

Curriculum Committee Meeting Agenda

Voting Committee Members

Katy Jablonski (Chair)(WR)	Zip Krummel (Social Sci)	John Schoppert (Library)
Kristen Booth (VChair)(PreC)	Pam Morse (Math)	Stephen Shwiff (Inst Dean)
P.K. Hoffman (Arts & Hum)	Emilie Miller (Science)	Andrea Ware (CTE)
Linnea Jaeger (ESOL)	Mimi Pentz (Nurs/Hlth Occ)	

Non-Voting Committee Members

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

Gail Gilliland (Curriculum)

Guests

Mary Kramer, John Copp

January 24, 2019 3:30 pm – 5:00 pm

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

Hood River Campus, room 1.209 (conference room)

Information items (no voting or discussion required):

1. ECE 199 Literacy and Language Learning for Dual Language Learners (Experimental Course) ¹

Business:

1. none

Submissions ²: (times are estimates)

1. Mary Kramer (3:35 – 4:00 pm)
 - EET 170 Embedded Computing (New Course)
 - MEC 124 Mechatronic Systems in Advanced Manufacturing (New Course)
 - Electro-Mechanical Technology AAS (Degree Revision: coursework, credits)
 - Electro-Mechanical Technology (New Certificate)
2. John Copp (4:00 – 4:15 pm)
 - EC 200 Principles of Economics: Introduction, Institutions & Philosophies (CLO update)
 - EC 201 Principles of Economics: Microeconomics (CLO update)
 - EC 202 Principles of Economics: Macroeconomics (CLO update)
 - WS 101 Women's Studies (CLO update)
 - WS 201 Women's Studies (CLO update)
 - WS 202 Activism and Social Change (CLO update)
3. Stephen Shwiff (4:15 – 4:30 pm)
 - Entrepreneurship/Small Business Management AAS (Degree Revision: coursework, credits)
 - Accounting AAS (Degree Revision: coursework, credits)

Discussion Items:

1. Revision submission requirements/forms when updating outcomes (Susan)
 - a. Should content be included on a revision form? ³
 - b. Should a new Gen Ed Request and Cultural Literacy Request be completed? ^{4 & 5}

Next Meeting: February 7, 2019

Attachments: ¹ECE 199 experimental course; ²Submissions: 2 New Courses, 3 Degree Revisions, 1 New Certificate, 6 CLO updates; ³ Course Revision form; ⁴ Gen Ed Request form; ⁵ Cultural Literacy Request form

Columbia Gorge Community College

Experimental Course Request

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	CTE	Submitter name: phone: email:	Mary Kramer 541-506-6033	
Prefix and Course Number:	ECE 199	Credits:	3	
Course Title: (60 characters max, including spaces)	Literacy and Language Learning for Dual Language Learners	Transcript Title: (30 characters max, including spaces)	Lit & Lang: Dual Lang Learners	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 30 Lab: Lec/lab:
Reason for experimental course	Pilot test the course for PSU's Oregon Center for Career Development. The purpose of the pilot is to identify and test content that is current or emerging in the Early Childhood Education field.			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

SECTION #2 REQUISITES: PRE, CO AND CONCURRENT				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121				
<input checked="" type="checkbox"/> Placement into: RD 115, WR 115, MTH 20		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION AND OUTCOMES
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .

Expands understanding of children's language and literacy development, and provides strategies for enhancing language/literacy experiences in an enriched environment. Covers the selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations and assessments, and inclusive practices. Prerequisite: Placement into RD 115, WR 115 and MTH 20. 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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Distinguish between stages of literacy development in young children – early, emergent, conventional.
	2. Compare major approaches used in teaching and assessing language and literacy development.
	3. Evaluate books from various genres of children's literature and the use of graphic media by authors/illustrators.
	4. Design developmentally appropriate, culturally sensitive learning environments that promote language and communication development for all children.
	5. Plan appropriate experiences for children at each stage of literacy development, including adaptations which take into consideration families and community resources.
	6. Create and implement developmentally appropriate language/literacy experiences and materials using a variety of media.
Implementation term:	Spring 2019
Allow one week following director and CAO approval for an experimental course to be processed and entered into the Course Management system. After entry into the Course Management system, the course may be offered and listed in the course schedule. Experimental courses may be offered a maximum of two terms (unless a third term offering exception is granted by the appropriate instructional director and the CAO) after which the course material may only be offered as a conventionally numbered course that has been approved following the normal course approval process. These two (or three) terms must occur within a single 15-month period.	

Section # 4 Department Review		
This proposal has been reviewed at the director and CAO level and approved for submission.		
Department Chair	Email	Date
N/A		
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	12-10-18
Vice President of Instructional Services	Email	Date
Lori Ufford	lufford@cgcc.edu	

NEXT STEPS:

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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:	EET 170	Credits:	3
Course Title: (60 characters max, including spaces)	Embedded Computing	Transcript Title: (30 characters max, including spaces)	Embedded Computing
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 20 Lec/lab: 0 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.	Add computing content to EM-Tech program		

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)

☐ 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: MTH 65, RD 115, WR 115 or higher; or equivalent placement test scores	<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 prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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

Explores complex computing environments where computers, operating systems, programming languages and network connections integrate. Includes projects involving programming, troubleshooting and system analysis. Prerequisites: WR 115 and MTH 65 or higher; RD 115; or equivalent placement test 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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify the purpose of, and physically locate, all the major components within a computing system and single board computers.
	2. Write C programs to solve technical problems.
	3. Utilize C to solve electronics problems and format information.
	4. Identify basic operations of computer networks, including commonly used transmission media.
	5. Communicate effectively with other technicians to share skills and efficiently trouble shoot systems.
	6. Apply networking concepts and standards, including topology and media.
Outcomes assessment strategies:	In-class exercises, out-of-class projects
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design (optional):	
Course Content – outline of required concepts and skills to be covered (coverage of course outcomes must be evident):	<ol style="list-style-type: none"> 1. Identify the purpose of, and physically locate, all the major components within a computing system and single board computers. <ul style="list-style-type: none"> • File structure • Control panel • System tools • Peripheral devices 2. Write C programs to solve technical problems. 3. Utilize C to solve electronics problems and format information. <ul style="list-style-type: none"> • Program structure • Types • Operators • Control structures • Functions • Scopes • Arrays

	<p>4. Identify basic operations of computer networks, including commonly used transmission media.</p> <ul style="list-style-type: none"> • Coax, fiber and twisted cable • Electromagnetic signals • Local-area networks/wide-area networks • Security <p>5. Communicate effectively with other technicians to share skills and efficiently trouble shoot systems.</p> <ul style="list-style-type: none"> • Group projects • Lab teams <p>6. Apply networking concepts and standards, including topology and media.</p> <ul style="list-style-type: none"> • Industrial fieldbusses • Media comparison • Physical and logical topology • Transmission rates
Department Notes (optional)	<p>Texts:</p> <p>Networking Fundamentals, Roberts</p> <p>Problem Solving and Program Design in C, Hanly/Koffman</p>

SECTION #2 FUNCTION OF COURSE WITHIN 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: 43
Name of degree(s):	Electro-Mechanical Technology	# credit: 103
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):	This will be a required course in the certificate and the degree	
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

No

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS

Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.

