisque, glaze and cones
- Use of sketch book or journal to record visual and physical effects of eutectics on ceramic form, structure and glaze surface.

Department Notes

A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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:	PK Hoffman phoffman@cgcc.edu
Course Prefix and Number:	ART 255	Course Title:	Ceramics II
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues the exploration of ceramics processes, techniques, and concepts while addressing historical and contemporary issues as they relate to artistic expression. Provides training in and encourages creative problem solving. Builds kinetic skills with clay forming and finishing techniques, including: hand-building, wheel throwing, use of molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Prerequisites: ART 253C or 3 terms of ART 253 or two terms of ART 254. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Apply creative processes to solve problems using a progressive variety of strategies. 2. Create personal works of art that demonstrate an advancing level of ideas, processes, materials, and techniques associated with hand building, wheel throwing, molds, and surface treatments. 3. Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about the ceramics process as well as the current trends and culture of the medium. 4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 6. Develop a cohesive body of artwork. 		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	Outcome #3: Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about the ceramics process as well as the current trends and culture of the medium. Students through discussion and instruction gain a working vocabulary specific to ceramics. Students are required to participate in class discussions. In addition, students use a sketchbook to conduct self-reflection, envisioning, the development of ideas, recording, and self-critiquing. And, students individually present a final portfolio to the instructor describing their work and processes throughout the term.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	Outcome #1: Apply creative processes to solve problems using a progressive variety of strategies. Outcome #5: Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Students solve problems when creating ceramic forms by asking questions and finding new solutions using vocabulary, relevant ideas, materials, ceramic technique, and application. They use critical analysis to deepen understanding of levels of quality, possible improvements, and high standards of achievement. Examination of aesthetic and structural solutions is incorporated when designing and completing ceramic creations.

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.”	
<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p>Outcome #4: Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.</p> <p>The course introduces different aspects regarding the origins of ceramic form and how ancient ceramic techniques have change over time as well as how they differ from one culture to another. Peoples of varying cultures and times create pots, bowls, cups, etc to suit their own culture. Shape and materials vary dependent on need and use. As agrarian societies developed, so did ceramic cultures.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	

3. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
Arts and Letters
Outcomes:
<p>As a result of taking General Education Arts & Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
<p>A course in Arts & Letters should:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. <p>And each course should also do at least one of the following:</p>

<ol style="list-style-type: none"> 1. Foster creative individual expression via analysis, synthesis, and critical evaluation; 2. Compare/contrast attitudes and values of specific historical periods or world cultures; and 3. Examine the origins and influences of ethical or aesthetic traditions. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> 1. Apply creative processes to solve problems using a progressive variety of strategies. 2. Create personal works in clay which demonstrate a basic understanding of ceramic ideas, materials and techniques. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process. 4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Employ self-critiquing skills.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	Students are guided into the use of more advanced technical ceramic processes through demonstrations as well as hands-on discovery. Clay allows each person to create an individual response/idea that is then frozen in place by its firing in the kiln. Realization of personal growth and worth can be found in the creation of art as well as joy and self-satisfaction when practicing a positive work ethic. Ceramics encourages all of this. Students practice peer and self-critiquing.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	Students are exposed to how ceramic techniques have changed through the years as well as how they differ from one culture to another. Students are required to reflect and critically analyze the cultural purpose and design of a variety of historical ceramic works and then apply this knowledge within their own cultural context. In addition, students have the opportunity to discuss how the attainment of ceramic materials has global impacts related to the environment and economics. Finally, ceramics provides a medium for self-expression that may include the exploration of many universal issues.

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	12.28.17
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

Ceramics II

Course Number: ART 255

Transcript Title: Ceramics II

Created: September 1, 2012

Updated: April 20, 2017

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 60

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: No

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

ART 253C or three terms of ART 253 or two terms of [ART 254 \(https://www.cgcc.edu/courses/art-254\)](https://www.cgcc.edu/courses/art-254)

Course Description

Continues the exploration of ceramics processes, techniques, and concepts while addressing historical and contemporary issues as they relate to artistic expression. Provides training in and encourages creative problem solving. Builds kinetic skills with clay forming and finishing techniques, including: hand-building, wheel throwing, use of molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Prerequisites: ART 253C or 3 terms of ART 253 or two terms of ART 254. Audit available.

Intended Outcomes

Upon successful completion students should be able to:

1. Apply creative processes to solve problems using a progressive variety of strategies.
2. Create personal works of art that demonstrate an advancing level of ideas, processes, materials, and techniques associated with hand building, wheel throwing, molds, and surface treatments.
3. Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about the ceramics process as well as the current trends and culture of the medium.
4. Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.
5. Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
6. Develop a cohesive body of artwork.

Outcome Assessment Strategies

Presentations of individual works, peer and instructor critiques, observation of studio habits, use of vocabulary when communicating within the studio environment, sketch books, journals, maquettes, models, writing assignments, and tests.

Course Activities and Design

lectures, discussion, research, presentations, peer critiques, hands-on practice

Course Content (Themes, Concepts, Issues and Skills)

Themes/Concepts

- Visual awareness and ability to see
- Methodologies for designing and creating a ceramic work, which may include hand building and wheel throwing techniques, and the use of plaster molds.
- Challenges to translating vision to form specific to ceramics
- Language of ceramics and the qualities that distinguish it from other three-dimensional media

- Historical and cultural contexts
- Options and possibilities for original work – personal expression and creative freedom
- Evaluating ceramics
- Studio safety, including environmental concerns related to proper recycling or disposal of waste.

