

Curriculum Committee Meeting Agenda

Voting Committee Members

Katy Jablonski (Chair)(WR)
Kristen Booth (VChair)(PreC)
P.K. Hoffman (Arts & Hum)
Linnea Jaeger (ESOL)

Zip Krummel (Social Sci)
Pam Morse (Math)
Emilie Miller (Science)
Mimi Pentz (Nurs/Hlth Occ)

John Schoppert (Library)
Stephen Shwiff (Inst Dean)
Andrea Ware (CTE)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Mary Kramer, John Copp, Leigh Hancock

February 7, 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. none

Business:

1. Approval of January 24, 2018 minutes ¹

Submissions ²: (times are estimates)

1. Mary Kramer (3:35 – 4:00 pm)
 - UAS 101 Introduction to Unmanned Aircraft Systems (Course Revision: out, cont, text)
 - UAS 102 Small Unmanned Aircraft Aerial Photogrammetry (New Course)
 - UAS 103 Small Unmanned Aircraft Systems for Public Safety (New Course)
 - Unmanned Aircraft Systems Fundamentals (New Certificate)
2. John Copp (4:00 – 4:10 pm)
 - SOC 204 Sociology in Everyday Life (CLO update)
 - SOC 205 Social Change in Societies (CLO update)
 - SOC 206 Social Problems (CLO update)
 - SOC 213 Diversity in the United States (CLO update)
 - SOC 218 Sociology of Gender (CLO update)
 - SOC 219 Religion & Culture: Social Dimensions (CLO update)
 - SOC 231 Sociology of Health & Aging (CLO update)
3. Leigh Hancock (4:10 – 4:20 pm)
 - COMM 111 Public Speaking (CLO update)
 - COMM 140 Introduction to Intercultural Communication (CLO update)
 - COMM 214 Interpersonal Communication: Process & Theory (CLO update)
 - COMM 215 Small Group Communication: Process and Theory (CLO update)
 - COMM 228 Mass Communication and Society (CLO update)

- COMM 237 Gender and Communication (CLO update)
- 4. Zip Krummel (4:20 – 4:35 pm)
 - PSY 201A Introduction to Psychology - Part 1 (Course Revision: tit, des, cont, text)
 - PSY 202A Introduction to Psychology - Part 2 (Course Revision: tit, des, cont, text)

Discussion Items:

1. Guidelines/Process for requesting new programs ³ (Susan)

Next Meeting: February 21, 2019

Attachments: ¹ January 24, minutes; ² Submissions: 3 Course Revisions, 2 New Courses, 1 New Certificate, 13 CLO updates; ³ Program Adoption Process

Curriculum Committee Minutes
January 24, 2019, 3:30pm – 5:00pm
Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)

PRESENT

Voting Committee Members

Katy Jablonski (Chair) (WR) (remote)
Kristen Booth (VChair) (Pre-College)
P.K. Hoffman (Arts and Humanities)
Linnea Jaeger (ESOL)
Zip Krummel (Social Science)

Pam Morse (Math)
John Schoppert (Library)
Stephen Shwiff (Inst. Dean)
Andrea Ware (CTE) (remote)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Guests

Mary Kramer
Tom Lieraunce
John Copp (remote)

Support Staff

Gail Gilliland (Curriculum)

Absent

Voting Committee Members

Emily Miller (Science)
Mimi Pentz (Nursing/Health Occupations)

Non-Voting Committee Members

Dawn Sallee Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order at 3:35pm by Kristen Booth, Vice Chair.	
Informational item: ECE 199 Literacy and Language Learning for Dual Language Learners (Experimental Course)	Mary Kramer informed the committee that ECE 199 is an Early Childhood Education experimental course to be offered next fall. It provides an opportunity for CGCC to test the curriculum. Students may only take 9 credits of experimental courses that will apply to their degree.	

	Experimental courses may only be offered for two terms within a 15-month period after which they may only be offered as a conventionally numbered course that has been approved following the normal course approval process.	
Business: None		
Submissions:		
EET 170 Embedded Computing (New Course)	<p>Mary Kramer and Tom Lieurance answer questions about the new courses, certificate and degree.</p> <p>Course content is discussed. This course teaches the elements of computing systems.</p> <p>Because CTE degrees are terminal, there are no transferability requirements.</p> <p>EET 170 is required in the EM-Tech AAS.</p> <p style="text-align: center;">Motion: Approve as written</p>	<p>Motion: Stephen</p> <p>2nd: Pam</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
MEC 124 Mechatronic Systems in Advanced Manufacturing (New Course)	Motion: Approve as written	<p>Motion: Pam</p> <p>2nd: Stephen</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
Electro-Mechanical Technology AAS (Degree Revision: coursework, credits)	<p>Mary informed the Curriculum Committee that EET 170 is the intended added course, not CIS 170; see #2 of specific changes on Revision of AAS Degree Request form.</p> <p>Discussion about the removal of Gen Ed course PSY 101: Human Relations in the Workplace ensued. Fulfillment of the Gen Ed requirement is up to the student. Currently, a specific Gen Ed course is not listed for each of the 16 credits of Gen Eds. Students are provided a choice rather than being told by the degree what Gen Ed course to take.</p> <p style="text-align: center;">Motion: Approve as amended</p>	<p>Motion: Kristen</p> <p>2nd: John</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>

