

Curriculum Committee Meeting Agenda

Voting Committee Members

Pam Morse (Chair)

Kristen Booth

P.K. Hoffman

Katy Jablonski

Linnea Jaeger

Doris Jepson (Vice Chair)

Zip Krummel

Emilie Miller

John Schoppert

Stephen Shwiff

Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

MaryKramer

April 20, 2018 9:00 am – 12:00 pm

Hood River Campus, room 1.312

Information items (no voting or discussion required):

1. none

Business:

1. Approval of March 8, 2018 minutes ¹

Submissions ² (times are estimates):

1. MaryKramer (9:05 - 9:15 am)
 - Electro-Mechanical Technology AAS (Revision: courses, out, credits)
 - Electro-Mechanical Technology certificate (Revision: courses, out, credits, rel inst)
2. Doris Jepson (9:15 – 9:25 am)
 - MA 117 Medical Office Administrative Procedures (Revision: req, des)
 - MA 180 Coding and Reimbursement (Revision: req, des)
 - Medical Assisting (Certificate Revision: req)
3. Susan Lewis (9:25 – 9:40 am)
 - ART 280 Painting (Revision: title, des, out)
 - i. ART 280 Gen Ed Request

Discussion Items:

1. Use of the term “appreciation” in outcomes and whether “appreciation” is assessable.
Rob Kovacich has requested that the word “appreciation” in CLO #4 Cultural Awareness be replaced with a more assessable verb.
2. Program adoption and sunseting
Guidelines, requirements, process. (Strategic Goal 3, objective #1)
3. Implications for Curriculum Committee of work related to Guided Pathways and HB 2998 initiatives.

Next Meeting: September, 2018 (TBD)

Attachments: ¹ March 8, 2018 minutes; ² Submissions: 3 course revisions; 2 certificate revisions; 1 degree revision.

Curriculum Committee Minutes

March 8, 2018

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)

Zip Krummel

Emilie Miller

John Schoppert

Stephen Shwiff

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Tim Schell

Dan Ropek (phone)

Tsai Yu Chin

Adrea Ware (phone)

Mary Kramer

Tom Lieurance

ABSENT

Non-Voting Committee Members

Susan Lewis (Curriculum)

Item	Discussion	Action
Call to Order	Meeting called to order by Pam at 3:30pm	
Informational item:		
Course inactivations: MEC 121, MEC 122, PE 182T, WLD 190		
Business	Doris arrives 3:33pm Motion: approve February 15, 2018 minutes as written	Motion: Stephen 2 nd : Katy Action: 6 in favor – 0 opposed – 1 abstentions

Retreat date in April	April 20, 2018 has been chosen for the retreat.	
Submissions	Tim Schell	
CHN 101 First Year Chinese (New LDC Course)	<p>Tim Schell and Tsai Yu Chin answered questions about the Chinese submissions.</p> <p>Brief discussion regarding</p> <ul style="list-style-type: none"> the “why” of a new foreign language offering. This new offering was motivated and justified by the current 100 students enrolled in Chinese at the Hood River High School. Amending the motion to include use of “acceptable placement scores”, which Tim is in agreement with. multicultural activities in and out of the classroom includes the CGCC Hood River Campus cultural fair. PCC included on the transfer list <p>Zip arrives 3:35pm John arrives 3:37pm</p> <p>Motion: approve with amendment Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores.</p>	<p>Motion: Kristen 2nd Katy Action: 9 in favor – 0 opposed – 0 abstentions</p>
<ul style="list-style-type: none"> CHN 101 Opt Out Request 	<p>Motion: approve with amendment Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores.</p>	<p>Motion: Stephen 2nd Zip Action: 9 in favor – 0 opposed – 0 abstentions</p>
<ul style="list-style-type: none"> CHN 101 Gen Ed Request 	Motion: approve as written	<p>Motion: Stephen 2nd John</p>

		Action: 9 in favor – 0 opposed – 0 abstentions
CHN 102 First Year Chinese (New LDC Course)	Motion: approve as written	Motion: Katy 2 nd : Doris Action: 9 in favor – 0 opposed – 0 abstentions
○ CHN 102 Gen Ed Request	Motion: approve as written	Motion: Katy 2 nd : Stephen Action: 9 in favor – 0 opposed – 0 abstentions
CHN 103 First Year Chinese (New LDC Course)	Motion: approve as written	Motion: Stephen 2 nd : Kristen Action: 9 in favor – 0 opposed – 0 abstentions
○ CHN 103 Gen Ed Request	Motion: approve as written	Motion: Zip 2 nd : Katy Action: 9 in favor – 0 opposed – 0 abstentions
	Mary Kramer	
BA 228 Computer Accounting Applications (Revision: des, req)	Mary Kramer presents and answers questions about the CTE, Math, and Science submissions. Motion: approve as written	Motion: Zip 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
Basic Computer Skills (New Certificate)	4:10 pm Andrea Ware calls in to answer any additional questions regarding the Basic Computer Skills certificate. Brief discussion ensued regarding the following concerns and questions:	Motion: Kristen 2 nd : Katy Action: 9 in favor – 0 opposed – 0 abstentions