Skills/Techniques

- Conduct research to develop ideas, perspectives, and influences from a variety of sources
- Make historical and cultural connections in determining meaning and understanding of ceramics.
- Understand and apply vocabulary necessary to discuss the formal, conceptual and technical aspects of ceramics
- Incorporate resources, materials, and tools used in making ceramics
- Employ a variety of problem solving strategies in the realization of idea and ceramic form
- Use a variety of conceptual strategies to create ceramic forms from practical and effective use of models, sketches, maquettes, material tests, glaze chemistry, etc.
- Make interesting, challenging, appropriately crafted ceramics that are personally, serious, with a useful quality of purpose.
- Demonstrate sound glazing techniques such as dip, dunk, pouring, sponging, brushing and spraying that is appropriate for the body of work and materials.
- Analyze and enjoy the formal and perceptual concerns of ceramics
- Communicate with others on a variety of levels on the subjects of formal and conceptual ceramics
- Assess the ways in which art objects are affected by personal perspectives and experience
- Begin development of a portfolio of ceramic work.
- Make practical and effective use of proper safety and health equipment and procedures in working with ceramics

Department Notes

A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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 230	Course Title:	Drawing I
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Develops critical skills for sighting, measuring, designing and constructing in drawing. Audit available.		
Course Outcomes:	1. Implement creative strategies to solve problems in making drawings. 2. Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a rich experience of the visual world.		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #2: Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others. In multiple class room critiques, students will engage in discussions, listen and learn to speak about drawings. Reading and writing assignments will be shared in group discussions, alongside of visual images, to use individual artistic voice to describe drawings. Students therefore will practice and learn how to communicate and express their understanding of the drawing discipline in depth.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #1: Implement creative strategies to solve problems in making drawings. Outcome #3: Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Class projects will support a broad range of traditional and contemporary explorations through research and individual one on one discussions. Close examination of past and present drawings will encourage critical thinking and conceptual creativity. Students learn to show and express their own artistic voice from inspiration acquired through their process of explorations. Students will keep a portfolio to show their progress in their own individual critical thinking and problem solving methods in depth.
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.”	

<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #3: Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.</p> <p>Students are exposed to visual images from past and present watercolor artists of different cultures. Observing these artworks closely, they learn to appreciate differences through group discussions and assignments. Observing and recognizing differences allow students to learn to appreciate historical development of artworks minimally.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p>

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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Drawing I

Course Number: ART 230

Transcript Title: Drawing I

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 60

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

Course Description

Covers basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Develops critical skills for sighting, measuring, designing and constructing in drawing. Audit available.

Intended Outcomes

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

1. Implement deeper creative strategies to solve problems in making drawings.
2. Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others.
3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
4. Apply perceptual and conceptual skills to develop a rich experience of the visual world.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
Minimally	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Not Addressed	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Assessment is based on conceptual understanding, quality of work, participation in critiques, progress, effort, and attendance. Written or oral examinations and quizzes, written and oral assignments, and a journal may be required.

Course Activities and Design

Small group discussions, lecture, multi-media demonstrations, and peer critique. May involve field trips for taking photographic references for class painting projects.

Course Content (Themes, Concepts, Issues and Skills)

- Become familiar with composition in the picture plane.
- Examine compositional devices such as symmetry, asymmetry, rhythm, and push/pull.
- Observe interaction between figure and ground.
- Gain sense of three-dimensional illusion through linear and aerial perspective, modeling in light, etc.
- Distinguish between line, edge, and contour.
- Examine texture: expressive and naturalistic.
- Practice the gesture in mark making.
- Understand the differences between illustration, representation, expression and their effects.
- Become familiar with various dry media such as charcoals, pencils and contes.
- Become familiar with wet media such as ink, ink wash, and wash with dry media.
- Experiment with mixed media.
- Examine papers for various surface effects and working processes.

Department Notes

A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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 269	Course Title:	Printmaking I
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving by utilizing monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. 2. Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. 4. Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. 6. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 		

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. <i>(Communication)</i> <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised Outcome #3: Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. Students learn elements and principles of design language as well as printmaking vocabulary which they use when discussing and critiquing their and other students' work. Expressing supported opinions in peer discussions is a routine activity throughout the term. Students also conduct a research project regarding master printmakers and are required to present this orally to the class.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. <i>(Critical Thinking and Problem-Solving)</i> <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #1: Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. Outcome #2: Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. As students work on printmaking projects they are creatively solving design problems be it ink coverage, composition refinement, and/or relevancy of content. Students need to be able to determine appropriate tools and processes for desired effects. Research of master printmakers provides a foundation for understanding methods and motivation for the creation of personal prints. Students learn to show and express their own artistic voice

	from inspiration acquired through their process of explorations. Students will keep a portfolio to show their progress in their own individual critical thinking and problem solving methods in depth.
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.”	
<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #3: Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.</p> <p>Outcome #6: Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.</p> <p>Students are exposed to visual images from past and present printmakers of different cultures. Observing these works of art closely, they learn to appreciate differences through group discussions and assignments. Observing and recognizing differences allow students to learn to appreciate historical development of artwork.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.</p> <p>Students are trained in the toxic and non-toxic nature of inks and printmaking materials and how they impact the environment. The creative process of making prints encourages students to look both critically and creatively at the world around them.</p>

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	12.28.17
Department Director	Email	Date
n/a		

NEXT STEPS:

Printmaking I

Course Number: ART 269

Transcript Title: Printmaking I

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 60

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

Course Description

Explores printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving by utilizing monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Audit available.

Intended Outcomes

Upon successful completion students should be able to:

1. Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes.
2. Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking.
3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others.
4. Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.
5. Apply a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.
6. Use self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Alignment with Institutional Core Learning Outcomes

Minimally	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Minimally	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Students are expected to:

1. Actively participate in class discussions and projects.
2. Complete and present individual assignments for critique.
3. Demonstrate sound technique in printing and studio habits.
4. Complete all homework on time.
5. Prepare a portfolio for presentation.
6. Take an active role in critiques.

Course Activities and Design

Hands-on printmaking, writing, group discussions, group critiques, oral presentations

Course Content (Themes, Concepts, Issues and Skills)

1. Visual awareness and ability to see.
2. Methodologies for designing and creating a print in media which may include monotype, relief print and intaglio.
3. Challenges to visualization inherent in printmaking.
4. Language of printmaking and the qualities that distinguish it from other graphic media.
5. Printmaking in history.
6. Options and possibilities for original work.
7. Evaluating prints.
8. Safety.
9. Environmental concerns related to proper disposal of waste.
10. Non-traditional media and combined techniques (e.g., collotype, collage, hybrid prints, digital imagery).