No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.

No

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.

☐ Yes

☒ No

Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Has the Library director been notified regarding the addition of this course and the need for any potential resources?

☒ Yes – date: 12-17-2018

☐ No

Implementation term:

☒ Start of next academic year (summer term)

☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter

Email

Date

Mary Kramer

mkramer@cgcc.edu

12-14-2018

Department Chair (enter name of department chair): N/A

Department Director (enter name of department director): Mary Kramer

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

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 124	Credits:	3
Course Title: (60 characters max, including spaces)	Mechatronic Systems in Advanced Manufacturing	Transcript Title: (30 characters max, including spaces)	Mechatronic Systems
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 20 Lec/lab: 0 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.	Add advanced manufacturing content to EM-Tech program		

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)

☐ 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: MTH 65, RD 115, WR 115 or higher; or equivalent placement test scores	<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 prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

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

<p>Introduces the concepts, terms, and application of advanced manufacturing principles and practices and explores the role of mechatronic systems in the manufacturing process. Includes operations management, industry standards, basic heating and refrigeration, and maintenance. Explores applications of robots, computers, and control systems in a manufacturing environment. Prerequisites: WR 115 and MTH 65 or higher; RD 115; or equivalent placement test scores. Audit available.</p>	
<p>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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate knowledge of operations management in a manufacturing environment.
	2. Apply industry standards and record keeping in a manufacturing environment.
	3. Identify the role of mechatronic systems in a manufacturing environment.
	4. Troubleshoot and repair electro-mechanical systems in a manufacturing environment.
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 (optional):	
Course Content – outline of required concepts and skills to be covered (coverage of course outcomes must be evident):	<ol style="list-style-type: none"> Demonstrate knowledge of operations management in a manufacturing environment: <ul style="list-style-type: none"> Production systems Production management and control Efficiencies Planning Organization Apply industry standards and record keeping in a manufacturing environment: <ul style="list-style-type: none"> Operations management Advanced manufacturing standards Systems safety Quality control Compliance Identify the role of mechatronic systems in a manufacturing environment: <ul style="list-style-type: none"> Mechatronics systems Machine vision Mechanical modeling Troubleshoot and repair electro-mechanical systems in a manufacturing environment. <ul style="list-style-type: none"> Computer-machine controls, such as computer driven machines like CNC,

	CAD and CAM <ul style="list-style-type: none"> • Automation and robotics • Servo-mechanics • Stepper motors • Sensors • Basic heating and refrigeration
Department Notes (optional)	Text/Materials HAS200 Modules and Portal (SMC International Training)

SECTION #2 FUNCTION OF COURSE WITHIN 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: 43
Name of degree(s):	Electro-Mechanical Technology	# credit: 103
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):	This will be a required course in the certificate and the degree	
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	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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 – date: 12-12-2018 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	12-14-2018
Department Chair (enter name of department chair): N/A		
Department Director (enter name of department director): Mary Kramer		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee

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:	100	Proposed Credits:	103
Overview and rationale for proposed changes:	As the EM-Tech program evolves to meet current workforce needs, employers are asking for broader skills, including basic computing in an industrial environment and advanced manufacturing principles and practices. Thus, the reason for the new courses being added to the degree.		
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. Delete RET 101, PSY 101 and PE Elective 2. Add new courses CIS 170 and MEC 124 3. Add 4 credits of Gen Ed Electives 4. Increase overall credits from 100 to 103 		
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, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology CPC

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Fall 2019			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra II (B or better)	MTH 60 or equivalent placement	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES	
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES	
(Required whether or not outcomes are being changed.)	
<i>Students who successfully 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.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	

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. List course requisites under Course Title. 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 & Requisites	Credits	Course Number	Course Title & Requisites	Credits
First Term:			First Term:		
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
MEC 123	Industrial Mechanical Systems	5	MEC 123	Industrial Mechanical Systems 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 No requisites	2
MTH 95	Intermediate Algebra	4	MTH 95	Intermediate Algebra	4
			EET 170	Industrial Computing (ADD) Prerequisite: MTH 20 or test; Pre/Co: WR 121	3
Second Term:			Second Term:		
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills No requisites	1
EET 112	AC Circuits	5	EET 112	AC Circuits Prerequisite: EET 111	5
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems	5	MEC 120	Fluid Power & Electrical Control of Fluid Power Systems Prerequisite: MTH 65	5
WR 121	English Composition	4	WR 121	English Composition WR 115, RD 115 or test	4
RET 101	Introduction to Wind Turbine Operations (DELETE)	2			
Third Term:			Third Term:		
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
PSY 101	Psychology and Human Relations (DELETE)	4	MEC 124	Mechatronics (ADD) No requisites	3
	Physical Education Elective (DELETE)	1		General Education Elective (ADD) Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fourth Term:			Fourth Term:		
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
RET 223	Power Generation	5	RET 223	Power Generation Prerequisite: EET 222	5
	General Education Elective Arts and Letters	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fifth Term:			Fifth Term:		
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 Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Sixth Term:			Sixth Term:		
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
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
	General Education Elective	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
	Credit Total	100		Credit Total	103
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 (DELETE)				

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	12-05-2018
Department Chair (enter name of department chair): N/A		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. 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. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by: Mary Kramer

Email: mkramer@cgcc.edu

Phone: 541-506-6033

Department: CTE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Electro-Mechanical Technology		Proposed Credits:	43
Reason for new certificate:	<p>Provide short-term training focused on essential technician skills.</p> <p>Jim Pytel, Electro-Mechanical faculty, wrote and received a National Science Foundation (NSF) in 2016. As the result of the grant, he has attended national NSF conferences where he has been encouraged to create workforce training programs that target technical training with a minimum number of credits. This allows students to complete training within a year with minimal debt, but still be prepared to enter the workforce. To make the existing EM-Tech certificate fit this model, resulted in over 30% of the certificate being changed. Under those circumstances, the state requires that a new certificate be created and approved.</p>		Requested implementation term:	Fall 2019
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	October 17, 2018
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If this is a Related Certificate or a Career Pathway, what is the base degree?	Electro-Mechanical Technology AAS
--	-----------------------------------

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra II (B or better)	MTH 60 or equivalent placement	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
RD 115	Critical Reading	Placement into RD 115	4

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

☐ Yes ☒ No

PROPOSED 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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Students who successfully complete this certificate will be able to:

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 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.
- 5.