	<ul style="list-style-type: none"> Explanation of the need for new certificate in this area. Andrea explains that It is a basic computer skills certificate focused on pre-college needs, resulting in a “job-ready” worker. The existing certificate is more advanced and includes additional courses. The Registrar clarified that most Oregon community colleges offer this certificate as a “non-credit” course. <p>Motion: approve as written</p>	
BI 121 Introduction to Human Anatomy and Physiology I (Revision: des, req)	<p>Brief discussion about reason for adding Math 98 as a prerequisite.</p> <p>Motion: approve as written</p>	<p>Motion: Stephen 2nd: Zip Action: 9 in favor – 0 opposed – 0 abstentions</p>
MTH 105 Math in Society (Revision: des, req)	<p>Brief discussion regarding possible prerequisite change.</p> <p>Motion: approve as written</p>	<p>Motion: Katy 2nd: John Action: 9 in favor – 0 opposed – 0 abstentions</p>
PE 182K Hot Yoga (New LDC Course)	<p>Hot Yoga is being added to the PE offerings to provide more PE options for students.</p> <p>Motion: approve as written</p>	<p>Motion: Stephen 2nd: Kristen Action: 9 in favor – 0 opposed – 0 abstentions</p>
NCT 60 Welding Basics (New Non-Credit Course)	<p>The welding courses are in transition. The current credit course is moving to non-credit. WLD 195 and the MFG courses are providing the current credit course options.</p> <p>Motion: approve as written</p>	<p>Motion: Kristen 2nd: John Action: in favor – 0 opposed – 0 abstentions</p>

Welding Basics (New NCTC)	Motion: approve as written	Motion: Zip 2 nd : Stephen Action: 9 in favor – 0 opposed – 0 abstentions
MEC 120 Hydraulics (Revision: title, des, out)	4:03 pm Tom Lieurance arrives to answer questions about the EM-Tech course submissions. Motion: approve as written	Motion: Stephen 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
MEC 124 Mechatronic Systems in Advanced Manufacturing (New CTE Course)	Motion: approve as written	Motion: Doris 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
CIS 170 Embedded Computing (New CTE Course)	Motion: approve as written	Motion: Stephen 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
Electro-Mechanical Technology AAS (Revision: courses, out, credits)	Stephen explains Susan’s most recent email to the Curriculum Committee, for those who had not read it prior to this meeting. The State requires course, certificate, and or degree submission changes greater than 30% to be submitted as “new” offerings, which is an in-depth, rigorous process. With this in mind, the committee needs to be aware that the EM-Tech AAS and following EM-Tech certificate submissions request more than 30% change to both the degree and certificate. Mary choses to withdraw both the AAS and certificate submissions at this time with the goal to submit them next year as a new degree and new certificate.	

	Submission withdrawn	
Electro-Mechanical Technology certificate (Revision: courses, out, credits, rel inst)	Submission withdrawn	
	Dan Ropek	
BI 211 Principles of Biology (Gen Ed Request)	Motion: approve as written	Motion: Doris 2 nd : PK Action: 9 in favor – 0 opposed – 0 abstentions
BI 212 Principles of Biology (Gen Ed Request)	Motion: approve as written	Motion: Stephen 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
BI 213 Principles of Biology (Gen Ed Request)	Motion: approve as written	Motion: Kristen 2 nd : Katy Action: 9 in favor – 0 opposed – 0 abstentions
CH 100 Everyday Chemistry with Lab (Gen Ed CLO update)	<p>All remaining science courses are being brought through Curriculum Committee as CLO updates.</p> <p>It was noted that CH 100 is a course that has not been offered by CGCC for years. It should be removed from the catalog, as it is disingenuous to students knowing it will not be taught. Brief discussion ensued on the current sun-setting process and how impractical it is to utilize.</p> <p>Motion: approve as written</p>	Motion: Doris 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions

CH 121 General Chemistry I (Gen Ed CLO update)	Motion: approve as written	Motion: Stephen 2 nd : Katy Action: 9 in favor – 0 opposed – 0 abstentions
CH 122 General Chemistry II (Gen Ed CLO update)	Motion: approve as written	Motion: Katy 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
CH 123 General Chemistry III (Gen Ed CLO update)	Motion: approve as written	Motion: John 2 nd : Stephen Action: 9 in favor – 0 opposed – 0 abstentions
CH 221 General Chemistry I (Gen Ed CLO update)	Motion: approve as written	Motion: Stephen 2 nd : Kristen Action: 9 in favor – 0 opposed – 0 abstentions
CH 222 General Chemistry II (Gen Ed CLO update)	Motion: approve as written	Motion: Kristen 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
CH 223 General Chemistry III (Gen Ed CLO update)	Motion: approve as written	Motion: Katy 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
ESR 171 Environmental Science: Biological Perspectives (Gen Ed CLO update)	Brief discussion ensued regarding including course outcome #1 under CLO #3, Quantitative Literacy, in all ESR Gen Ed CLO updates.	Motion: Katy 2 nd : Kristen