	Amendment: remove CIS 170 and replace with EET 170 in the new courses added section of the Revision of AAS Degree Request form.	
Electro-Mechanical Technology (New Certificate)	<p>Certificates of 45 credits or more are required to include related instruction. This certificate has 43 credits; therefore, it does not require related instruction.</p> <p>It is noted that this is a new certificate. The State requires degrees and certificates that have more than 30% change to be submitted as a new certificate. The old certificate will be suspended following the approval of the new cert.</p> <p>This new certificate is a Career Pathway certificate.</p> <p>It was brought to the attention of the committee that the course title in section #3 needs to be changed from EET 170 Industrial Computing to EET 170 Embedded Computing.</p> <p>Motion: approve as amended</p> <p>Amendment: Change EET 170 Industrial Computing to EET 170 Embedded Computing</p>	<p>Motion: Katy</p> <p>2nd: John</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
EC 200 Principles of Economics: Introduction, Institutions & Philosophies (CLO update)	<p>John Copp presents the Economics CLO updates. There are no changes in the Economics CLO updates.</p> <p>Motion: approve as written</p>	<p>Motion: PK</p> <p>2nd: Katy</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
EC 201 Principles of Economics: Microeconomics (CLO update)	Motion: approve as written	<p>Motion: John</p> <p>2nd: Stephen</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
EC 202 Principles of Economics: Macroeconomics (CLO update)	Motion: approve as written	<p>Motion: Katy</p> <p>2nd: Pam</p> <p>Action: 9 in favor – opposed - abstention</p>

WS 101 Women's Studies (CLO update)	<p>John Copp presents the Women's Studies CLO updates for Curriculum Committee approval. Motion made to approve as written. After WS 101 was finished and the committee moved on to WS 201, it is brought to the attention of the committee that the course description on the General Ed/Discipline Studies List Request Form (Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.) and the description on the Course Content and Outcome Guides (CCOGs) (Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.) do not match. The description will be changed to match the description on the CCOGs. This required an amendment to the motion.</p> <p style="text-align: center;">Motion: approve as written</p> <p style="text-align: center;">Motion: approve as amended</p> <p style="text-align: center;">Amendment: Change the form description to match the description in the current CCOGs</p>	<p>Motion: Pam 2nd: John Action: 9 in favor – 0 opposed – 0 abstention</p> <p>Amendment: John 2nd: P.K. Action: 9 in favor – 0 opposed – 0 abstention</p>
WS 201 Women's Studies (CLO update)	<p>John Copp presents the Women's Studies CLO updates for Curriculum Committee approval. It is brought to the attention of the Curriculum Committee that the course description on the General Ed/Discipline Studies List Request Form (Recommended: WS 101. Prerequisites: WR 115 and RD 115 or equivalent placement test scores and Math 20. Audit available.) and the description on the CCOGs (Recommended: WS 101. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit</p>	<p>Motion: Zip 2nd: John Action: 9 in favor – 0 opposed – 0 abstention</p>

	<p>available.) do not match. The description will be changed to match the description on the CCOGs.</p> <p>Motion: approve as amended</p> <p>Amendment: Change the form description to match description in the current CCOGs</p>	
WS 202 Activism and Social Change (CLO update)	<p>John Copp presents the Women’s Studies CLO updates for Curriculum Committee approval.</p> <p>It was brought to the attention of the Curriculum Committee that the course description on the General Ed/Discipline Studies List Request Form (Prerequisites: WS 101 or WS 201. Audit available.) and the description on the CCOGs (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.) do not match. The description will be changed to match the description on the CCOGs.</p> <p>Motion: approve as amended</p> <p>Amendment: Change the form description to match description in the current CCOGs</p>	<p>Motion: Katy 2nd: Linnea</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>
Entrepreneurship/Small Business Management AAS (Degree Revision: coursework, credits)	<p>Stephen informed the Curriculum Committee that the new AAS degree needs a bit of revision, as it is short a few credits. All AAS degrees need to be at least 90 credits.</p> <p>The revision adds a math course. In the original AAS the math course is a hidden requirement, since math is not “officially” required. Math is required in all AAS degrees. Math 65, Math 98 or higher fulfills the requirement for the CGCC AAS degrees.</p> <p>Motion: approve as written</p>	<p>Motion: Katy 2nd: Andrea</p> <p>Action: 9 in favor – 0 opposed – 0 abstention</p>