SECTION #3 PROPOSED COURSEWORK

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

Course Number	Course Title	Requisites	Credits
First Term:			
EET 111	DC Circuits	Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5
MEC 123	Industrial Mechanical Systems	Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5
SAF 188	Industrial Safety and OSHA 10	No requisites	2
EET 170	Industrial Computing	RD 115, WR 115, MTH 20 or test	3
Second Term:			
CG 209	Job Finding Skills	No requisites	1
EET 112	AC Circuits	Prerequisite: EET 111	5
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems	Prerequisite: MTH 65	5
WR 121	English Composition	WR 115, RD 115 or test	4
Third Term:			
EET 113	AC Power	Prerequisites: EET 112 or dept appr	5
EET 141	Motor Control	Prerequisites: EET 112	5
MEC 124	Mechatronics	No requisites	3
Credit total			43
ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits

SECTION #4 RELATED INSTRUCTION

Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.

All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	12-10-2018
Department Chair (enter name of department chair): N/A		
Department Director (enter name of department director): Mary Kramer		

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. 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, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal 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)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	EC 200	Course Title:	Principles of Economics: Introduction, Institutions & Philosophies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces basic concepts including: microeconomics, macroeconomics, the history of economic ideas, international trade, and a variety of economic issues. Recommended: MTH 60. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analysis.		

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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>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.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>Course Content:</p> <p>Students are familiar with, and capable of analyzing the economic content of, a wide range of writings, including arguments in the popular press and historical documents. Students effectively present their economic reasoning in concise written statements, group discussions, or research papers.</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"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>3. Make rational decisions based on rudimentary marginal analysis.</p> <p>Course Content:</p> <p>A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Students will develop an understanding of fundamental economic concepts such as externalities,</p>

	<p>opportunity costs, importance of incentives, and basic supply and demand models and apply economic analysis to evaluate everyday problems. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</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 checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 3. Make rational decisions based on rudimentary marginal analysis. <p>Course Content:</p> <p>Students develop quantitative literacy/reasoning skills and practice their application as they grow a basic understanding of fundamental economic concepts. Representation, interpretation and evaluation of quantitative information is explored as students study the economics of externalities, opportunity costs, incentives, supply and demand, market efficiency, government spending and taxation, and international trade. Using formulas that are applicable to these different areas, students will develop the ability to acquire and analyze quantitative data and make mathematical computations. The application of quantitative reasoning will also be integral as students gain the skills necessary to conduct cost/benefit analyses.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. <p>Course Content:</p> <p>A socially and culturally competent economic thinker possesses an awareness, understanding, and appreciation of the interconnectedness of distinctive world-wide social, economic, and political systems. Students will recognize the importance of innovative work in the historical development of economic thinking from diverse backgrounds of economists Smith, Keynes, and Marx, to name a few. Students will also recognize a wide range of perspectives within economics, such as international, market and radical approaches, and be able to explain how these perspectives are reflected in theoretical models and policy prescriptions. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</p> <p>Course Content:</p> <p>By studying economics, students engaged in personal development will strive for emotional maturity in developing problem-solving skills. Students will have a critical perspective of and can analyze economic statements and issues from the media to make informed decisions. Students will be able to describe and analyze the effects of government policies and intervention that aim to promote equity in society. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
John Copp	JCopp@cgcc.edu	12/12/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Stephen Shwiff		

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Principles of Economics: Introduction, Institutions & Philosophies

Course Number: EC 200

Transcript Title: Prin Econ: Intro, Inst & Phil

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)

Recommended

[MTH 60 \(/courses/mth-60\)](/courses/mth-60)

Course Description

Introduces basic economic concepts including: microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. Recommended: MTH 60. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analysis.

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>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either student products or processes.

- Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.
- Processes: interviews, documented observations, web searches, journals, student self-evaluations.

Course Activities and Design

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The Course Content Guides are developed by college-wide subject area faculty and are approved by Management.

Course Content (Themes, Concepts, Issues and Skills)

- Basic economic concepts such as scarcity and choice, opportunity cost, and the basic economic problems.
- The causes of industrialization and the development of the market system which would include the evolution of the market system, and the basis of supply and demand, market efficiency, and elasticity.
- Some of the major economic philosophies that have influenced the U.S. political economy which may include: Adam Smith, Karl Marx, Alfred Marshall, Thorstein Veblen, and John Maynard Keynes.
- The Consumer sector; household demographics, income distribution, poverty, and Government anti-poverty programs.
- The current structure of the American business sector.
- A simple treatment of aggregate supply and aggregate demand.
- The Government Sector: the evolution of Federal and State government, the current spending and taxation patterns, the benefits and problems of government intervention.
- Current issues in the American economy, such as health care, social security, environmental protection, and budget and trade deficits.
- International trade: comparative advantages, exchange rates, balance of payments, tariffs and quotas, international institutions, developing nations, and reform policies in former command economies.

Skills and competencies

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an economic argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to conduct cost/benefit analysis.
- Develop the ability to think clearly about social and environmental problems in an orderly and objective way.



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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)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	EC 201	Course Title:	Principles of Economics: Microeconomics
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes: a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. Recommended: MTH 60. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analysis. 4. Understand market structures and market power.		

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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

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 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>Course Content:</p> <p>Students are familiar with, and capable of analyzing the economic content of, a wide range of writings, including arguments in the popular press and historical documents. Students effectively present their economic reasoning in concise written statements, group discussions, or research papers.</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"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>3. Make rational decisions based on rudimentary marginal analysis.</p> <p>Course Content:</p> <p>A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Students will develop an</p>

	understanding of fundamental economic concepts such as elasticities, production costs, profit maximization in perfect and imperfect markets, and basic supply and demand models in order to apply economic analysis to evaluate everyday problems. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.
Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”	
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 checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	Course Outcomes: 3. Make rational decisions based on rudimentary marginal analysis. 4. Understand market structures and market power. Course Content: Students develop quantitative literacy/reasoning skills and practice their application as they expand their knowledge of microeconomics. Representation, interpretation and evaluation of quantitative information is explored as students study the economics concepts related to: demand analysis, comparative advantage, production costs, profit maximization, labor markets, factor prices, market failures, and government interventions. Using formulas that are applicable to these different areas, students will develop the ability to acquire and analyze quantitative data and make mathematical computations. The application of quantitative reasoning will also be integral as students gain the skills necessary to conduct cost/benefit analyses.
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>) <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. Course Content: A socially and culturally competent economic thinker possesses an awareness, understanding, and appreciation of the interconnectedness of distinctive world-wide social, economic, and political systems. Students will recognize a wide range of perspectives within economics, such as international, market and radical approaches, and be able to explain how these perspectives are reflected in theoretical models and policy prescriptions. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.
5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) <input checked="" type="checkbox"/> major <input type="checkbox"/> minor	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.

<input type="checkbox"/> not addressed significantly	<p>4. Understand market structures and market power.</p> <p>Course Content:</p> <p>By studying economics, students engaged in personal development will strive for emotional maturity in developing problem-solving skills. Students will have a critical perspective of and can analyze economic statements and issues from the media to make informed decisions. Students will be able to describe and analyze the effects of government policies and intervention that aim to promote equity in society. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</p>
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Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/12/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Stephen SHwiff		

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Principles of Economics: Microeconomics

Course Number: EC 201

Transcript Title: Prin Econ: Microeconomics

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)

Recommended

[MTH 60 \(/courses/mth-60\)](/courses/mth-60)

Course Description

Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes: a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. Recommended: MTH 60. 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. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analysis.
4. Understand market structures and market power.