	Motion: approve as amended	Action: 9 in favor – 0 opposed – 0 abstentions
ESR 172 Environmental Science: Chemical Perspectives (Gen Ed CLO update)	Amended CLO #3 to include course outcome #1. Motion: approve as amended	Motion: Zip 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
ESR 173 Environmental Science: Geological Perspectives (Gen Ed CLO update)	Amended CLO #3 to include course outcome #1. Motion: approve as amended	Motion: Zip 2 nd : Katy Action: 9 in favor – 0 opposed – 0 abstentions
G 201 Geology (Gen Ed CLO update)	Motion: approve as written	Motion: Zip 2 nd : Stephen Action: 9 in favor – 0 opposed – 0 abstentions
G 202 Physical Geology (Gen Ed CLO update)	Motion: approve as written	Motion: John 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
G 203 Historical Geology (Gen Ed CLO update)	Motion: approve as written	Motion: John 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstentions
G 207 Geology of the Pacific Northwest (Gen Ed CLO update)	Motion: approve as written	Motion: Stephen 2 nd : Pk Action: 9 in favor – 0 opposed – 0 abstentions

G 208 Volcanoes and Their Activity (Gen Ed CLO update)	Motion: approve as written	Motion: Kristen 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
GS 106 Physical Science (Geology) (Gen Ed CLO update)	Motion: approve as written	Motion: Stephen 2 nd : PK Action: 9 in favor – 0 opposed – 0 abstentions
GS 107 Physical Science (Astronomy) (Gen Ed CLO update)	Motion: approve as written	Motion: Doris 2 nd : Stephen Action: 9 in favor – 0 opposed – 0 abstentions
GS 108 Physical Science (Oceanography) (Gen Ed CLO update)	4:33 pm Dan calls the Curriculum Committee Motion: approve as written	Motion: Stephen 2 nd : John Action: 9 in favor – 0 opposed – 0 abstentions
GS 109 Physical Science (Meteorology) (Gen Ed CLO update)	Motion: approve as written	Motion: Stephen 2 nd : PK Action: 9 in favor – 0 opposed – 0 abstentions
	Susan Lewis	
ART 280 Painting (Revision: title, des, out)	Susan Lewis was not able to attend this meeting. Zero repeatability was questioned. It was clarified that the ART classes have gone to a different system regarding repeatability. PK requested that repeatability be discussed at the next meeting before voting on the ART submissions. Postponed for next meeting	

○ ART 280 Gen Ed Request	Postponed for next meeting	
Adjourn: 4:40pm	PK moves to adjourn	
Next Meeting: April 20, 2018 9am – 12:00 noon Location: HRC Room 1.312		

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Mary Kramer	Email: mkramer@cgcc.edu	Phone: 541-506-6033	Department: CTE
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(Double click on check boxes to activate dialog box)

SECTION # 1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	106	Proposed Credits:	100
Overview and rationale for proposed changes:	To meet the advancing workforce needs of industry and focus training to reduce credit and cost burden to students.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Modify Degree Outcomes 2. Delete MEC 121 and 122, Add MEC 123 3. Delete RET 102 4. Change MEC 120 title 5. Decrease overall credits from 106 to 100 		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology
Requested Implementation Term	Summer 2018		

SECTION # 2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level		Credits
MTH 65	Beginning Algebra II completed with a grade of "B" or better	Prerequisites: MTH 60 or equiv test scores	4
RD 115	Critical Reading	Prerequisites: Place into RD 115	4
WR 115	Introduction to Expository Writing	Prerequisites: Place into WR 115 and RD 115	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level		Credits
DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what students are intended to be able to do "out there" (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity "in here"? Good outcomes statements will suggest context to indicate this "out there" and they will describe what students can DO with what they know. See writing learning outcomes on the curriculum website.			
Does the revision involve changing degree outcomes?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)			
<i>Students who complete this degree will be able to:</i>			
1. Qualify for employment in the electro-mechanical field as technicians.			
2. Service/repair electro-mechanical systems and assist engineers with the design of electro-mechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.			
3. Communicate effectively both at the individual level and within team settings.			
4. Understand the impact of renewable energy within the context of sustainability and apply sustainability concepts to electro-mechanical practices.			
5. Apply ethical and professional practice within the field of electro-mechanical technology.			
6. Qualify for employment in the high tech field as electronic technicians.			