Accounting AAS (Degree Revision: coursework, credits)	<p>Stephen presented the revisions to the Accounting AAS. Added BA 188 and required AAS Math options. Added CAS 270 to the elective list – amendment made on front page (bullet #3 and #4); overall credit of degree dropped from 98 to 94 credits.</p> <p>Motion: approve as amended Amendment: Add CAS 270 to the elective list.</p>	<p>Motion: Zip 2nd: Linnea Action: 9 in favor – 0 opposed – 0 abstention</p>
Discussion Items:		
<p>Revision submission requirements/forms when updating outcomes</p> <p>a. Should content be included on a revision form?</p>	<p>Susan leads the discussion around content being included on revision submissions when outcomes are revised.</p> <p>Since the evaluation of outcomes and the course's potential to teach those outcomes is in part based on the described course content, when outcomes are changed, it is reasonable to expect a change in content.</p> <p>This would also be the opportunity for faculty to rewrite the content to match the new guidelines that say that content must be organized by outcomes. As previously approved courses come through the CC for any reason, implementation of this new requirement will be expected to take place.</p> <p>ACTION ITEM: Susan will add a “Content” box to the Course Revision form.</p> <p>The Curriculum Committee is in agreement with this form revision.</p>	

<p>a. Should a new Gen Ed Request and Cultural Literacy Request be completed?</p>	<p>Susan opened the discussion about the impact on Gen Ed and Cultural Literacy designation. Since Gen Ed designations are based on how course outcomes align with Core Learning Outcomes (CLOs) as well as AAOT discipline outcomes, if the course outcomes change there could be an impact on how they align with the CLOs and the AAOT and would merit review. Since the Cultural Literacy designation is based on how course outcomes align with the Cultural Literacy outcome and criteria of the AAOT, if the course outcomes change there could be an impact on that alignment. Same reasoning as described for the Gen Ed designation.</p> <p>Faculty will be made aware of this requirement by adding a content box on the revision form and entering a note in the outcome box stating that a change in outcomes would require the submission of a new Gen Ed and/or Cultural Literacy designation request.</p> <p>The Committee is in agreement with the change in forms.</p> <p>ACTION ITEM: Susan will update the Course Revision form to reflect these changes.</p> <p>Motion: approve the new revision process that requires the submission of a new/updated Gen Ed and/or Cultural Literacy Request when course outcomes have been revised.</p>	<p>Motion: Katy 2nd: John Action: 9 in favor – 0 opposed – 0 abstention</p>
<p>Adjourn: 4:47pm</p>	<p>PK moved John second to adjourn</p>	
<p>Next Meeting: February 07, 2019 3:30pm – 5:00pm. Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)</p>		

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE	Submitter name Phone Email	Mary Kramer 541-506-6033 mkramer@cgcc.edu
Current prefix and number	UAS 101	Proposed prefix and number	
Current course title	Introduction to Unmanned Aircraft Systems	Proposed title (60 characters max)	
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Intro to Unmanned Aircraft Sys	Proposed transcript title (30 characters max)	
Reason for above proposed changes	No change		

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
Introduces the fundamentals of Unmanned Aircraft Systems (UAS), including their history and developing role in the modern aviation industry. Includes UAS applications, UAS systems, human factors, UAS design, power system, communication systems, FAA regulations, public policies and the future potential of the UAS. Prerequisites: MTH 65 or higher, WR 115, RD 115. Audit available.	
Reason for description change	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No 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.)

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the function of UAS system components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms. 3. Prepare a mission plan using the components of the UAS mission planning process. 4. Understand the civil applications of UAS. 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. 6. Identify hazards associated with UAS operations and prescribe risk controls. 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the function of UAS system components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms. 3. Prepare a mission plan using the components of the UAS mission planning process. 4. Understand the civil applications of UAS. 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. 6. Identify hazards associated with UAS operations and prescribe risk controls. 7. Identify ethical issues related to UAS and determine professional responses.
Reason for outcomes change	To ensure the ethics of drone operation are addressed in the course.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) <ol style="list-style-type: none"> Identify the function of UAS system components. <ul style="list-style-type: none"> - UAS system components and functions: propulsion, guidance and controls Recognize the capabilities and limitations of various types and classes of UAS platforms. <ul style="list-style-type: none"> - UAS system components and functions: classes, payloads, sensor data and processing Prepare a mission plan using the components of the UAS mission planning process. <ul style="list-style-type: none"> - Mission planning Understand the civil applications of UAS. <ul style="list-style-type: none"> - Regulations: FAA UAS policies, state and local laws governing UAS Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. <ul style="list-style-type: none"> - Regulations: FAA FAR part 107, title 14, certificate of waiver Identify hazards associated with UAS operations and prescribe risk controls. <ul style="list-style-type: none"> - Operational considerations: human factors, airspace restrictions, maneuvers Identify ethical issues related to UAS and determine professional responses. <ul style="list-style-type: none"> - Respecting safety and privacy, professional ethics
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Introduction to Unmanned Aircraft Systems, Marshall Aero Drone Academy Workbook, Davis

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

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

SECTION #3 DEPARTMENT REVIEW

"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	01-29-2019
Department Chair (enter name of department chair): Mary Kramer (acting)		
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 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 _____

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:	UAS 102	Credits:	4
Course Title: (60 characters max, including spaces)	Small Unmanned Aircraft Aerial Photogrammetry	Transcript Title: (30 characters max, including spaces)	sUAS Aerial Photogrammetry
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 20 Lab: 0
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.	To create a UAS less-than-one-year certificate		

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<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: UAS 101	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: MTH 95 or higher or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: COMM 111 (Recommended)	<input checked="" 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](#).