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>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes.

- Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.
- Processes: interviews, documented observations, web searches, journals, student self-evaluations.

Course Activities and Design

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

Course Content (Themes, Concepts, Issues and Skills)

- Introductory terms and concepts: opportunity costs, marginal decision making, and the use of the production possibility curve.
- Demand analysis: identify the factors that determine consumer demand. This will include topics such as elasticities and the utility theory of value.
- Comparative advantage: how countries specialize in international trade and the use of tariffs and quotas.
- Production costs: identify types of production costs and illustrate graphically various cost curves.
- Profit maximization: how firms maximize profits under different types of markets such as perfect competition; monopoly; oligopoly; monopolistic competition; etc.
- Labor markets: wage determination and hiring decisions.
- Factor prices: Theories of rent, profit, interest and wages.
- Market failures: public goods and externalities.
- Government intervention: regulation of industry and antitrust policies. The roles and functions of government in regulating market activities and encouraging competition.

Skills and Competencies

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to conduct cost/benefit analyses.
- Develop the ability to think clearly about social and environmental problems in an orderly and object way.



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 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	EC 202	Course Title:	Principles of Economics: Macroeconomics
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 60 and EC 201. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability, or instability, of the macroeconomy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Make rational decisions based on rudimentary marginal analysis.		

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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

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 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>Course Content:</p> <p>Students are familiar with, and capable of analyzing the economic content of, a wide range of writings, including arguments in the popular press and historical documents. Students effectively present their economic reasoning in concise written statements, group discussions, or research papers.</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"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</p> <p>5. Make rational decisions based on rudimentary marginal analysis.</p> <p>Course Content:</p>

	<p>A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Students will develop an understanding of fundamental economic concepts such as unemployment, GDP, inflation, and basic AD / AS models in order to apply economic analysis to evaluate everyday problems and national issues. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</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 checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>3. Understand different paradigmatic perspectives regarding the stability, or instability, of the macroeconomy. 5. Make rational decisions based on rudimentary marginal analysis.</p> <p>Course Content: Students develop quantitative literacy/reasoning skills and practice their application as they expand their knowledge of macroeconomics. Representation, interpretation and evaluation of quantitative information is explored as students study the economics concepts related to: macroeconomic measurement; economic trends/fluctuations in output, labor, and financial markets; economic growth; the Federal Reserve and government budgets; and international economies. Using formulas that are applicable to these different areas, students will develop the ability to acquire and analyze quantitative data and make mathematical computations.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</p> <p>Course Content: A socially and culturally competent economic thinker possesses an awareness, understanding, and appreciation of the interconnectedness of distinctive world-wide social, economic, and political systems. Students will recognize a wide range of perspectives within economics, such as international, market and radical approaches, and be able to explain how these perspectives are reflected in theoretical models and policy prescriptions. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.</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"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems,</p>

<input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability, or instability, of the macroeconomy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. Course Content: By studying economics, students engaged in personal development will strive for emotional maturity in developing problem-solving skills. Students will have a critical perspective of and can analyze economic statements and issues from the media to make informed decisions. Students will be able to describe and analyze the effects of government policies and intervention that aim to promote equity in society. Students will increase their understanding and application through reading, lectures, group discussion and evaluation feedback.
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Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/12/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Stephen Shwiff		

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Principles of Economics: Macroeconomics

Course Number: EC 202

Transcript Title: Prin Econ: Macroeconomics

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)

Recommended

[MTH 60 \(/courses/mth-60\)](/courses/mth-60)

[EC 201 \(/courses/ec-201\)](/courses/ec-201)

Course Description

Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 60 and EC 201. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Understand different paradigmatic perspectives regarding the stability or instability of the macroeconomy.
4. Awareness of the different public policy options for addressing macroeconomic issues and problems.
5. Make rational decisions based on rudimentary marginal analyses.

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>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes.

- Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.
- Processes: interviews, documented observations, web searches, journals, student self-evaluations.

Course Activities and Design

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

Course Content (Themes, Concepts, Issues and Skills)

- What macroeconomics tries to explain; an introduction to GDP growth and fluctuations.
- Macroeconomic measurement; Output, income, employment, and inflation.
- The economy in the long run; explaining trends in output, labor, and financial markets; economic growth.
- The economy in the short run; explaining economic fluctuations.
- Economic policy; the role of the Federal Reserve; fiscal policy and the government budget.
- The international economy; exchange rates, the balance of payments; monetary and fiscal policy in an open economy.

Skills and Competencies

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to think clearly about policy tradeoffs.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	WS 101	Course Title:	Women's Studies
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the diverse experiences, status, and contributions of women in the United States both current and historically since the early 1900's. Covers social construction of gender, race, sexualities, work, religion, class, violence, and health. 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: 1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events. 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces. 3. Recognize the influences that systems of oppression have on women's lives. 4. Identify and analyze social processes that construct gender roles. 5. Communicate effectively by researching, writing, speaking, and collaborating.		

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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>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.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>5. Communicate effectively by researching, writing, speaking, and collaborating.</p> <p>Course Content:</p> <p>All assessments in this course require students to read, write and communicate their understanding and analysis of the material. In discussions, students are required to listen to others' points of view and perspectives, and they are required to speak to collaborate and contribute to the discussion.</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"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events.</p> <p>Course Content:</p> <p>In addition to requiring students to use their understandings of historical, current and personal events, students have to examine how some of these inequities and problems have been solved as well as propose creative solutions to solving these problems.</p>

<p>Provide a response for each of the following three CLOs that your course addresses.</p> <p>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</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"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events. 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces. 3. Recognize the influences that systems of oppression have on women’s lives. 4. Identify and analyze social processes that construct gender roles. <p>Course Content:</p> <p>The class focuses on examining culturally based assumptions that influence perceptions, behaviors and policies because of its focus on:</p> <ul style="list-style-type: none"> • Patriarchy, sexism, oppression • Racism, classism, homophobia • Social control, socialization, conformity • Body image and media representation of women • Gender role socialization • Family and intimate relationship dynamics, including violence against women • Health and reproductive rights • Sexuality and sexual identity • Women and economics • History of feminism in the United States <p>The course provides an overview of the history of feminism which gives students a historical basis for their understanding of diverse cultural ideas, behaviors and issues. The discussion of power is a significant focus of the class because to be able to understand inequalities and oppression and violence against women, you have to understand the imbalance of power that is patriarchy. In the course we study social institutions and look at how these rules and norms at our institutions reinforce difference and inequality.</p>