SKILLS AND METHODOLOGIES

1. Monotype: effectively use ink rollers and subtractive tools; use brush and ink and other tools for the application of ink; explore possibilities for multiple passes with roller and multiple passes with the plate.
2. Relief: demonstrate various techniques for transferring drawings to the plate; become familiar with the different qualities of carving surfaces; exercise safe and effective use of carving tools (knives, gouges, etc.) and maintain tools; successfully demonstrate various relief print techniques such as reduction, multiple block prints, etc.
3. Intaglio: demonstrate sound techniques for dry or non-acid intaglio processes such as drypoint and solar plate etching; properly prepare plate for etching (beveling, filing, coating); demonstrate sound procedures for effective biting, inking, wiping and pulling of plates.
4. Demonstrate ability to successfully ink a plate: roller choices and techniques for multiple layering.
5. Investigate process and alternative solutions through other print states or reworked proofs.
6. Demonstrate sound printmaking techniques: wiping, carving, registration, general presentation and notation.
7. Understand how to select the most effective presentation for a particular image.
8. Demonstrate familiarity with historical styles by comparing prints to those of other periods.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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 286	Course Title:	Watercolor I
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. Audit available.		
Course Outcomes:	1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement self-critiquing skills in route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.		

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.”	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #2: Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy.</p> <p>In multiple class room critiques, students will engage in discussions, listen and learn to speak about, watercolor paintings. Reading and writing assignments will be shared in group discussions, alongside of visual images, to use individual artistic voice to describe the paintings. Students therefore will practice and learn how to communicate and express their understanding of the watercolor painting discipline in depth.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #1: Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.</p> <p>Outcome #6: Implement self-critiquing skills in route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.</p> <p>Class projects will support a broad range of traditional and contemporary explorations through research and individual one on one discussions. Close examination of past and present drawings will encourage critical thinking and conceptual creativity. Students learn to show and express their own artistic voice from inspiration acquired through their process of explorations. Students will keep a portfolio to show their progress in their own individual critical thinking and problem solving methods in depth.</p>
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.”	

<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #4: Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.</p> <p>Students are exposed to visual images from past and present watercolor artists of different cultures. Observing these artworks closely, they learn to appreciate differences through group discussions and assignments. Observing and recognizing differences allow students learn to appreciate historical development of artworks minimally.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #5: Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.</p> <p>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. Focusing on individual artistic expression as well as collaborative expression will help students understand how their artwork can effect community and environmental responsibility and will be addressed minimally.</p>

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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Watercolor I

Course Number: ART 286

Transcript Title: Watercolor I

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 60

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

Course Description

Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. Audit available.

Intended Outcomes

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

1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.
2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.
3. Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.
4. Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.
5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
6. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
Minimally	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Minimally	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

The student will:

- Observe ways to process visual experience through watercolor painting; such as wash, gesture, line, expression, etc.
- Participate in studio work sessions, class discussions, and critiques.

Assessment is based on conceptual understanding, quality of work, participation in critiques, progress, effort, and attendance. A written examination, quizzes, written assignments and a journal may be required.

Course Activities and Design

Small group discussions, lecture, multi-media demonstrations, and peer critique. May involve field trips for taking photographic references for class painting projects.

Course Content (Themes, Concepts, Issues and Skills)

- Study influential master water color artists from different eras and cultures.
- Develop methods of handling materials for picture making, which may include, transparent tube colors, transparent cake colors and gouache.
- Become familiar with different kinds of brushes and the marks they produce.
- Experience various watercolor papers and surfaces; pulp paper, rag content paper, hot press watercolor paper, cold press watercolor paper, etc.
- Discuss the interaction of color in terms of hue, value and intensity, and its effect on the visual statement.
- Experience a broad range of watercolor techniques which may include: wet on wet, wet-on-dry, wash, dry brush, glazing, masking, etc.
- Experience use of watercolor with other media; ink, magic marker, charcoal, pastel, conte, collage, etc.
- Study the formal elements of art such as; color, line, value, texture, shape, volume and mass, composition, and spatial illusion.
- Learn to understand color theory and its application to the watercolor medium.
- Learn color wheel and how it applies to watercolor painting. Learn to see value relationships in watercolor painting.
- Understand uses of warm and cool colors in watercolor painting.
- Understand color intensity through use of transparent and opaque applications in watercolor painting.
- Learn to understand how watercolor paint works and mixes; staining colors, transparent colors, and opaque colors.
- Learn how to display artwork.

Department Notes

A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

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CC date _____
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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:	MUS 108	Course Title:	Music Cultures of the World
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and the South Pacific. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Overcome ethnocentrism through awareness about diverse peoples' cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness 2. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective. 3. Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective. 4. Experience music "dynamically" by appreciating the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential influence upon other forms of music. 5. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. 6. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings. 		

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."	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p><u>Outcome #2:</u> Relate music to history, society, culture and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #3:</u> Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #6:</u> Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.</p> <p>Lecture classes include topics introduced through excerpts of scholarly text, audio examples, video and in class musical performance to which the students are encouraged to join in discussion, identify and compare what they see and hear and conduct independent research resulting in an original written research project.</p> <p>Students relate the many new forms of artistic and cultural expression encountered in lecture to their personal experience which flows into class discussion. There is no formal standard for class participation however collective enquiry and consensus is encouraged. Essay questions and brief term identifications call upon the student's writing skills.</p>

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p><u>Outcome #1:</u> Overcome ethnocentrism through awareness about diverse peoples' cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness</p> <p><u>Outcome #2:</u> Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #3:</u> Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #4:</u> Experience music "dynamically" by appreciating the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential influence upon other forms of music.</p> <p><u>Outcome #5:</u> Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener.</p> <p><u>Outcome #6:</u> Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.</p> <p>Basic methods of formal analysis and music notation serve to lead the student to finding comparisons and contrasting features in in-class musical examples. Students are challenged to discern common versus unique features between diverse regional music genres. They are assigned an array of primary research sources including on line links to multimedia, pedagogical and performance examples. Students gain flexibility in their relationships with people from different cultures.</p>
<p>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."</p>	
<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally</p> <p><input checked="" type="checkbox"/> not addressed</p>	