Introduces the fundamentals of photogrammetry with sUAS (drones), including concepts, real-world examples, navigation, best practices, data acquisition, mission assessment, data processing and map delivery. Recommended: COMM 111. Prerequisites: UAS 101, MTH 95 or higher 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. Determine the capabilities and limitations of photogrammetry.
	2. Read and interpret the photogrammetric data workflow.
	3. Prepare a sUAS mission and demonstrate data acquisition.
	4. Apply knowledge and demonstrate understanding of point cloud data and analysis.
	5. Apply data processing best practices using industry software.
	6. Design and present commercial grade map product.
	7. Sit for the Pix4D Certification Exam.
	8. Sit for the TOP Level 2 Certification Exam.
Outcomes assessment strategies:	The student will demonstrate competencies via written tests, verbal demonstrations, flight demonstrations, mapping presentations and group/team participation
COURSE CONTENT, ACTIVITIES AND DESIGN	
Required 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"> Determine the capabilities and limitations of photogrammetry. <ul style="list-style-type: none"> Global navigation satellite systems (GNSS) Inertial navigation System integration Mapping products Image georeferencing Data accuracy assessment LiDAR concepts Quality control Product delivery Read and interpret the photogrammetric data workflow. <ul style="list-style-type: none"> Capture to delivery of images Transfer and/or import Organization Back-up Exporting Publishing Prepare a sUAS mission and demonstrate data acquisition <ul style="list-style-type: none"> Data user’s needs Course plan

	<ul style="list-style-type: none"> • Position and velocity • Data acquisition points - pre and post missions • Reporting considerations <p>4. Apply knowledge and demonstrate understanding of point cloud data and analysis.</p> <ul style="list-style-type: none"> • Define point cloud • Point cloud for inspection purposes • Point cloud in determining digital elevation • Point cloud for modeling <p>5. Apply data processing best practices using industry software.</p> <ul style="list-style-type: none"> • Data processing cycle • Algorithms • Aggregation • Analysis • Data accuracy assessment • Quality reports <p>6. Design and present commercial grade map product.</p> <ul style="list-style-type: none"> • Image georeferencing • Geographic patterns • Spatial data analytics • Digital terrain <p>7. Sit for the Pix4D Certification Exam.</p> <ul style="list-style-type: none"> • <u>Pix4D Exam Certification Test</u>: Nationally recognized certification covering the fundamentals of using Pix4D in commercial applications. <p>8. Sit for the TOP Level 2 Certification Exam.</p> <ul style="list-style-type: none"> • <u>TOP Level 2 Exam Preparation</u>. The Level of Certification reflects the level of; skill, qualification, knowledge and safety precautions required to operate safely in different commercial UAS industries. Prerequisites: TOP Level 1 completion as outline in UAS-101.
Department Notes (optional)	<p>Texts & Materials:</p> <p>Pix4D Manual Version 4.1</p> <p>So You Want to Create Maps Using Drones?, Xuhui Lee</p> <p>Survey Mapping Training and Reference Books (www.cc4w.net/drone.html)</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	UAS certificate	# credit: 12
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required course
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: 02-04-2019 <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):
<p>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.</p>	

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	02-01-2019
Department Chair (enter name of department chair): Mary Kramer (acting)		
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 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 _____

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:	UAS 103	Credits:	4
Course Title: (60 characters max, including spaces)	Small Unmanned Aircraft Systems for Public Safety	Transcript Title: (30 characters max, including spaces)	sUAS for Public Safety
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 30 Lec/lab: 20 Lab: 0
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.	To create a UAS less-than-one-year certificate		

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<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: UAS 102	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: TOP Level 2 Certification	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: COMM 111 (Recommended)	<input checked="" 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 fundamentals in the use of sUAS to support public safety operations. Includes: search and rescue, law enforcement and fire operations. Integrates lectures, discussions and practical assignments facilitated by topical industry experts. Prepares individuals to handle infrared sUAV camera's and understand the practical application within each topic. Recommended: COMM 111. Prerequisites: UAS 102; TOP Level 2 Certification. 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. Define infrared technology and demonstrate its use in a sUAV IR camera.
	2. Apply thermal science and measurement technique.
	3. Prepare a sUAS thermal mission and demonstrate data acquisition
	4. Apply an understanding of thermal data.
	5. Prepare and demonstrate a search and rescue matrix.
	6. Prepare and demonstrate a fire operation sUAS support method.
	7. Prepare and demonstrate a law enforcement data acquisition operation.
	8. Sit for the TOP Level 3 Certification Exam.
Outcomes assessment strategies:	The student will demonstrate competencies via written tests, verbal demonstrations, flight demonstrations, thermography presentations and group/team participation.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Required course activities and design (optional):	Lectures, discussions and practical assignments facilitated by topical industry experts.
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. Define infrared technology and demonstrate the skill in using a sUAV IR camera. <ul style="list-style-type: none"> • Infrared radiation • Electromagnetic radiation • Radiant energy • Infrared camera operation 2. Apply thermal science and measurement technique. <ul style="list-style-type: none"> • Thermal science fundamentals • Thermodynamics • Heat transfer • Combustion • Infrared spectroscopy • Thermal conductivity • Thermal diffusivity 3. Prepare a sUAS thermal mission and demonstrate data acquisition <ul style="list-style-type: none"> • Data user's needs • Course plan • Position and velocity