PROPOSED DEGREE OUTCOMES	
<i>Students who complete this degree will be able to:</i>	
1. Qualify for employment in the electro-mechanical field as technicians.	
2. Service/repair electro-mechanical systems and assist engineers with the design of electro-mechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.	
3. Apply basic operations management practices and principles in an advanced manufacturing environment.	
4. Control computer-driven devices through programming in the C language.	

SECTION # 3 COURSE BY COURSE COMPARISON					
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog degree map. Include elective list below.					
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.					
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.					
If you are removing a course, identify the course with (remove) and bold the text.					
If the course title is changed, identify the course with (title change) and bold the text.					
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Degree Information			Proposed Degree Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
Term 1			Term 1		
EET 111	DC Circuits	5	EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5
MEC121	Mechanical Power 1 (DELETE)	5	MEC123	Industrial Mechanics (ADD) Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5
SAF 188	Industrial Safety and OSHA 10	2	SAF 188	Industrial Safety and OSHA 10	2
MTH 95	Intermediate Algebra	4	MTH 95	Intermediate Algebra	4
RET 102	Alternate Energy Resources (DELETE)	1			

Term 2			Term 2		
EET 112	AC Circuits	5	EET 112	AC Circuits Prerequisite: EET 111	5
MEC 120	Hydraulics	5	MEC 120	Fluid Power and Electrical Control of Fluid Power Systems (Title Change) Prerequisite: MTH 65	5
RET 101	Intro to Wind Turbine Operations	2	RET 101	Intro to Wind Turbine Operations	2
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
WR 121	English Composition	4	WR 121	English Composition	4
	Physical Education Elective (move to 3rd term)	1			
Term 3			Term 3		
EET 113	AC Power	5	EET 113	AC Power – Prerequisites: EET 112 or dept appr	5
MEC122	Mechanical Power 2 (DELETE)	5		Physical Education Elective (moved from 2nd term)	1
EET 141	Motor Control	5	EET 141	Motor Control – Prerequisites: EET 112	5
PSY 101	Psychology and Human Relations	4	PSY 101	Psychology and Human Relations	4
Term 4			Term 4		
EET 251	Digital Electronics 1: Programmable Logic Devices	5	EET 251	Digital Electronics 1: Programmable Logic Devices – Prerequisites: EET 113	5
EET 221	Semiconductor Devices and Circuits	5	EET 221	Semiconductor Devices and Circuits Prerequisites: EET 113	5
	General Education Elective-Arts & Letters	4		General Education Elective – Arts & Letters Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR121.	4
	General Education Elective	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Term 5			Term 5		
EET 252	Digital Electronics 2: Programmable Logic Devices	5	EET 252	Digital Electronics 2: Programmable Logic Devices – Prerequisites: EET 251	5

EET 222	Operational Amplifier Circuits	5	EET 222	Operational Amplifier Circuits Prerequisites: EET 221	5
EET 219	Programmable Logic Controllers	3	EET 219	Programmable Logic Controllers Prerequisites: EET 251	3
	General Education Computer Science, Mathematics or Science Elective	4		General Education Computer Science, Mathematics or Science Elective	4
Term 6			Term 6		
EET 242	Microcontroller Systems	5	EET 242	Microcontroller Systems Prerequisites: EET 252, EET 222	5
EET 273	Electronic Control Systems	3	EET 273	Electronic Control Systems Prerequisites: EET 222	3
RET 223	Power Generation	5	RET 223	Power Generation Prerequisite: EET 222	5
UAS 101	Introduction to Unmanned Aircraft Systems	4	UAS 101	Introduction to Unmanned Aircraft Systems Prereqs: MTH 65 or higher, WR 115, RD 115.	4
	Credit Total	106		Credit Total	100
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	Any Physical Education course			Any Physical Education course	

SECTION #5 DEPARTMENT REVIEW		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	04/11/2018
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	04/11/2018

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Mary Kramer	Email: mkramer@cgcc.edu	Phone: 541-506-6033	Department: CTE
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	54	Proposed Credits:	48
Overview and rationale for proposed changes:	To meet the advancing workforce needs of industry and focus training to reduce credit and cost burden to students.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Modify Certificate Outcomes 2. Delete MEC 121 and 122; Add MEC 123 3. Delete RET 102 4. Change MEC 120 title 5. Decrease overall credits from 54 to 48 		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Electro-Mechanical Technology AAS		
Will the proposed changes affect the base degree or certificate?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?	These revisions will apply to the first year of the AAS degree.		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requested Implementation Term	Summer 2018		

SECTION #2 REVISION AREAS

Does the revision involve changing certificate prerequisites?

☒ Yes ☐ No

CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
MTH 65	Beginning Algebra (completed with a grade of "B" or better)	Prerequisites: MTH 60 or equiv test scores	4
RD 115	Critical Reading	Prerequisites: Place into RD 115	4
WR 115	Introduction to Expository Writing	Prerequisites: Place into WR 115 and RD 115	4

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits

CERTIFICATE OUTCOMES

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

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

Does the revision involve changing certificate outcomes?