<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. <i>(Cultural Awareness)</i></p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p><u>Outcome #1:</u> Overcome ethnocentrism through awareness about diverse peoples' cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness</p> <p><u>Outcome #2:</u> Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #3:</u> Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #4:</u> Experience music "dynamically" by appreciating the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential influence upon other forms of music.</p> <p><u>Outcome #5:</u> Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener.</p> <p><u>Outcome #6:</u> Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.</p> <p>Artistic expression within the stylistic parameters of a particular culture brings insight into psychological and sociological aspects; how they revere their ancestors, how they celebrate a birth, the relationship between leaders and followers, masters and students, the telling of creation legends. Music can portray a culture's origins through metaphor, allay collective suffering and highlight the emotional breadth of a people. Our own neighbors and partners in the workplace may be recent immigrants whose origins might better be understood through the study of comparative cultures and their music.</p> <p>By definition, Music Cultures requires appreciation and knowledge of the origins of modes of artistic and spiritual expression which inform the fabric of diverse ethnicities that are present in contemporary American life. Cultural relativism leads to sensitivity to diversity in institutions in which we work and interact.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i></p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p><u>Outcome #1:</u> Overcome ethnocentrism through awareness about diverse peoples' cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness</p> <p><u>Outcome #3:</u> Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.</p> <p><u>Outcome #6:</u> Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.</p> <p>The study of worldwide ritual, the genesis of much world music includes festivals and rituals which mark cultural experience with nature, life and death.</p>

	Musical texts reveal myths, superstitions and celebrations including gratitude to ancestors, to nature as provider.
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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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Music Cultures of the World

Course Number: MUS 108

Transcript Title: Music Cultures of the World

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 3

Lecture Hours: 30

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](#)

Course Description

Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and the South Pacific. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Overcome ethnocentrism through awareness about diverse peoples' cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness.
2. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective.
3. Understand the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.
4. Experience music "dynamically" by appreciating the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential influence upon other forms of music.
5. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener.
6. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Minimally	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: examinations, quizzes, listening assignments, research papers, class participation, and concert reports.

Course Activities and Design

Class lectures may be supported by digital geographic imagery, recorded examples of assigned topics, video documentary, in class live performance with Q&A sessions. Reference materials, texts and recordings are available in the library for individual study.

Course Content (Themes, Concepts, Issues and Skills)

BASIC ELEMENTS OF MUSIC:

- Melody
- Harmony
- Rhythm
- Form
- Timbre
- Improvisation
- Music of North America/Native Americans
- Music of Africa
- Music of Black Americans
- Music of Central/Middle East
- Music of India
- Music of Asia/Indonesia
- Music of East Asia/Japan
- Music of Latin America
- Music of Other Ethnic Cultures

COMPETENCIES/SKILLS

The following competencies are expected to be achieved to successfully meet the minimum requirement ("C" or "Pass") of the course.

- Define the musical terms that apply to the basic elements of world music
- Identify aurally the six basic elements of music
- Identify aurally the listening examples for each culture presented in class.
- Apply musical understanding when writing musical reviews of performances.
- Complete basic research on the music and culture of one specific group
- Achieve the ability to conduct simple musical formal analysis
- Distinguish families of musical instrument from one another
- Sharpen general aural abilities within the basic elements of music



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It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

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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:	MUS 110	Course Title:	Fundamentals of Music
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers the basic concepts of music: pitch, rhythm, meter, intervals modes scales and notation. Introduces the science of sound and music theory terminology. Begins development of performance skills through singing, clapping and performance on the piano keyboard. Course intended for non-music majors and to prepare students for further musicianship study. Prerequisite: WR 115, RD 115, MTH 20 or equivalent placement scores. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Apply basic principles of music theory to critical listening, performing and analytical skills. 2. Utilize basic practicum (keyboard, rhythm and singing skills) which comprises the foundation of comprehensive musicianship. 3. Manifest music literacy through grand staff reading, basic manual notation, and accurate intonation. 4. Understand basic musical ensemble principles.		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised <u>Outcome #2:</u> Utilize basic practicum (keyboard, rhythm and singing skills) which comprises the foundation of comprehensive musicianship. <u>Outcome #3:</u> Manifest music literacy through grand staff reading, basic manual notation, and accurate intonation. <u>Outcome #4:</u> Understand basic musical ensemble principles Students listen and playback or sing back in class, verbally identify musical elements and communicate with their fellow students in paired activities. The underlying impulse of music as an expressive form of communication is introduced in the class.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised <u>Outcome #1:</u> Apply basic principles of music theory to critical listening, performing and analytical skills. Students discover stylistic preferences within the body of learning materials and receive encouragement to develop and defend those preferences. Students apply the six elements of music theory to analyze model compositions and compare and contrast varied creative approaches therein.
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. (<i>Quantitative Literacy</i>) <input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed	

<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> in-depth <input checked="" type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p><u>Outcome #1:</u> Utilize basic practicum (keyboard, rhythm, and singing skills) which comprises the foundation of comprehensive musicianship.</p> <p>Musical selections for class learning are drawn from diverse styles, ethnicities, media. Music is a major factor in cultural identity. The appreciation and analysis of musical idioms broadens awareness of the multiplicity of cultures which interface in society.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p>

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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Fundamentals of Music

Course Number: MUS 110

Transcript Title: Fundamentals of Music

Created: February 26, 2013

Updated: June 7, 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

Covers the basic concepts of music: pitch, rhythm, meter, intervals, modes, scales, harmony and music notation. Introduces the science of sound and music theory terminology. Begins development of musical performance skills through singing, clapping and performance on the piano keyboard. Includes basic aural/vocal skills. Course intended for non-music majors and to prepare students for further music theory study. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course the student will be able to:

1. Apply basic principles of music theory to critical listening, performing and analytical skills.
2. Utilize basic practicum (keyboard, rhythm and singing skills) which comprises the foundation of comprehensive musicianship.
3. Manifest music literacy through grand staff reading, basic manual notation, and accurate intonation.
4. Understand basic musical ensemble principles.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
Minimally	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Not Addressed	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include:

- Qualitative and/or quantitative examinations

- Homework assignments
- Listening assignments
- Concert reports
- Research project
- Class participation

Course Activities and Design

In-class rudimentary student performance opportunities including patterned vocalization, accurate rhythmic clapping and introductory keyboard playing. Use of multi-media and digital examples to illustrate and guide the learning of musical parameters and elements. Hands on lab time on keyboard and percussion instruments. In class expert performance by instructor and guest artists. Recorded playlists exemplifying pertinent musical skills for independent study or extracurricular improvement.