	<ul style="list-style-type: none"> • Data acquisition points - pre and post missions • Reporting considerations <p>4. Apply an understanding of thermal data.</p> <ul style="list-style-type: none"> • Radiation emissions • Shortwave infrared • Kinetic temperature • Spectral emissivity • Thermal guidelines for data processing <p>5. Prepare and demonstrate a search and rescue matrix.</p> <ul style="list-style-type: none"> • Aerial Reconnaissance • Search Team contribution • Night flight • Assessment <p>6. Prepare and demonstrate a fire operation sUAS support method.</p> <ul style="list-style-type: none"> • Preparation • Flight characteristics • Thermal and photo assessment • Communication • Team integration <p>7. Prepare and demonstrate a law enforcement data acquisition operation.</p> <ul style="list-style-type: none"> • Aerial assessment • First on the scene • Cross-hatching photogrammetry • Quick assessment and evaluation. <p>8. Sit for the TOP Level 3 Certification Exam.</p> <ul style="list-style-type: none"> • The Level of Certification reflects the level of; skill, qualification, knowledge and safety precautions required to operate safely in different commercial UAS industries. Prerequisites: TOP Level 2 completion as outline in UAS-102.
Department Notes (optional)	<p>Texts & Materials:</p> <ul style="list-style-type: none"> • Basic Infrared Thermography, Ruddock, 2013 • Introduction to Thermographic Principles, Fluke Corporation, 2009 • UAS for Emergency Response Services, Schloe, 2017 • Search & Rescue with Drones, Massey, 2018

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	UAS certificate	# credit: 12
Name of new degree(s):		# credit:

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required course
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: 02-04-2019 <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):
<p>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.</p>	

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	02-01-2019
Department Chair (enter name of department chair): Mary Kramer (acting)		
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.
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Columbia Gorge Community College

NEW CERTIFICATE 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

Proposed Title:	Unmanned Aircraft Systems Fundamentals	Proposed Credits:	12
Reason for new certificate:	<p>To provide workforce training and the opportunity for industry certifications for a rapidly growing field.</p> <p>Labor Market Info: March 19, 2018: The FAA increased its previous projection for commercial drone pilots by 70,000, now predicted to reach more than 300,000 by 2022. With the positive industry indicators, the FAA envisions the total commercial drone population to exceed 600,000 in the early 2020s. The agency's published document details new potential drone designs that would "become operationally more efficient and safe, battery life expands and regulatory constraints are reduced."</p> <p>Target Population: Incumbent workers in fields including utilities, agriculture, surveying, real estate, firefighting, public safety. Students with an interest in UAS operation.</p> <p>CGCC's STEM Advisory Committee includes representatives from Insitu, wind energy and agriculture – all indicate the UAS industry will continue to grow and individuals trained in FAA regulations and Association for Unmanned Vehicle Systems International training standards will be essential in this workforce.</p> <p>Enrollment Projections: Enrollment projections are a guessing game. There is no way to know now what interest this UAS certificate will generate. That's why we're starting small with a 12-credit certificate.</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:	10-17-18
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 checked="" type="checkbox"/> No	Is this a Career Pathway?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?				

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 95 or higher or test	Intermediate Algebra	MTH 65 or test, place into WR 115	4
RD 115	Critical Reading	Place into RD 115	4
WR 115	Introduction to Expository Writing	Place into WR 115 or comp of WR 90, place into RD 115 or comp of RD 90	4
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PROPOSED OUTCOMES

Describe what 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. Demonstrate knowledge of UAS systems and the laws and regulations governing airspace and safety.
2. Demonstrate and execute tasks necessary to complete UAS operations and missions.
3. Exemplify a high standard of ethical and professional behavior.
4. Sit for AUVSI Trusted Operator Program (TOP) certification exams.

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
UAS 101	Introduction to Unmanned Aircraft Systems	MTH 65 or higher, RD 115, WR 115 or test	4
UAS 102	Small Unmanned Aircraft Aerial Photogrammetry	UAS 101; MTH 95 or higher or test. Rec: COMM 111	4
UAS 103	Small Unmanned Aircraft Systems for Public Safety	UAS 102; TOP Level 2 Certification; Rec: COMM 111	4
Credit total			12
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	01-28-2019
Department Chair (enter name of department chair): Mary Kramer (acting)		
Department Dean (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.
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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:	SOC 204	Course Title:	Sociology in Everyday Life
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 sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.		

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: 1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. Course Content: In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.
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<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. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and the social phenomena that result from social interaction, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained, by gaining this knowledge students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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"> 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. <p>Course Content:</p> <p>Students will learn topics such as: income, race, gender, age, sexuality, and ethnicity inequality to name several. By learning these specific topics, students</p>

	will gain a higher amount of knowledge on how each topic plays into our society. It will also enhance students' knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.
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. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events. 2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change. 3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies. Course Content: Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define human collective activity, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: population growth, city creation, and war and conflict to name a few. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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.