☒ Yes ☐ No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

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

PROPOSED CERTIFICATE OUTCOMES	
<i>Students who complete this certificate will be able to:</i>	
1. Qualify for employment in the electro-mechanical field as entry level operators.	
2. Assist technicians with repair, servicing, and manufacturing of electro-mechanical systems by applying basic knowledge of mathematic, electrical, electronic, mechanical, and hydraulic/pneumatic concepts.	
3. Communicate effectively both at the individual level and within team settings.	
4. Qualify for employment in the high tech field as electronics technicians.	

RELATED INSTRUCTION	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the curriculum website .	
Additional Comments Or Changes	

SECTION #3 COURSE BY COURSE COMPARISON					
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. Include elective list below.</p> <p>If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Term 1			Term 1		
EET 111	DC Circuits	5	EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5
MEC121	Mechanical Power 1 (DELETE)	5	MEC123	Industrial Mechanics (ADD) Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5
SAF 188	Industrial Safety and OSHA 10	2	SAF 188	Industrial Safety and OSHA 10	2

MTH 95	Intermediate Algebra	4	MTH 95	Intermediate Algebra	4
RET 102	Alternate Energy Resources (DELETE)	1			
Term 2			Term 2		
EET 112	AC Circuits	5	EET 112	AC Circuits Prerequisite: EET 111	5
MEC 120	Hydraulics	5	MEC 120	Fluid Power and Electrical Control of Fluid Power Systems (Title Change) Prerequisite: MTH 65	5
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
RET 101	Intro to Wind Turbine Operations	2	RET 101	Intro to Wind Turbine Operations	2
WR 121	English Composition	4	WR 121	English Composition	4
	Physical Education Elective (move to 3rd term)	1			
Term 3			Term 3		
EET 113	AC Power	5	EET 113	AC Power – Prerequisites: EET 112 or dept appr	5
EET 141	Motor Control	5	EET 141	Motor Control – Prerequisites: EET 112	5
MEC122	Mechanical Power 2 (DELETE)	5	PSY 101	Psychology and Human Relations	4
PSY 101	Psychology and Human Relations	4		Physical Education Elective (moved from 2nd term)	1
Credit total		54	Credit total		48

ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	Any Physical Education course			Any Physical Education course	

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	04/11/2018
Department Director	Email	
Mary Kramer	mkramer@cgcc.edu	04/11/2018

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<p>Course number</p> <p>Title</p> <p><input checked="" type="checkbox"/> Description</p>	<p><input checked="" type="checkbox"/> Prerequisites and co-requisites</p> <p>Outcomes</p>
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	41-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	MA 117	Proposed prefix and number	
Current course title	Medical Office Administrative Procedures	Proposed title (60 characters max)	
Reason for title change	No change	Proposed transcript title (30 characters max)	

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

Current Description (required whether being revised or not)	Proposed Description
Introduces medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management. Corequisite: MA 118 & MA 180.	Introduces medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management. Corequisite: MA 118.
Reason for change	To update description to match new requisite requirements.

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
<ol style="list-style-type: none"> 1. Perform procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing. 2. Understand and perform the tasks required in the maintenance of the medical record, the reports contained within and HIPAA guidelines with regard to medical information. 3. Compose and respond to written communication from businesses and patients. 4. Perform the procedures for screening incoming telephone calls and taking messages. 5. Understand and perform procedures to maintain accounts receivable in the medical office including post charges, payments and/or adjustments to the patient account. 6. Compare and contrast various health insurance plans including managed care plans, Medicare and Medicaid. 7. Assist in the business functions of the medical office, including inventory, accounts payable, writing policies and procedures, procurement of supplies, and compliance with OSHA. 	

Reason for change

We are wanting to change the term that MA 180 (currently a co-requisite) is offered. So we are removing the wording that these two courses are co-requisites. Students do not need to be co-enrolled in order to be successful—the knowledge/information covered is not needed.

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: MA 118 & MA 180	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MA 118	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	
There is no change to course content; therefore, there is no change to student learning regarding related instruction. Update of related instruction template not required.	

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Mary Kramer was contacted as this course is an elective for the AAS: Administrative Assistant Degree. Mary did not identify any issues.	
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
Lorie Saito	lsaito@cgcc.edu	3.22.18
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	3.22.18

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.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

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number

☐ Title

☒ Description



Prerequisites and co-requisites

Outcomes

Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	41-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	MA 180	Proposed prefix and number	
Current course title	Coding and Reimbursement	Proposed title (60 characters max)	
Reason for title change	No change	Proposed transcript title (30 characters max)	
<p>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.</p>			
Current Description (required whether being revised or not)			
Introduces CPT, ICD and HCPCS coding and reimbursement systems for physician offices and medical clinics. Prerequisite: MP111; Corequisite: MA117			
Reason for change	The content of MA 117 is not necessary for a student to be successful in this course. We are also wanting to change the term this course is offered.		