Course Content (Themes, Concepts, Issues and Skills)

- The six elements of music
 - Melody
 - Harmony
 - Rhythm (tempo meter)
 - Form
 - Texture
 - Timbre (instrumentation)
 - Notation of rhythm; reading and writing.
- Nature of sound
- Notation of pitch
- The piano keyboard
- Simple meter
- The recorder
- Compound meter
- Borrowed rhythms
- Major scales and keys
- Intervals
- The circle of fifths
- Minor scales and keys
- Root position and inverted triads
- Basic musical design (form)
- Introduction to harmonic function
- Ensemble principles

COMPETENCIES AND SKILLS:

The following skills are expected to successfully meet the minimum requirement of "C" or "Pass" for the course.

- Read and interpret basic melodies in treble and bass clef.
- Locate specific pitches on the piano keyboard.
- Label pitches by letter name and Hertz.
- Visually and aurally determine the meter of a musical composition.
- Visually identify and notate major and minor scales.
- Visually identify the key of a basic musical work.
- Visually identify and construct intervals.
- Visually identify and construct basic triads.
- Determine the form of a basic musical work.
- Provide an harmonic analysis of a basic diatonic composition.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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:	PHL 201	Course Title:	Introduction to Philosophy: Philosophical Problems
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the seminal thinkers from both the Western and Eastern traditions of philosophy through a survey approach to the history of ideas. Develops reasoning skills in order to think critically and recognize that philosophy is everywhere. Prerequisites: MTH 20, or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Recognize and reflect upon the philosophical assumptions embedded in the students' own ideas and in their immediate culture. 2. Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life. 3. Be familiar with the names and main ideas of seventeen influential philosophers from ancient to modern times. 4. Read and comprehend selections from philosophical primary sources. 5. Apply philosophical principles to everyday problems of life.		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #3: Be familiar with the names and main ideas of seventeen influential philosophers from ancient to modern times. Outcome #4: Read and comprehend selections from philosophical primary sources. Students learn to read complex and difficult philosophical texts. They gain a comprehensive and accurate understanding of the texts through the use of reading comprehension exercises and writing assignments. In class, they exercise both listening and speaking skills by engaging their fellow students in small group discussions, large group report-outs and class participation.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #1: Recognize and reflect upon the philosophical assumptions embedded in the students’ own ideas and in their immediate culture. Students explore perennial philosophical questions. They learn to question their own views as a direction result of encountering different philosophical traditions and thinkers. In light of this exposure, they are able to see the degree to which their own beliefs have been heavily influenced by the history of ideas in Western civilization. The selection of text material that provides contrasting perspectives helps the student evaluate the limitations as well as the beneficial insights of a single philosophical approach. The text material, written, audio, or visual, should be selected to help set up the presenting problem in each of the seventeen philosophers covered. Problem solving does not follow the traditional pathway to one correct answer in field of philosophy. The primary learning objective is to help students appreciate the complexity of the problem and how various responses to the issue contains both limitations and possibilities for a viable living option.
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.”	

<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #1: Recognize and reflect upon the philosophical assumptions embedded in the students' own ideas and in their immediate culture.</p> <p>Students appreciate the historical development of ideas primarily through the assigned reading texts that provide direct insight into how civilizations and cultures differ according to their foundational philosophies. Guest speakers, TedTalks, movie clips and field trips are ideal opportunities to maximize their exposure to diversity.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #3: Be familiar with the names and main ideas of seventeen influential philosophers from ancient to modern times.</p> <p>Every philosopher covered in the course reflects on fundamental issues and questions generated by human activity in our social world. Different philosophies give rise to a way of being in the world that either has a positive or negative consequence on our natural and social order. Students are able to make these connections when course material is grounded in current day political, social, and moral issues.</p>

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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission

Introduction to Philosophy: Philosophical Problems

Course Number: PHL 201

Transcript Title: Introduction to Philosophy

Created: September 1, 2012

Updated: June 7, 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 seminal thinkers from both the Western and Eastern traditions of philosophy through a survey approach to the history of ideas. Develops reasoning skills in order to think critically and recognize that philosophy is everywhere. 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 and reflect upon the philosophical assumptions embedded in the students' own ideas and in their immediate culture.
2. Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.
3. Be familiar with the names and main ideas of influential philosophers from ancient to modern times.
4. Read and comprehend selections from philosophical primary sources.
5. Apply philosophical principles to everyday problems of life.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Due to the complex nature of philosophical readings, formative assessment strategies are the most effective measurement of evaluating comprehension. Formative assessment strategies like the reading comprehension tool (REAP), study questions attached to the text, movie reviews, and small group report outs help students to encode their understanding of the text and ponder the material using their own critical thinking skills.

Critical to effective formative assessments are clear scoring rubrics that identify the expectations, length, and point allocation. Because an accurate comprehension of philosophy text can rarely be achieved on a first attempt, relying on the methodology of proficient learning is recommended. Offering students an opportunity to modify the main assignments is successful in achieving a greater and more complete understanding of the text.

A summative assessment in the format of a brief multiple-choice and essay exam may be used at the end of the quarter to measure levels of cognitive competence and retention.

Course Activities and Design

In philosophy class, the exchange of ideas and discussion is critical to comprehension, the development of critical thinking skills and cultivating a tolerance for different points of views. A classroom activity that can facilitate this exchange and skill building is collaborative learning. For example, in small groups, students share and compare each other's assignments. This gives students the opportunity to express their point of view in a low-risk environment and help each other's understanding of the text. On occasion, these small groups could have different reading assignments from each other, so they are responsible for "teaching" the material to the rest of the class. Using the collaborative learning approach, the instructor facilitates the discussion, more than giving a straight lecture.