Sociology in Everyday Life

Course Number: SOC 204

Transcript Title: Sociology in Everyday Life

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. 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. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural/cultural contexts and current events.
2. Identify and evaluate sociological phenomena that occur throughout societies. Examples of which are: social interaction, socialization, deviance, social inequality, social stratification, social institutions, culture, diversity, and social movements and change.
3. Participate within societies as informed members, exercising their sociological knowledge and skills within our societies.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)
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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.

2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Texts and Materials

Approved Texts:

There is no standard text used by all instructors, but the department must approve all required texts.

Course Activities and Design

Recommended activities and design:

Design:

Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.

Activities:

Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.

Course Content (Themes, Concepts, Issues and Skills)

1. Sociological approach and perspectives: sociological imagination, sociological theories (structural functionalist, conflict, symbolic interactionist, feminist).
2. Sociology as a science: research and methods, issues of bias and ethics.
3. Culture (symbols/language, norms/values, material and non-material culture; approaches to study of/interaction with cultures, including ethnocentrism, cultural relativism, multiculturalism).
4. Socialization (theories; agents; life stages; socialization related to gender, race/ethnicity, social class; resocialization).
5. Social stratification and systems of inequality: power, social construction of, socialization related to, hate crimes).
 - Social caste and class, wealth, poverty.
 - Race and ethnicity, social construction of race and forms of race relations, racism, prejudice, individual and institutional discrimination.
 - Sex and gender, compulsory heterosexuality and homophobia, sexism, sex segregation, sexual harassment and violence.
 - Aging, myths and realities, aging of societies, prejudice and discrimination, elder abuse, social problems related to aging.
6. Social structure and organization (roles and statuses, groups and organizations, bureaucracies, social institutions).
7. Societies (types, systems of inequality, social change).
8. Deviance, conformity, and social control (theories; norms and values enforcement; social control mechanisms; law, crime and criminal justice system).

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes.
2. Write and communicate orally in a clear, organized, and effective manner.
3. Think critically about current social issues and analyze complex social realities.
4. Use varied and effective research techniques and strategies.
5. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.
6. Develop ability to listen to and empathize with diverse perspectives and experiences.
7. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.
8. Integrate course work with current events and trends through examination of popular and news media.

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:	SOC 205	Course Title:	Social Change in Societies
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:	Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.		

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. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.</p> <p>Course Content:</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit ready, writing, listening, and speaking skills.</p>
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<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. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and the social phenomena that result from social interaction, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained, by gaining this knowledge student will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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"> 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. <p>Course Content:</p> <p>Students will learn topics such as: kinship, art and leisure, polity, ideology, and stratification to name several. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. Students will also gain greater knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur</p>

	because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.
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. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration. Course Content: Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define human collective activity, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: population growth, city creation, and war and conflict to name a few. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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

Social Change in Societies

Course Number: SOC 205

Transcript Title: Social Change in Societies

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Explores how societies have changed and are changing by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals, cultures, and social institutions (such as the family, economy, politics, education, and religion). 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. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.
2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.
3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.

2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Texts and Materials

Approved Texts:

There is no standard text used by all instructors, but the department must approve all required texts.

Course Activities and Design

Recommended activities and design:

Design:

Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.

Activities:

Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.

Course Content (Themes, Concepts, Issues and Skills)

1. Social Institutions, including family, education, religion, economy, politics, and health, and the interactions across and between institutions.
2. Social theories and perspectives applied to the study of social institutions, including structural-functionalist, conflict, symbolic interaction, and feminist.
3. Social change theory.
4. Collective behavior, including rhetoric and propaganda, and social movements.
5. Global content areas related to social change, including globalization, stratification, population, urbanization, environment, technology, and mass media.
6. Interactions and relationships between culture and structure and how culture shapes social institutions.
7. Impact of race/ethnicity, gender, age, social class, and other diversity on experience in social institutions and social change.

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes, specifically related to social institutions and social change.
2. Continue to hone critical thinking skills regarding the reciprocal relationship between individuals and institutions.
3. Observe and identify social change and consequences.
4. Write and communicate orally in a clear, organized, and effective manner.
5. Use varied and effective research resources, techniques, and strategies.
6. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.
7. Integrate course work with current events and trends through examination of popular and news media.
8. Develop ability to listen to and empathize with diverse perspectives and experiences.
9. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.



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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:	SOC 206	Course Title:	Social Problems
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:	Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Identify and evaluate the impacts of social phenomena that cause social problems within societies. 3. Participate within societies as informed members, identifying and understanding social phenomena that impact social problems.		

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: 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. Course Content: In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.
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<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. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Identify and evaluate the impacts of social phenomena that cause social problems within societies. <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and the social phenomena that result from social interaction, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained. By gaining this knowledge, students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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"> 2. Identify and evaluate the impacts of social phenomena that cause social problems within societies <p>Course Content:</p> <p>Students will learn topics such as: income, race, gender, age, sexuality, and ethnicity inequality/stratification to name several. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. It will also enhance students' knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. They will have the opportunity</p>

	to gain the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.
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. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Identify and evaluate the impacts of social phenomena that cause social problems within societies. 3. Participate within societies as informed members, identifying and understanding social phenomena that impact social problems. Course Content: Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define social problems, however, also go in depth with the understanding of the many social phenomena that occurred to create them and happen because of them. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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.