	The course is designed to constructively address issues that arise because of cultural differences, oppression and inequality. These understandings will carry over to students' experiences in the workplace and in their communities because they will have gained the ability to see workplace and community through multiple lenses and perspectives.
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events. 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces. 3. Recognize the influences that systems of oppression have on women's lives. Course Content: Topics in this course consistently revisit the concept of how human activity (in this case oppression, inequality, bias has an effect on the social world we all live in. Once consequences are established, the course focuses on solutions. Students then have to apply their understandings of these issues to brainstorm solutions that will impact their society and communities.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/5

Department Chair (enter name of department chair): John Copp

Department Director (enter name of department director): Stephen Shwiff

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Women's Studies

Course Number: WS 101

Transcript Title: Women's Studies

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: Yes

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

Prerequisite / Concurrent

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

Course Description

Examines the diverse experiences, status, and contributions of women in the United States both current and historically since the early 1900's. Covers social construction of gender, race, sexualities, work, religion, class, violence, and health. 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. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events.
2. Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces
3. Recognize the influences that systems of oppression have on diverse women's lives.
4. Identify and analyze social processes that construct gender roles.
5. Communicate effectively by writing, speaking, and collaborating.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. <i>(Communication)</i>
Minimally	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

Student mastery of outcomes may be assessed by any combination of the following:

- Written or oral assignments
- Objective or essay examinations
- Research projects
- Participation in class discussions, small group activities, exercises, or role plays
- Performances or plays
- Service learning activities
- Participating in or organizing community or professional events
- Discussions

Course Activities and Design

Course activities may include but are not limited to: in-class discussions, analysis of pertinent documentaries, journal entries, forum discussions for online or hybrid classes, research assignments, oral presentations, essays and guest speakers.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Competencies and Skills

Instructors teaching WS 101 will include:

- Patriarchy, sexism, oppression
- Racism, classism, homophobia
- Social control, socialization, conformity
- Body image and media representation of women
- Gender role socialization
- Family and intimate relationship dynamics, including violence against women
- Health and reproductive rights
- Sexuality and sexual identity
- Women and economics
- History of feminism in the United States
- Women in the arts and media
- Women and religion

Instructors teaching WS101 may include:

- First, second, and third wave feminism
- Origins of gender roles
- Women and the environment
- Women and the justice system
- Language and communication
- Mental health
- Women and politics
- Women and sports



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CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	WS 201	Course Title:	Women of the World
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the position of women in developing countries, using foundational understandings of patriarchy, oppression and the concept that women's rights are human rights. Explores the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic status and sexual preference that contribute to the power dynamic. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. Prerequisites: WR 115 and RD 115 or equivalent placement test scores and Math 20. Audit available.		
Course Outcomes:	1. Identify key issues facing women across the globe, and analyze the causes and effects of these realities. 2. Apply critical thinking skills to the investigation of international issues related to women. 3. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills. 4. Apply written, oral, advocacy and research skills to analyze problems women face in different cultures and work towards their solutions.		

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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . 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 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Apply written, oral, advocacy and research skills to analyze problems women face in different cultures and work towards their solutions. Course Content: Students are required to communicate effectively in writing (essays and assessments); communicate effectively through speaking and listening (discussions) and to demonstrate college level academic reading skills to be able to effectively comprehend and analyze the readings.

<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"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify key issues facing women across the globe, and analyze the causes and effects of these realities. 2. Apply critical thinking skills to the investigation of international issues related to women. 4. Apply written, oral, advocacy and research skills to analyze problems women face in different cultures and work towards their solutions. <p>Course Content:</p> <p>Students are required to research in addition to the readings, then analyze and synthesize the information to be able to reflect and provide logical solutions for some of the key issues using facts from their study of the content.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</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"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify key issues facing women across the globe, and analyze the causes and effects of these realities. 3. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills. 4. Apply written, oral, advocacy and research skills to analyze problems women face in different cultures and work towards their solutions. <p>Course Content:</p> <p>Outcome #1 requires that students identify and analyze cultural differences and diversity, as well as analyze how that diversity is caused and what the effect is. For outcome #3, students are advocates in the community working as a part of the service learning component of the class. Through this experience, they are able to identify issues that arise out of cultural difference in a variety of workplaces and in their communities. Outcome #4 requires that students analyze issues that arise out of cultural difference and research potential solutions.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.</p> <p>Course Content:</p> <p>Students must go out into the community and complete a service learning project. This pushes students to analyze the consequences of human activity and interactions in the “social” world around them. Because of this assignment, students take on more community responsibility.</p>
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Section #4 Department Review

“I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director.”

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/5/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Stephen Shwiff		

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Women of the World

Course Number: WS 201

Transcript Title: Women of the World

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: Yes

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)

Recommended

[WS 101 \(/courses/ws-101\)](/courses/ws-101)

Course Description

Examines the position of women in developing countries, using foundational understandings of patriarchy, oppression and the concept that women's rights are human rights. Explores the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic status and sexual preference that contribute to the power dynamic. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. 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. Identify key issues facing women across the globe, and analyze the causes and effects of these realities.
2. Apply critical thinking skills to the investigation of international issues related to women.
3. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.
4. Apply written, oral, advocacy and research skills to analyze problems women face in different cultures and work towards their solutions.

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

Student mastery of outcomes may be assessed by any combination of the following:

- Written or oral examinations
- Participation in class discussion, exercises, small group activities or role plays
- Objective or essay examinations
- Performances or plays
- Oral or visual presentations
- Participation in organizing community or professional events
- Service learning activities

Course Activities and Design

1. Service Learning Project
2. Essays
3. Research Projects
4. Discussions (online or in class)
5. Tests
6. Journals
7. Reflective essays

Course Content (Themes, Concepts, Issues and Skills)

1. Compare cross cultural gender roles
2. Examine international issues affecting women
3. Recognize ethnocentrism
4. Explore different ideas of body ownership and control
5. Develop writing, speaking and collaborative skills

Instructors teaching WS 201 will focus on any combination of topics from the following list:

- Gender enculturation
- Gender enculturation theories and research
- Cultural relativism, ethnocentrism, acculturation
- International feminism and human rights
- Roles of women in foraging, herding and agricultural societies
- Cross-cultural concepts of body ownership and control
- Female circumcision
- Dowry/honor deaths
- Female infanticide
- Child brides



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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)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	WS 202	Course Title:	Activism and Social Change
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines how activists have worked to empower girls and women in a variety of ways, but particularly focusing on education, economic empowerment and activism. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents. Prerequisites: WS 101 or WS 201. Audit available.		
Course Outcomes:	1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice. 2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women. 3. Use feminist theoretical perspectives to analyze social change efforts. 4. Communicate effectively in writing, collaborating, and speaking. 5. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy 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 three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

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 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Communicate effectively in writing, collaborating, and speaking.</p> <p>Course Content:</p> <p>Course Outcome #4 requires that students communicate effectively in writing, collaborating and speaking.</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"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women.</p> <p>3. Use feminist theoretical perspectives to analyze social change efforts.</p> <p>Course Content:</p> <p>Course Outcome #2 requires students to “evaluate effective possibilities” which requires an ability to evaluate information. According to Course Outcome #3, students have to “analyze social change efforts”. To be successful at achieving</p>