To maximize the students' exposure to a diversity of ideas, guest speakers are an ideal opportunity to bring them in direct contact with people from different religious traditions.

In lieu of a guest speaker, the regular use of YouTube, TedTalks, OPB and movie clips is an excellent way to enhance the course content. Many of these online resources are now available on the Moodle course website. Ten CGCC videos have been created to help prepare students for the class readings and each individual philosophy.

An additional resource is Second Life. In collaboration with Portland Community College, there is a philosophy garden in Second Life constructed where students can tour the garden and visit the philosophers in the virtual reality of their own worlds.

Course Content (Themes, Concepts, Issues and Skills)

There is a standard stable of philosophers surveyed in every textbook and anthology of philosophical readings:

1. Asian Sages: Lao-Tzu, Confucius & Buddha
2. The Sophist
3. Greek Philosophers: Socrates, Plato and Aristotle
4. Stoicism and Hedonism
5. Thomas Aquinas
6. Rene Descartes
7. David Hume and the British Empiricists
8. Immanuel Kant
9. John Stuart Mill
10. Karl Marx
11. Soren Kierkegaard
12. William James
13. Friedrich Nietzsche

Department Notes

This course involves a great deal of difficult reading. Thus, the student must be able to follow complex articles and to write fluently. This is primarily a readings course and will concentrate on the writings of major figures in this history of philosophy - from early Greek philosophers to contemporary writers.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

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 CC decision _____
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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:	PHL 202	Course Title:	Introduction to Philosophy: Elementary Ethics
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Investigates two basic questions of human existence: What is the best way for people to live, and what does it mean to be a good person? Introduces the three main fields of ethics: meta-ethics, normative ethics and applied ethics sources for thinking that helps determine right and wrong conduct. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life 2. Read philosophy critically. 3. Apply cognitive competence of the major philosophical thinking on ethical behavior. 4. Take measure of the gap between what we do and what we ought to do. 5. Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others. 		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #2: Read philosophy critically. Outcome #3: Apply cognitive competence of the major philosophical thinking on virtues and ethical behavior. Students learn to read complex and difficult philosophical texts. They gain cognitive competence and accurate understanding of the text through the use of weekly writing assignments. In class, they exercise both listening and speaking skills by engaging their fellow students in small group discussions and large group report-outs.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised Outcome #1: Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life. Outcome #3: Apply cognitive competence of the major philosophical thinking on ethical behavior. Outcome #4: Take measure of the gap between what we do and what we ought to do. Ethics and virtuous activity involves concrete human behavior which impacts humanity and its environment. Students research and reflect on these impacts as they delve into the different philosophical perspectives represented within the three main fields of ethics: meta-, normative, and applied. Students are challenged to determine what constitutes ethical behavior and how it would apply to common ethical dilemmas which face humanity as a whole and the student as an individual and to which there is rarely, if ever, one answer. As a result, students must think critically and support their conclusions with research, solid reasoning and evaluation of information.
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.”	

<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #5: Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.</p> <p>The study of ethics is the one place where cultural diversity finds a common theme: what does it mean to be a good human being. Each culture finds a unique expression, but virtuous living is prized by all cultures. In class, students appreciate how different cultures exercise these virtues and assign prominence to them.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Outcome #1: Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.</p> <p>Nowhere else is human behavior more easily recognized as having a positive consequence upon our social and natural world than the cultivation of a moral code. Students explore practical applications to real and current social and environmental dilemmas. Bringing in current news items or movie clips that demonstrate what moral activity looks like helps the material become real and practical.</p>

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	12.28.17
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.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission

Introduction to Philosophy: Elementary Ethics

Course Number: PHL 202

Transcript Title: Intro to Phil: Elem Ethics

Created: September 1, 2012

Updated: June 7, 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

Investigates two basic questions of human existence: What is the best way for people to live, and what does it mean to be a good person? Introduces the three main fields of ethics: meta-ethics, normative ethics and applied ethics sources for thinking that helps determine right and wrong conduct.

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. Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.
2. Read philosophy critically.
3. Apply cognitive competence of the major philosophical thinking on ethical behavior.
4. Take measure of the gap between what we do and what we ought to do.
5. Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Assessment strategies may include the following:

1. Formative assessment essays demonstrating accurate understanding of assigned reading.

2. Weekly collaborative learning activities that entail the development of critical thinking skills by surfacing questions and reactions to the text.
3. Journal writing in response to prompts designed to produce personal reflection and application of morals to everyday life.
4. Reflection paper on a movie or book whose character(s) embodies one of the issues covered in class.
5. Brief Summative assessment: Final exam

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, Issues

The three main fields of ethics, meta-ethics, normative ethics and applied ethics are vast, complex and span centuries of thinking. An instructor can survey all three fields with an extremely light overview or focus on one field with its sub-categories. For example, virtue ethics is currently one of three major approaches in normative ethics. Its focus on moral character can be contrasted to the approach which emphasizes duties or rules (deontology) or that which emphasizes the consequences of actions (consequentialism). An instructor can provide a comprehensive survey of historically significant philosophers who have written on morals and ethics (including, but not limited to Socrates, Plato, Aristotle, Epicurus, Spinoza, Hume, Kant, Mill, and Nietzsche). A third is a thematic approach where there is a topical review of issues like biomedical, business, political and social. Any and all of these thematic and conceptual approaches are capable of being connected to course outcomes and should be selected based on the instructor's expertise and preference. A sample of standard ethical dilemmas include but are not exhausted by the following topics:

1. Key Debates in Ethics
2. Natural Law
3. Utilitarianism
4. Kantian Ethics
5. Christian Ethics
6. Abortion
7. Euthanasia
8. Genetic Engineering
9. Just War Ethics
10. Meta-ethics
11. Freewill and Determinism
12. The Nature and Role of Conscience
13. Virtue Ethics
14. Environmental and Business Ethics
15. Sexual Ethics

Competencies and Skills

Students will learn to:

1. Comprehend philosophical writings dealing with morality.
2. Paraphrase, illustrate, and explain ideas contained in philosophical writings dealing with morality.
3. Critique and challenge philosophical ideas dealing with morality.