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
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Apply the usage of coding systems in physician's offices and medical clinics. 2. Correctly assign CPT codes and E/M level of service codes to physician office and medical clinic's encounters. 3. Correctly code medical diagnoses utilizing ICD. 4. Apply the relationship between coding systems and reimbursement for services. 	

Reason for change

No change.

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

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

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

☐ Placement into:

prefix & number: MP 111

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: MA 117

☐ Prerequisite

☒ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: MP 111

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction?

☐ Yes
☒ No

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

Section #2 Impact on Other Departments

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

☒ Yes
☐ No

Please provide details, who was contacted and the resolution.

Mary Kramer was contacted as this course is an elective for the AAS: Administrative Assistant Degree. Mary did not identify any issues with changing the term this course is offered.

Implementation term	<input checked="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
Lorie Saito	lsaito@cgcc.edu	3.22.18
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	3.22.18

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.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

CERTIFICATE REVISION

Submitted by: Doris Jepson	Email: djepson@cgcc.edu	Phone: 541-506-6140	Department: Nursing & Health Occupations
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Medical Assisting	Proposed Title:	No Change
Current Credits:	47	Proposed Credits:	No Change
Overview and rationale for proposed changes:	<ol style="list-style-type: none"> 1. Change the math prerequisite to include either Mth60 or Mth98. Mth98 has content that aligns better with the MA role. This change is recommended by Annette Byers, who teaches the MA students. 2. Change MA 180 Coding & Reimbursement from fall term to winter term after students have more background in the MA content. To help offset the change, MP 140 is being moved from winter term to fall term. 		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Change the math prerequisite to include either Mth60 or Mth98. 2. Move MA 180 (2 credits) from fall term to winter term. 3. Move MP 140 (3 credits) from winter term to fall term. 		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			

Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requested Implementation Term	Next available term		

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate prerequisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
MP 111	Medical Terminology	Prereq: Place into RD 90 and WR 90	4
BI 121	Intro to Human Anatomy & Physiology II	Prereq: MTH 60 or equiv test; Pre/co: WR 121	4
WR 121	English Composition	Prereq: Place into WR 121 or completion of WR 115 and RD 115	4
MTH 60	Introductory Algebra	Prereq: MTH 20 or equiv test	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
MP 111	Medical Terminology	Prereq: Place into RD 90 and WR 90	4
BI 121	Intro to Human Anatomy & Physiology II	Prereq: MTH 60 or equiv test; Pre/co: WR 121	4
WR 121	English Composition	Prereq: Place into WR 121 or completion of WR 115 and RD 115	4
MTH 60 or MTH 98	Introductory Algebra or Quantitative Math	“Prereq: MTH 20 or equiv test” or “Prereq: Place into RD 90 and WR 90; MTH 20 or equiv test”	4

CERTIFICATE OUTCOMES

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

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

Does the revision involve changing certificate outcomes?

☐ Yes ☒ No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

1. Communicate effectively with persons through the use of verbal and non-verbal skills, written abilities, active listening and information technologies within the ambulatory care settings.
2. Integrate the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.
3. Demonstrate the ability to meet patient’s needs as a mature, adaptable person and member of the medical assisting profession.
4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims and ethical issues.
5. Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

Additional Comments Or Changes

Annette had discussed this with previous MA program coordinator, Diana Lee-Greene, but there was not time to bring it to the Curriculum Committee prior to Diana’s retiring. Annette has now discussed this with the current MA program coordinator, Mimi Pentz, and she supports this change.

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
Term 1					
BI 122	Introduction to Human Anatomy and Physiology II	4	BI 122	Introduction to Human Anatomy and Physiology II	4
MA 112	Medical Office Assistant 1	1	MA 112	Medical Office Assistant 1	1
MA 117	Medical Office Administrative Procedures	3	MA 117	Medical Office Administrative Procedures	3
MA 118	Medical Office Administrative Procedures Lab	2	MA 118	Medical Office Administrative Procedures Lab	2
MA 180	Coding & Reimbursement (move to term 2)	2	MP140	Introduction to Health Law & Ethics (move from term 2)	3
PSY 101	Psychology & Human Relations	4	PSY 101	Psychology & Human Relations	4
Term 2					
MA 122	Medical Office Assistant 2	1	MA 122	Medical Office Assistant 2	1
MA 123	Medical Office Clinical Procedures	3	MA 123	Medical Office Clinical Procedures	3
MA 124	Medical Office Clinical Procedures Lab	2	MA 124	Medical Office Clinical Procedures Lab	2
MA 131	Pathophysiology	5	MA 131	Pathophysiology	5
MP140	Introduction to Health Law & Ethics (move to term 1)	3	MA 180	Coding & Reimbursement (move from term 1)	2
HE 113	First Aid & CPR/AED Professional Rescuers/Healthcare Providers	1	HE 113	First Aid & CPR/AED Professional Rescuers/Healthcare Providers	1
Term 3					
MA 132	Medical Office Assistant 3	1	MA 132	Medical Office Assistant 3	1
MA 136	Medications	2	MA 136	Medications	2
MA 270	Clinical Practicum	6	MA 270	Clinical Practicum	6
MLT 100	Medical Office Laboratory Procedures	3	MA137	Medical Office Laboratory Procedures	3
MP 150	Introduction to Electronic Health Records	3	MA 138	Introduction to Electronic Health Records	3
	Credit total	47		Credit total	47

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.