	<p>these two outcomes students write reflective essays, journals and participate in. In their study of the history of women's advocacy, students will be exposed to how women creatively solved problems in their efforts to enact change. When examining a topic relevant to women's lives, students will analyze efforts and effects of social change on the topic they learning about. When required to explore possible directions for future social change efforts, students are being asked to problem solve themselves about their immediate and future world.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</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"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</p> <p>Course Content:</p> <p>Outcome #1 clearly relates to this CLO. Students recognize these influences such as cultural and social and historical patterns, "differences" that often lead to injustice or inequality. This then relates to cultural differences in our communities through the Service Learning Project, which allows students to "constructively address" these issues.</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"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</p> <p>3. Use feminist theoretical perspectives to analyze social change efforts.</p> <p>Course Content:</p> <p>Outcomes # 1 and #3 relate to this CLO. Students are required to recognize and analyze cultural, historical and social patterns; this clearly relates to their ability to "recognize the consequences of human activity upon our social world." Outcome 3 requires students to analyze social change efforts. Again, in this case, they are recognizing the consequences of human activity and human</p>

	actions on their social world when they examine these social influences in the realms of politics, economics, religion and culture.
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Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/5/2018

Department Chair (enter name of department chair): John Copp

Department Director (enter name of department director): Stephen Shwiff

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.

Activism and Social Change

Course Number: WS 202

Transcript Title: Activism and Social Change

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: Yes

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

Examines how women and men have worked to empower their communities and to improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents. Prerequisite: 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 influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.
2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women.
3. Use feminist theoretical perspectives to analyze social change efforts.
4. Communicate effectively in writing, collaborating, and speaking.
5. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.

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

Student mastery of outcomes may be assessed by any combination of the following:

1. Written or oral assignments
2. Objective or essay examinations
3. Research projects
4. Participation in class discussions, small group activities, exercises, or role plays
5. Performances or plays
6. Oral or visual presentations
7. Participating in or organizing community or professional events
8. Service learning activities

Course Activities and Design

1. Service Learning projects
2. Essays
3. Online discussion forums and activities on Moodle
4. In-class discussion
5. Small group work – collaborative activities

Course Content (Themes, Concepts, Issues and Skills)

Themes, Competencies, and Skills

1. Reflect on the history of women's advocacy for positive changes in the conditions which impact girls' and women's lives.
2. Articulate and explore ways in which women and men can implement a vision of social change which empowers women and improves the circumstances of their lives.
3. Explain several feminist theoretical perspectives.
4. Examine a topic relevant to girl's or women's lives, and analyze efforts and effects of social change on this topic.
5. Develop skills in explaining one's views in depth and listening respectfully to others.
6. Explore possible directions for future social change efforts.

Themes, Concepts, Issues

- Power, privilege
- Sexism, sexism, ageism
- Heterosexism, homophobia
- Sexual orientation, sexual minorities
- Androgyny
- Systems of oppression
- Patriarchy
- Identity politics
- Dualism
- Essentialism
- Social constructivism
- Feminist epistemologies
- Authority of experience
- First, second, and third wave feminisms
- Liberal, socialist, radical feminisms

Instructors teaching WS 202 may focus on such topics as:

- Work and economics
- Violence
- Sport and leisure
- Politics and law
- Education
- Arts
- Mental health
- Health care
- Mass media/TV/film/Internet
- Religion
- Science

- Philosophy



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Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Stephen Shwiff	Email: Stephen Shwiff	Phone: 6045	Department: Business Administration
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Entrepreneurship/Small Business Management	Proposed Title:	No change
Current Credits:	88	Proposed Credits:	94
Overview and rationale for proposed changes:	Add MTH course and BA 188 Customer Service as well as move classes between terms. MTH is a necessary course for the AAS Degree. Original submission was under 90 credit requirement for AAS. BA 188 will provide the customer service expertise Entrepreneurs need to be successful in their business enterprises.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Moved BA 211 from Fall to Winter Year 1 2. Moved WR 121 from Winter to Fall Year 1 3. Moved BA 223 from Winter to Spring Year 1 4. Moved BA 226 from Spring to Winter Year 1 5. Add MTH 65 or MTH 98 or higher to Fall Year 2 6. Moved BA 212 from winter to spring Year 2 7. Add BA 188 to Winter Year 2 8. Increase overall credits from 88 to 94		
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, list title of career pathway(s) or related certificate(s) Entrepreneurship	

Does the revision impact other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: Changing the terms of courses offered once a year affect degrees/certificates in CTE as well as BA. Worked with Dean and CAWT Lead to properly schedule for all courses.	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Fall, 2019			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No changes		

DEGREE OUTCOMES

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

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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Does the revision involve changing degree outcomes?

☐ Yes ☒ No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to: No Changes

No changes.

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the [catalog](#) certificate map. List course requisites under Course Title. 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 & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Fall, Year 1					
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 131	Introduction to Business Technology WR 115, RD 115, and MTH 20 or test	4	BA 131	Introduction to Business Technology WR 115, RD 115, and MTH 20 or test	4
BA 150	Introduction to Entrepreneurship WR 115, RD 115, and MTH 20 or test	4	BA 150	Introduction to Entrepreneurship WR 115, RD 115, and MTH 20 or test	4
BA 211	Principles of Accounting I WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (move to winter)	3	WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115 (moved from winter)	4
Winter, Year 1					
BA 208	Business Ethics MTH 20 or test: Pre/Co WR 115 or test	4	BA 208	Business Ethics MTH 20 or test: Pre/Co WR 115 or test	4
BA 223	Principles of Marketing (move to spring) WR 115, RD 115, and MTH 20 or test	4	BA 226	Business Law (moved from spring) WR 115, RD 115, and MTH 20 or test	4
BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3
WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115 (move to fall)	4	BA 211	Principles of Accounting I WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (moved from fall)	3
Spring, Year 1					
BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4	BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4
BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test. Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test. Rec: BA 101, WR 121, and BA 131 or CAS 133	3
BA 225	Introduction to Entrepreneurship Law WR 115, RD 115, and MTH 20 or test	4	BA 225	Introduction to Entrepreneurship Law WR 115, RD 115, and MTH 20 or test	4
BA 226	Business Law (move to winter) WR 115, RD 115, and MTH 20 or test	4	BA 223	Principles of Marketing (moved from winter) WR 115, RD 115, and MTH 20 or test	4