Student Services is now issuing student ID cards!! Our ID hours of operation are M,T,Th from 10-12 and 3-5. Locati... <https://t.co/VjbrTXSbcU> January 10

It is Spirit Day! Wear your CGCC gear on campus & you will receive a free prize from the Bookstore. Get 20% off certain CGCC gear. November 07

Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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:	PHL 204	Course Title:	Philosophy of Religion
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the existence and attributes of God, faith, reason, the phenomena of fundamentalism and mysticism, religion and science, religion and gender, the problem of evil, religious language and life after death from multiple disciplines, historical and cultural perspectives. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate cognitive competence in thirteen areas of philosophical concern central to classic and contemporary discussions of religion. 2. Reflect on and evaluate the philosophical assumptions that are embedded in one's own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view. 3. Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others. 4. Separate one's experience of faith from religious belief in order to put belief under the scrutiny of the social sciences and philosophy. 		

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. (<i>Communication</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #1: Demonstrate cognitive competence in thirteen areas of philosophical concern central to classic and contemporary discussions of religion. Students learn to read complex and difficult philosophical texts. They gain a comprehensive and accurate understanding of the texts through the use of reading comprehension exercises and writing assignments. In class, they exercise both listening and speaking skills by engaging their fellow students in small group discussions, large group report-outs and class participation.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> in-depth **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Outcome #2: Reflect on and evaluate the philosophical assumptions that are embedded in one’s own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view. Outcome #4: Separate one’s experience of faith from religious belief in order to put belief under the scrutiny of the social sciences and philosophy. Students confront the limitations of their own religious beliefs as they encounter perennial philosophical questions. For many students this is a disturbing and disruptive experience. They learn to question their own beliefs as a direction result of encountering different views than their own. In light of this exposure, they are able to see the degree to which their own beliefs have been heavily influenced by their familial, cultural, and religious traditions. This personal reflection allows them to create the necessary degree of separation needed to evaluate information freed from the prejudice of their own beliefs. The selection of text material that provides contrasting perspectives helps the student evaluate the limitations as well as the beneficial insights of a single philosophical approach. The text material, written, audio, or visual, should be selected to help set up the presenting problem in each of the thirteen course topics. Problem solving does not follow the traditional pathway to one correct answer in field of philosophy. The primary learning objective is to help students appreciate the complexity of the problem and how various responses

	to the issue contains both limitations and possibilities for a viable living option.
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.”	
<p>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. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed</p>	
<p>4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Outcome #2: Reflect on and evaluate the philosophical assumptions that are embedded in one’s own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view.</p> <p>Outcome #3: Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.</p> <p>Students appreciate the historical development of ideas primarily through the assigned reading texts that provide contrasting perspectives. In addition, the diversity inherent in the issues of religious pluralism, language and gender, fundamentalism and death can be more dramatically displayed by providing direct contact with people from different religious traditions. Guest speakers, TedTalks, movie clips and field trips are ideal opportunities to maximize their exposure to diversity.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Outcome #3: Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.</p> <p>Students who become conscious of the historical context of religious ideas are able to see the direct impact a philosophy has upon the creation of civilization. This is particularly evident in the discussion of how religious language, myth and symbols shape cultural mindsets that in turn effect how people treat the planet, approach business problems, or foster conflict among themselves.</p>

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	12.28.17
Department Director	Email	Date
n/a		

Philosophy of Religion

Course Number: PHL 204

Transcript Title: Philosophy of Religion

Created: September 1, 2012

Updated: June 7, 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 existence and attributes of God, faith, reason, the phenomena of fundamentalism and mysticism, religion and science, religion and gender, the problem of evil, religious language and life after death from multiple disciplines, historical and cultural perspectives. 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. Demonstrate cognitive competence in thirteen areas of philosophical concern central to classic and contemporary discussions of religion.
2. Reflect on and evaluate the philosophical assumptions that are embedded in one's own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view.
3. Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.
4. Separate one's experience of faith from religious belief in order to put belief under the scrutiny of the social sciences and philosophy.

Alignment with Institutional Core Learning Outcomes

- | | |
|-----------------|--|
| In-depth | 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. <i>(Communication)</i> |
| In-depth | 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. <i>(Critical thinking and Problem-Solving)</i> |
| 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. <i>(Quantitative Literacy)</i> |
| In-depth | 4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. <i>(Cultural Awareness)</i> |
| In-depth | 5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> |

Outcome Assessment Strategies

Due to the complex nature of philosophical readings, formative assessment strategies are the most effective measurement of evaluating comprehension. Formative assessment strategies like the reading comprehension tool (REAP), study questions attached to the text, movie reviews, and small group report outs help students to encode their understanding of the text and ponder the material using their own critical thinking skills.

Critical to effective formative assessments are clear scoring rubrics that identify the expectations, length, and point allocation. Because an accurate comprehension of philosophy text can rarely be achieved on a first attempt, relying on the methodology of proficient learning is recommended. Offering students an opportunity to modify the main assignments is successful in achieving a greater and more complete understanding of the text.

A summative assessment in the format of a brief multiple-choice and essay exam ~~is~~ may be used at the end of the quarter to measure levels of cognitive competence and retention.

Course Activities and Design

In philosophy class, the exchange of ideas and discussion is critical to comprehension, the development of critical thinking skills and cultivating a tolerance for different points of views. A classroom activity that can facilitate this exchange and skill building is collaborative learning. For example, in small groups, students share and compare each other's assignments. This gives students the opportunity to express their point of view in a low-risk environment and help each other's understanding of the text. On occasion, these small groups could have different reading assignments from each other, so they are responsible for "teaching" the material to the rest of the class. Using the collaborative learning approach, the instructor facilitates the discussion, more than giving a straight lecture.

To maximize the students' exposure to a diversity of ideas, guest speakers are an ideal opportunity to bring them in direct contact with people from different religious traditions.

In lieu of a guest speaker, the regular use of YouTube, TedTalks, OPB and movie clips is an excellent way to enhance the course content. Many of these online resources are now available on the Moodle course website. Starting in 2014, an online textbook was created and is housed in Moodle along with additional online resources collected and stored for future courses. This online text book is a valuable resource to anyone teaching this course.