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

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

Section #4 DEPARTMENT REVIEW

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

Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	4.10.18
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	4.10.18

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.cc.or.us.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Complete the Degree/Certificate Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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 type="checkbox"/> Prerequisites and Corequisites
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Outcomes
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability

Section #1 General Information

Department	Arts & Humanities	Submitter name	Susan Lewis
		Phone	506-6047
		Email	slewis@cgcc.edu
Current prefix and number	ART 280	Proposed prefix and number	No change
Current course title	Painting	Proposed title (60 characters max)	Painting Basics
Current Repeatability	0	Proposed Repeatability	No change
Reason for proposed changes	To have a more illustrative name that expresses the beginning nature of the course.	Proposed transcript title (30 characters max)	Painting Basics
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)			
Covers basic perceptual painting techniques and tools as well as the understanding of the language of painting in historical and contemporary contexts. Develops critical skills for composing and synchronizing both tonal and color temperature scales to achieve a successful painting. Audit available.	Techniques and tools of painting. Draws on the field as a vehicle. Develops critical both tonal and successful painting.		
Reason for description change	To better describe the beginning nature of the course. To address added learning outcomes.		

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		
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Implement creative strategies to solve problems in making paintings. 2. Implement the vocabulary needed to participate in a critical dialogue about painting. 3. Manifest autonomous expression through painting while recognizing the standards and definitions established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer experience of the visual world. 		<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it. 2. Implement creative strategies to solve problems when composing paintings. 3. Ask meaningful questions, identify ideas and issues, and implement the basic vocabulary needed for active participation in critical dialogue about the painting process and experience. 4. Understand, interpret, and appreciate painting from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 5. Apply perceptual and conceptual skills to develop a rich experience of the visual world. 		
Reason for outcomes change	To better align outcomes with Core Learning Outcomes, making for a more robust Gen Ed course.			
<p>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.</p>				
Current prerequisites, corequisites and concurrent (if no change, leave blank)				
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121				
<input type="checkbox"/> Placement into:				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Proposed prerequisites, corequisites and concurrent				
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121				
<input type="checkbox"/> Placement into:				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con	
Reason for requisite changes	No change			

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

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (Summer, 2018)
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
Susan Lewis	slewis@cgcc.edu	1.12.18
Department Director	Email	Date
n/a	n/a	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 vote _____ CC decision _____

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 280	Course Title:	Painting Basics
Course Credits:	3	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science Science, Comp. Sci., and Math
Course Description:	Introduces basic perceptual painting techniques as well as the rich and culturally diverse language of painting in historical and contemporary contexts. Explores the use of a variety of paint media. Develops critical skills for composing and synchronizing both tonal and color temperature scales to achieve a successful painting. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Recognize, use and appropriately maintain materials and tools in the painter's studio. 2. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it. 3. Implement creative strategies to solve problems in making paintings. 4. Ask meaningful questions, identify ideas and issues, and implement the basic vocabulary needed for active participation in critical dialogue about the painting process and experience. 5. Understand, interpret, and appreciate painting from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 6. 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."

<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>Outcomes:</p> <p>2. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it.</p> <p>4. Ask meaningful questions, identify ideas and issues, and implement the basic vocabulary needed for active participation in critical dialogue about the painting process and experience.</p> <p>Content:</p> <p>Painting in of itself is a form of communication in which the artist shares his/her emotions, feelings, opinions, world view, personal perspective, etc. This course introduces the language of painting as students begin to understand what can be communicated through color, value, perspective and a nuanced brushstroke.</p> <p>In addition, students practice verbalizing their intent and interpretation by participating in group discussions and peer critiques. Writing activities are included in the use of portfolios/journals as well as assignments related to the study of cultural diversity.</p>
<p>5. 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>Outcomes:</p> <p>1. Recognize, use and appropriately maintain materials and tools in the painter's studio.</p> <p>2. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it.</p> <p>3. Implement creative strategies to solve problems in making paintings.</p>