BA 196	Entrepreneurship Capstone – Year One Completion of 30 credits of certificate or instructor permission	2	BA 196	Entrepreneurship Capstone – Year One Completion of 30 credits of certificate or instructor permission	2
Fall, Year 2					
BA 224	Introduction to Human Resource Management WR 115, RD 115, and MTH 20 or test	3	BA 224	Introduction to Human Resource Management WR 115, RD 115, and MTH 20 or test	3
OS 131	10-Key for Business MTH 20 or test.	1	OS 131	10-Key for Business MTH 20 or test.	1
-----	Gen Ed Elective – Math/Science/Comp Science MTH 20 or equiv place test. Pre / Co: WR 121	4	-----	Gen Ed Elective – Math/Science/Comp Science MTH 20 or equiv place test. Pre / Co: WR 121	4
-----	Gen Ed Elective – Arts & Letters MTH 20 or equiv place test. Pre / Co: WR 121	4	-----	Gen Ed Elective – Arts & Letters MTH 20 or equiv place test. Pre / Co: WR 121	4
			MTH 65 or MTH 98 or higher	Beginning Algebra II MTH 60 or test or Quantitative Math or higher (ADD) MTH 20 or test & place into RD 90 and WR 90	4
Winter, Year 2					
BA 212	Principles of Accounting II (moved to spring) WR 115, RD 115, and MTH 20 or test	3	BA 188	Customer Service Skills (ADD) WR 115, RD 115, or test	2
BA 250	Small Business Management WR 121 BA 101 BA 104 BA 211. Rec: BA 212	3	BA 250	Small Business Management WR 121 BA 101 BA 104 BA 211. Rec: BA 212	3
EC 201	Principles of Economics: Microeconomics MTH 20 or test. Pre / Co: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics MTH 20 or test. Pre / Co: WR 121 Rec: MTH 60	4
-----	Entrepreneurship Elective varied	3	-----	Entrepreneurship Elective varied (3 credits moved from spring)	6
Spring, Year 2					
BA 207	Introduction to E-Commerce WR 115, RD 115, and MTH 20 or test	4	BA 207	Introduction to E-Commerce WR 115, RD 115, and MTH 20 or test	4
BA 296	Entrepreneurship Capstone – Year Two Completion of 65 credits of certificate or instructor permission	2	BA 296	Entrepreneurship Capstone – Year Two Completion of 65 credits of certificate or instructor permission	2
EC 202	Principles of Economics: Macroeconomics MTH 20 or test. Pre/Co: WR 121. Rec: MTH 60, EC 201	4	EC 202	Principles of Economics: Macroeconomics MTH 20 or test. Pre/Co: WR 121. Rec: MTH 60, EC 201	4
			BA 212	Principles of Accounting II (moved from winter) WR 115, RD 115, and MTH 20 or test	3

-----	Entrepreneurship Electives varied (3 credits moved to winter)	6	-----	Entrepreneurship Electives varied	3
	Credit Total	88		Credit Total	94

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 Entrepreneurship Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
BA 228	Computer Accounting Applications	3		No change	
BA 256	Income Tax	3			
CAS 140	Beginning Databases	3			
CAS 170	Beginning Spreadsheets using Excel	3			
CAS 216	Beginning Word	3			
CAS 217	Intermediate Word	3			
CAS 231	Desktop Publishing	3			
CAS 270	Intermediate Spreadsheets using Excel	3			
OS 240	Filing and Records Management	4			

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	12/28/18
Department Chair (enter name of department chair): N/A		
Department Dean (enter name of department dean): Stephen Shwiff		

Next steps:

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Stephen Shwiff	Email: Stephen Shwiff	Phone: 6045	Department: Business Administration
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting	Proposed Title:	No change
Current Credits:	98	Proposed Credits:	94
Overview and rationale for proposed changes:	Need to reflect the changes in the course offerings many of which have changed terms, and others are proposed to become inactive.		
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. Revised in which terms multiple courses were offered 2. Removed: BA 242, BA 280A and BA 280B 3. Added: MTH 65 or MTH 98 or higher; BA 188; CAS 270 4. Moved or added to elective list: BA 225, CAS 122, CAS 216, CAS 217 5. Removed from elective list: BA 203, BA 215, BA 233 6. Reduced overall credits from 98 to 94 		
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, list title of career pathway(s) or related certificate(s)	Entry-level Accounting Clerk Career Pathway Certificate Accounting Clerk Certificate

Does the revision impact other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: Changing the terms of courses offered once a year affect degrees/certificates in CTE as well as BA. Worked with Dean and CAWT Lead to properly schedule for all courses.	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Fall, 2019			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES	
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.	
2. Use applicable technology available in accounting practice.	
3. Communicate effectively with business professionals.	
4. Practice within the legal, ethical, and economic standards of the business environment.	
5. Develop and interpret accounting and financial information for decision making.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
No Changes	

BSECTION #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. List course requisites under Course Title. 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 Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Summer, Year 1					
BA 111	Introduction to Accounting (move to fall, Yr 1)	3			
BA 104	Applied Business Math (move to winter, Yr 1)	4			
Fall, Year 1					
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 131	Introduction to Business Technology WR 115, RD 115, and MTH 20 or test	4	BA 131	Introduction to Business Technology WR 115, RD 115, and MTH 20 or test	4
BA 211	Principles of Accounting I WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (move to winter, Yr 1)	3	BA 111	Introduction to Accounting WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (moved from summer, Yr 1)	3
CAS 121 or CAS 122	Beginning Keyboarding or Keyboarding for Speed and Accuracy (REMOVE)	3	CAS 121	Beginning Keyboarding Rec: Place into RD 90, WR 90; CAS 103W	3
OS 131	10-Key for Business (moved to fall, Yr 2) MTH 20 or test	1	CAS 170	Beginning Spreadsheets Using Excel (moved from winter, Yr 1) Rec: Place into RD 115, WR 115, MTH 20	3
Winter, Year 1					
BA 212	Principles of Accounting II (moved to spring, Yr 1) WR 115, RD 115, and MTH 20 or test	4	BA 104	Applied Business Math (move from summer, Yr 1) WR 115, RD 115, MTH 20	4
BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3
WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115	4	WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115	4
CAS 170 or CAS 270	Beginning Spreadsheets using Excel (move to fall, Yr 1) Rec: Place into RD 115, WR 115, MTH 20 or Intermediate Spreadsheets using Excel (REMOVE) CAS 170 or instr perm		BA 211	Principles of Accounting I WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (moved from fall, Yr 1)	3