Course Content (Themes, Concepts, Issues and Skills)

There is a standard stable of philosophical concerns that are raised by classical and contemporary thinkers. The following topics are found in every textbook and anthology of philosophical readings:

1. Religion and life
2. Proofs of God's existence
3. The relation between faith and reason
4. The relation between science and religion
5. Religious language and gender
6. Role of myth and symbols
7. Mysticism
8. The phenomena of fundamentalism
9. The problem of evil
10. The miraculous
11. Religious experience
12. God's attributes
13. The existence of the soul and life after death.

Department Notes

This course involves a great deal of difficult reading. Thus, the student must be able to follow complex articles and to write fluently. This is primarily a readings course and will concentrate on the writings of major figures in this history of philosophy - from early Greek philosophers to contemporary writers.



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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.”	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Outcome #1: Define theatre practices from different time periods and cultures and relate them to each particular society's norms.</p> <p>Outcome #2: Analyze theatrical influences, contributions and changes from period to period.</p> <p>Students assimilate information through assigned readings related to course themes and concepts. Through participation in regular group discussions (online or face-to-face), they practice communication skills based on listening/reading and speaking/writing. Topics of discussion may include: how to identify ways in which the theatre reflects society's beliefs and values; the connections between aspects of theatre production from various time periods; how the plays and production techniques of a particular period are a product of that society's political, social, religious and cultural beliefs and practices; etc. Students also express their understanding of theatre history through multiple writing activities.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> in-depth **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Outcome #2: Analyze theatrical influences, contributions and changes from period to period.</p> <p>Outcome #3: Apply the contributions of the past to present theatrical themes and conventions</p> <p>Outcome #3: Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies.</p> <p>Students explore the issue of inheritance from one significant period to the next, as well as reactions against the theatrical forms that preceded each period as displayed in the texts and staging conventions of the day. They are challenged to reason why certain theatre forms arose in certain time periods and places, how cultural norms dictated to the art form, and how the theatre influenced society of its time. Finally, they are expected to evaluate how previous forms are reflected in today's theatre and how all art forms are interconnected and influence each other.</p>

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. (<i>Quantitative Literacy</i>) <input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed	
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>) <input checked="" type="checkbox"/> in-depth <input type="checkbox"/> minimally <input type="checkbox"/> not addressed	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised Outcome #1: Define theatre practices from different time periods and cultures and relate them to each particular society's norms Outcome #2: Analyze theatrical influences, contributions and changes from period to period. Outcome #3: Apply the contributions of the past to present theatrical themes and conventions. Outcome #4: Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies. Theatre is a key component of cultural activity throughout the years. The course explores how peoples of different cultures and times expressed themselves through theatrical events including: Roman and Greek, medieval, Asian, Renaissance, and modern theatre. Students discover how the theatre was a vehicle for teaching and directing thought and action related to religion, ethics and morals, history and beliefs.
5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) <input type="checkbox"/> in-depth <input type="checkbox"/> minimally <input checked="" type="checkbox"/> not addressed	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised

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	12.28.17
Department Director	Email	Date
n/a		

NEXT STEPS:

Theatre History

Course Number: TA 274

Transcript Title: Theatre History

Created: September 1, 2012

Updated: August 17, 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 \(https://www.cgcc.edu/courses/mth-20\)](https://www.cgcc.edu/courses/mth-20) or equivalent placement test

Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](/courses/wr-121)

Course Description

Explores the nature of the theatrical event, its emergence and significance in the lives of the people of the past from ancient Greece to the present and investigates theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious and political form. 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. Define theatre practices from different time periods and cultures and relate them to each particular society's norms.
2. Analyze theatrical influences, contributions and changes from period to period.
3. Apply the contributions of the past to present theatrical themes and conventions.
4. Relate course content to other art forms to comprehend and value the ways that all arts in a society are interconnected, and how different art forms can influence theatre in their own and other global societies.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	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. (<i>Quantitative Literacy</i>)
Minimally	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
Not Addressed	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

The student will:

- Comprehend, apply, analyze and evaluate reading assignments to identify and describe the various periods of theatre historically, and relate such ideas in class discussion forums.
- Generate essays appraising the ways theatre both reinforces and challenges society norms in specific periods.
- Write play critiques which reflect understanding of a text as a product of its time and its artistic value in the development of theatre.

Course Activities and Design

- Weekly readings from course textbook on specific periods
- Weekly class discussions of assigned readings
- Supplemental readings, web pages and videos on the political, social and cultural aspects of the period
- Reading of representative plays from each major period
- Analysis essays on each assigned play
- Bi-weekly quizzes
- Midterm essay examination
- Final examination essays

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

Theatre as a part of the culture:

- Elements of popular entertainment
- Distinguishing it from ceremonies and rituals
- Imitation, role-playing and storytelling

Cultural and social requirements as a basis for theatrical art:

- Defining playing spaces
- Introducing what constitutes dramatic subject matter

Compare and contrast theatrical changes from period to period:

- Roman and Greek theatre as a basis for all theatre.
- Medieval Theatre as it reflects the religious vernacular development of drama.
- Miracle and morality plays as they define the ethics and morals of the period.
- Asian theatre and its visions as it reflects the differences from Western culture.
- The Renaissance and a rebirth of culture, criticism, architecture
- Development of modernism as reflective of the past and a vision of the future.

Competencies/Skills

- Identify and describe live theatre and distinguish it from other art forms.
- Identify and describe Greek and Roman theatrical spaces and performances.
- Apply understanding of the Medieval period in theatre.
- Identify and describe Asian theatre and their influence on the development of world theatre.
- Apply understanding of the contribution of Renaissance Theatre in the theatre of today.
- Identify and explain Modernism and how it reflects the past and points to the future.
- Make connections between aspects of theatre production from various time periods

Department Notes

Theatre History is designed to introduce the history of the theatre from classical Greece and Rome to contemporary theatre. It may involve attendance at live theatre, guest speakers, field trips, slides and videos. Dramatic texts representing eras will be studied as well as evidence of historical theatre practice. This course is transferable to four-year educational institutions and may be taken to satisfy a General Education requirement.



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