	<p>6. Apply perceptual and conceptual skills to develop a rich experience of the visual world.</p> <p>Content:</p> <p>Students begin to develop means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space. Through exploration and experimentation, students begin to formulate an understanding of the characteristics of different painting media and evaluate each medium's potential strengths and challenges.</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>6. 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 significantly</p>	
<p>7. 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 significantly</p>	<p>Outcomes:</p> <p>5. Understand, interpret, and appreciate painting from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.</p> <p>Content:</p> <p>As students explore the different paint media, they are introduced to how its characteristics become intrinsic to different historic and cultural movements. Students are exposed to visual images from past and present artists of different cultures. They discuss and explore how these qualities may be incorporated into their own personal creations as they develop their own painting style and voice.</p>
<p>8. 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 significantly</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. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize, use and appropriately maintain materials and tools in the painter's studio. 2. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it. 3. Implement creative strategies to solve problems in making paintings. 4. Ask meaningful questions, identify ideas and issues, and implement the basic vocabulary needed for active participation in critical dialogue about the painting process and experience. 5. Understand, interpret, and appreciate painting from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience. 6. Apply perceptual and conceptual skills to develop a rich experience of the visual world.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
<p>How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?</p>	<p>Through research of historical and cultural influence and hands-on practice, students gain fundamental skills in and understanding of an artistic process that is inherently creative and encourages self-expression and personal enrichment. The artist captures life on his/her canvas and shares its essence with those who are willing to engage with his/her work. How can this not "enrich the quality of life."</p>
<p>How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global</p>	<p>Students who take an art class are exposed to many different views and ideas as to why art is created and how it is influential. This course enables students to:</p> <ul style="list-style-type: none"> • State their views as clearly as possible in a variety of methods. • Discuss personal views with class. • Critically evaluate the cases for and against a range of possible views.

issues”?	These skills will serve students well in dealing with any analysis of visual images past, present, and future. As students are exposed to and begin to examine the cultural and historical influences of painting throughout time, their own beliefs and views are developed and strengthened regarding why art is reflective of local and global issues.
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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	2.9.18
Department Director	Email	Date
n/a	n/a	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.

CGCC Course Content and Outcome Guide Development Template

COURSE NUMBER: ART 280

COURSE TITLE: Painting Basics

TRANSCRIPT TITLE: Painting Basics

TOTAL CREDITS: 3

LECTURE HOURS: 0

LECTURE/LAB HOURS: 60

LAB HOURS: 0

GENERAL EDUCATION DESIGNATION: yes

CULTURAL LITERACY DESIGNATION: no

REQUISITES: none

GRADING OPTIONS: A-F letter grade, Pass/No pass, Audit in consultation with faculty (A-F default)

REPEATABILITY FOR CREDIT: 0

COURSE DESCRIPTION: Introduces basic perceptual painting techniques as well as the rich and culturally diverse language of painting in historical and contemporary contexts. Explores the use of a variety of paint media. Develops critical skills for composing and synchronizing both tonal and color temperature scales to achieve a successful painting. Audit available.

STUDENT LEARNING OUTCOMES:

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

1. Recognize, use and appropriately maintain materials and tools in the painter's studio.
2. Create personal works of art which demonstrate a basic understanding of the painting discipline as well as the processes, materials, and techniques associated with it.
3. Implement creative strategies to solve problems in making paintings.
4. Ask meaningful questions, identify ideas and issues, and implement the basic vocabulary needed for active participation in critical dialogue about the painting process and experience.
5. Understand, interpret, and appreciate painting from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.
6. Apply perceptual and conceptual skills to develop a rich experience of the visual world.

OUTCOME ASSESSMENT STRATEGIES: Assessment is based on conceptual understanding and quality of work. Assessment strategies may include class discussions, peer and instructor critiques, quizzes, etc.

TEXTS & MATERIALS (OPTIONAL): none

COURSE ACTIVITIES AND DESIGN: May include: demonstrations, slides, lectures, videos/films and field trips. A significant portion of class time is dedicated to hands-on activities and application of demonstrated skills.

COURSE CONTENT (Themes, Concepts, Issues and Skills):

After establishing a sound compositional foundation, class focus is on learning to perceive and produce correct tonal value, relative color saturation and color temperature. Then bringing all three spectrums into a synchronized unity. This creates a convincing and expressive painting.

Concepts and Skills:

- appropriate maintenance of a shared painting studio (cleanliness, safety, organization)
- explore use of various paint media for translation of ideas; introduction to the basic character of common media (acrylic, watercolor, tempera, oil).
- experience with various painting surfaces: stretched canvas (prepared in class), canvas board, Masonite, paper, etc.
- recognition and use of different painting tools (brushes, palette knives, sponges, etc.)
- the basic elements of art such as: color, line, value, texture, shape, volume and mass, composition, and spatial illusion.
- the interaction of color in terms of hue, value, and intensity and its effect on the visual statement and its relation to painting.
- begin to develop means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space
- introduction to diverse cultural styles that exist in contemporary and historical works of art

DEPARTMENT NOTES (OPTIONAL): 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.