CAS 216 or CAS 217	Beginning Word (REMOVE) or Intermediate Word	3	BA 188	Customer Service Skills (ADD) WR 115, RD 115, or test	2
Spring, Year 1					
BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4	BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4
BA 226	Business Law (move to winter, Yr 2) WR 115, RD 115, and MTH 20 or test	4	BA 212	Principles of Accounting II (moved from winter, Yr 1) WR 115, RD 115, and MTH 20 or test	3
BA 177	Payroll Accounting WR 115, RD 115, and MTH 20 or test	3	BA 177	Payroll Accounting WR 115, RD 115, and MTH 20 or test	3
-----	Gen Ed Elective – Math/Science/Comp Science MTH 20 or equiv place test. Pre / Co: WR 121	4	-----	Gen Ed Elective – Math/Science/Comp Science MTH 20 or equiv place test. Pre / Co: WR 121	4
Fall, Year 2					
BA 224	Introduction to Human Resource Management WR 115, RD 115, and MTH 20 or test	3	BA 224	Introduction to Human Resource Management WR 115, RD 115, and MTH 20 or test	3
BA 208	Business Ethics (moved to winter, Yr 2) MTH 20 or test: Pre/Co WR 115 or test	4	OS 131	10-Key for Business (moved from fall, Yr 1) MTH 20 or test	1
-----	Gen Ed Elective – Arts & Letters MTH 20 or equiv place test. Pre / Co: WR 121	4	-----	Gen Ed Elective – Arts & Letters MTH 20 or equiv place test. Pre / Co: WR 121	4
-----	Accounting Degree Electives varied	3	-----	Accounting Degree Electives varied	3
-----			MTH 65 or MTH 98 or higher	Beginning Algebra II or Quantitative Math or higher (ADD) MTH 60 or test; MTH 20 or test & place into RD 90 and WR 90	4
Winter, Year 2					
BA 206	Management Fundamentals (moved to spring, Yr 2) WR 115, RD 115, and MTH 20 or test. Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 208	Business Ethics (moved from fall, Yr 2) MTH 20 or test: Pre/Co WR 115 or test	4
BA 256	Income Tax WR 115, RD 115, and MTH 20 or test	3	BA 256	Income Tax WR 115, RD 115, and MTH 20 or test	3
BA 222	Financial Management (moved to spring, Yr 2) WR 115, RD 115, and MTH 20 or test	3	BA 226	Business Law (moved from spring, Yr 1) WR 115, RD 115, and MTH 20 or test	4
EC 201	Principles of Economics: Microeconomics	4	EC 201	Principles of Economics: Microeconomics	4

	MTH 20 or test. Pre / Co: WR 121 Rec: MTH 60			MTH 20 or test. Pre / Co: WR 121 Rec: MTH 60	
BA 228	Computer Accounting Applications (moved to spring, Yr 2) BA 211 or BA 212 Rec: BA 104, CAS 133	3			
Spring, Year 2					
BA 213	Managerial Accounting WR 115, RD 115, and MTH 20 or test	4	BA 213	Managerial Accounting WR 115, RD 115, and MTH 20 or test	4
EC 202	Principles of Economics: Macroeconomics MTH 20 or test. Pre/Co: WR 121. Rec: MTH 60, EC 201	4	EC 202	Principles of Economics: Macroeconomics MTH 20 or test. Pre/Co: WR 121. Rec: MTH 60, EC 201	4
BA 242	Fundamentals of Investments (REMOVE)	3	BA 206	Management Fundamentals (moved from winter, Yr 2) WR 115, RD 115, and MTH 20 or test. Rec: BA 101, WR 121, and BA 131 or CAS 133	3
BA 280A	CE: Business Experience (REMOVE)	3	BA 228	Computer Accounting Applications (moved from Winter, Yr 2) BA 211 or BA 212; Rec: BA 104, CAS 133	3
BA 280B	CE: Business Experience Seminar (REMOVE)	1	BA 222	Financial Management (moved from winter, Yr 2) WR 115, RD 115, and MTH 20 or test	3
	Credit Total	98		Credit Total	94

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 Entrepreneurship Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
BA 203	Introduction to International Business (REMOVE)	3	BA 225	Introduction to Entrepreneurship Law (ADD) WR 115, RD 115, and MTH 20 or test	4
BA 207	Introduction to E-Commerce	4	BA 207	Introduction to E-Commerce WR 115, RD 115, and MTH 20 or test	4
BA 223	Principles of Marketing	4	BA 223	Principles of Marketing WR 115, RD 115, and MTH 20 or test	4
BA 250	Small Business Management	3	BA 250	Small Business Management WR 121 BA 101 BA 104 BA 211. Rec: BA 212	3

BA 215	Basic Cost Accounting (REMOVE)	3	CAS 216	Beginning Word (ADD) Rec: Place into RD 115; CAS 103W or CAS 104; keybrdg 25 wpm or CAS 122	3
BA 233	Integrated Marketing Communications (REMOVE)	3	CAS 217	Intermediate Word (ADD) CAS 216. Rec: Place into RD 115, WR 115.	3
CAS 122	Keyboarding for Speed and Accuracy	3	CAS 122	Keyboarding for Speed and Accuracy Rec: CAS 121, place into RD 90, WR 90. Rec: CAS 103W, keying 24 wpm	3
CAS 123	Production Keyboarding	3	CAS 123	Production Keyboarding CAS 216 or instructor permission Rec: OS 220, CAS 122, keying 40 wpm	3
CAS 140	Beginning Databases	4	CAS 140	Beginning Databases Rec: place into RD 115, WR 115 or higher	4
OS 240	Filing and Records Management	4	OS 240	Filing and Records Management Rec: RD 115, WR 115; CAS 133 or CAS 140	4

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	12/28/18

Department Chair (enter name of department chair):

Department Dean (enter name of department dean): Stephen Shwiff

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. 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. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that

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"/> Requisites |
| <input type="checkbox"/> Title | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Description | <input type="checkbox"/> Repeatability |

SECTION #1 GENERAL INFORMATION & REVISIONS

Department		Submitter name Phone Email	
Current prefix and number		Proposed prefix and number	
Current course title		Proposed title (60 characters max)	
Current Repeatability		Proposed Repeatability	
Current transcript title (30 characters max)		Proposed transcript title (30 characters max)	
Reason for proposed changes			

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

Current Description (required whether being revised or not)	Proposed Description
Reason for description change	

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). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to:	Upon successful completion of this course, students will be able to:

Reason for outcomes change	
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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
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number:	<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 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 type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input 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		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Director (enter name of department director):		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

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

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities 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. Use an understanding of cultural differences to constructively address issues that arise 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 as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric .	
Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
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"/> major designation **REQUIRED**	Course Outcomes: Course Content: Outcome Assessment Strategies:
Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “minor” or “major.”	
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>) Check one: <input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

SECTION #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.*	
<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 also 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”?	
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”?	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	

Science or Computer Science	
Outcomes:	
<p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	
Criteria:	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. <p>In addition:</p> <ol style="list-style-type: none"> 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?	
How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-	

based decisions in an ethical manner”?	
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?	

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. 	
Criteria:	
A collegiate level Mathematics course should require students to:	
<ol style="list-style-type: none"> 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines. 	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
*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 also need to address all seven criteria.	
How does the course enable a student to “use appropriate mathematics to solve problems”?	
How does the course enable a student to “recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?	

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."

Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Director (enter name of department director):		

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 or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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 _____

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

3. Meet the state-wide AAOT Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If	

you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.

SECTION #3 DEPARTMENT REVIEW

“I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director.”

Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Director (enter name of department director):		

NEXT STEPS:

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. 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 submissions will be placed on the next agenda with available time slots. You will be notified of your submission’s time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter’s responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. 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.