Social Problems

Course Number: SOC 206

Transcript Title: Social Problems

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. 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. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies.
2. Identify and evaluate the impacts of social phenomena that cause social problems within societies.
3. Participate within societies as informed members, identifying and understanding social phenomena that impact social problems.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.
2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.
12. Field reports.
13. Policy analysis and development.

Texts and Materials

There is no standard text used by all instructors, but the department must approve all required texts.

Course Activities and Design

Recommended activities and design:

Design:

Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.

Activities:

Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.

Course Content (Themes, Concepts, Issues and Skills)

1. Social problem definitions and identification.
2. The difference between social problems and personal troubles and the interaction between them.
3. Culture, social organization, norms, deviance, and social control mechanisms considered in relation to social problems.
4. Sociological theories and perspectives on social problems.
5. Social change and social movements, related to social problems.
6. Types of social problems: problems arising from value and norm conflicts, from social structure, from social change, and from social policy.
7. Analysis of particular social problems, such as wealth and power distribution, demographic changes, poverty, abuse, addiction, harassment, discrimination, and hate crimes based on race/ethnicity, gender, sexual orientation, or social class, violence, crime and justice, environmental problems, global conflict and disasters, mental and physical health, illness and healthcare.
8. Solution strategies, including human services, treatment and therapeutic communities, charity, social policy, legal system, voluntarism and community action, education and prevention, scientific research, and social movements.

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes, specifically related to social problems.
2. Hone critical thinking skills regarding the analysis of social problems.
3. Observe and identify social problems, definitions of social problems, and responses to social problems.
4. Integrate course work with current events and trends through examination of popular and news media.
5. Apply social change theories to historical/contemporary social problems and policies.
6. Write and communicate orally in a clear, organized, and effective manner.
7. Use varied and effective research resources, techniques, and strategies.
8. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.
9. Develop ability to listen to and empathize with diverse perspectives and experiences.
10. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.
11. Apply a sociological perspective to the development of policies and actions to alleviate and solve social problems.
12. Identify and locate agencies and resources that respond to social problems.

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:	SOC 213	Course Title:	Diversity in the United States
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:	Explores social status differences within the context of social structure and culture. Explains how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, and age. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination. 2. Identify and evaluate various social statuses and how those, together with various social contexts, impact the processes that shape the social structure of stratification. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in addressing inequality and privilege as it exists in current social actions and contexts.		

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: 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination. Course Content: In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit ready, writing, listening, and speaking skills.
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<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. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination.</p> <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and how they have changed throughout time, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained. By gaining this knowledge, students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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> <p>2. Identify and evaluate various social statuses and how those, together with various social contexts, impact the processes that shape the social structure of stratification.</p> <p>Course Content:</p> <p>Students will learn topics on such as: ethnicity, nationality, sexual orientation, and gender. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. Students will also gain greater knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and</p>

	community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.
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. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions. 2. Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change. 3. Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration. Course Content: Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define U.S. diversity, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: ethnicity, nationality, gender, and sexual orientation. By learning about diversity dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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	12/3/2018

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

Department Dean (enter name of department dean): Steven 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.

Diversity in the United States

Course Number: SOC 213

Transcript Title: Diversity in the United States

Created: September 1, 2013

Updated: June 7, 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 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Explores social status differences within the context of social structure and culture. Explains how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, and age. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction. 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. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination.
2. Identify and evaluate various social statuses and how those, together with various social contexts, impact the processes that shape the social structure of stratification.
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in addressing inequality and privilege as it exists in current social actions and contexts.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student

achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.
2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Course Activities and Design

Recommended activities and design:

Design:

Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.

Activities:

Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.

Course Content (Themes, Concepts, Issues and Skills)

1. Sociological approach and perspectives
2. Culture, socialization, status and roles, social institutions within the framework of social stratification
3. Introduction to diversity issues, major theoretic perspectives, concepts and definitions, for example:
 - a. Majority/minority, dominant/subordinate
 - b. Racism, sexism, classism, ageism, homophobia, heterosexism
 - c. Prejudice and discrimination
 - d. Cultural ideology and institutional discrimination
 - e. Assimilation, amalgamation, genocide
4. Gender and Sexual Orientation Issues
5. Social class concepts, structure in the U.S. and related issues
6. Social institutions in relationship to sex, race, and class:
 - a. Economy and Work
 - b. Polity and policy
 - c. Family and family policy
 - d. Education
 - e. Health, medicine and environmental issues (i.e. environmental racism)
7. Global and National Demographic Trends
8. Immigration policies - historic forces and impacts
9. Recent immigration trends and Policies
10. Issues of recent immigrant groups
11. Explorations of the social and cultural experience of racial and ethnic groups on the United States, for example: Asian heritage, African heritage, Arab heritage, European heritage, Hispanic heritage, Native American heritage
12. Age related issues
13. Contemporary issues (for example):
 - a. Hate groups and hate crimes
 - b. Immigration
 - c. Welfare reform
 - d. Multiculturalism
 - e. Affirmative action
 - f. English-only

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:	SOC 218	Course Title:	Sociology of Gender
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:	Focuses on how socialization is affected by gender. Includes topics in how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements and issues. Recommended: SOC 204 or SOC 205 or instructor permission. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us. 2. Identify and assess how interactions between gender, class, and race/ethnicity contribute to the stratification of society. 3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding gender from a sociological lens.		

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>1. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us.</p> <p>Course Content:</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.</p>

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us.</p> <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and how they have changed throughout time, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained. By gaining this knowledge, students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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> <p>1. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us.</p> <p>Course Content:</p> <p>Students will learn topics on such as: ethnicity, nationality, sexual orientation, and gender and how these social realities played a dynamic roll in social institutions. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. Through analyzing gender, students will also gain greater knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this</p>

	knowledge through reading, lectures, videos, group discussion, and evaluations.
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. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us. 2. Identify and assess how interactions between gender, class, and race/ethnicity contribute to the stratification of society. 3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding gender from a sociological lens. Course Content: Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define gender, but also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: sexuality, reproduction, and beauty. By learning about gender dynamics students will be able to better recognize the social phenomena that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.

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	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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.

Sociology of Gender

Course Number: SOC 218

Transcript Title: Sociology of Gender

Created: September 1, 2013

Updated: June 7, 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 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Recommended

[SOC 204 \(http://cgcc.us/courses/soc-204\)](#) or [SOC 205 \(http://cgcc.us/courses/soc-205\)](#) or instructor permission

Course Description

Focuses on how socialization is affected by gender. Includes topics in how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements and issues. Recommended: SOC 204 or SOC 205 or instructor permission. 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. Apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us.
2. Identify and assess how interactions between gender, class, and race/ethnicity contribute to the stratification of society.
3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding gender from a sociological lens.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.
2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Course Activities and Design

Lecture, group activities, service learning, audio/visual presentations, discussion.

Course Content (Themes, Concepts, Issues and Skills)

Course Content (Themes, Concepts, Issues and Skills)

1. Sociological Imagination: personal and public issues
2. Sociological Theories and Theorists: Structural Functionalism-institutions, functions, division of labor; Conflict- inequality, power elite; Symbolic Interactionism- labels, social construction of meaning, interactions at micro level; and Feminist Theory.
3. Sociological Research and findings: influence of Feminist Sociology and Theory on research.
4. History of Feminism: waves of women's movement and men's movement
5. Nature vs. Nurture debate: Sex vs. Gender
6. Physical, chromosomal, and hormonal variations between sexes. Effects on behavior?
7. Socialization theories: Psychoanalytic (Freud, Horney, Chodorow); Social Learning Theory (Bandura); Cognitive Development (Piaget, Kohlberg, Gilligan); Bem's Enculturated Lens Theory
8. Socialization agents: role models, labels, stereotypes, differential treatment, and peer pressure etc. from family, peers, education, toys, and media.
9. Structural and cultural influences on gender roles (Stratification, laws, attitudes, and values): intersection between race, class, and gender, role constraints and enforcement.
10. Social problems and solutions addressing sexism, discrimination, sexual harassment, domestic violence, etc.
11. Gendered language and communication: verbals and nonverbals
12. Family diversity: changing data trends, divorce, double shift
13. Sexual Orientation: heterosexism, homophobia, variations in gender roles
14. Reproduction: rights, teen pregnancy, attitudes, consequences
15. Social stratification: intersection of sex and gender with race, ethnicity, class, sexual orientation, ability/disability.
16. Gender and Work: division of labor, historical trends, occupational sex segregation, wage gap, glass ceiling, feminization of poverty, legislative strategies.
17. Gender, Crime, and Justice: statistics, causes and consequences, criminal justice system- variations in laws and treatment
18. Gender and Politics: gender gap, differences in representation and voting patterns
19. Men and Women in the Military
20. Gender and Religion: traditional religious teachings, goddesses vs patriarchy, leadership patterns, changing spirituality
21. Gender and Health: Varying indicators of health, changes and inequality in health care systems, mental health, eating disorders.
22. Cultural/global diversity: ethnocentrism towards varying gender roles and cultural practices

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes related to gender roles.
2. Develop and practice college-level reading, writing, research, analysis, and study skills.
3. Be able to define, compare, understand, and interpret theories, concepts, and data patterns.
4. Apply theories, concepts, data, and research to concrete examples in text, class, and daily life.
5. Develop critical thinking skills and be able to distinguish between underlying assumptions, stereotypes, and research findings related to social issues.
6. Develop group process skills, including listening, communicating, cooperating, and empathizing with diverse perspectives.
7. Be able to distinguish between public and private problems and determine the causes and consequences of cultural and structural gender-related issues.
8. Be able to analyze and integrate coursework with current events and trends in the social world.
9. Learn how to help solve problems by being active citizens, participating in the community and society, and being able to identify services available in the community.

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:	SOC 219	Course Title:	Religion & Culture: Social Dimensions
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:	Explores the relationship between culture, social structure, and religion, through a comparative and cross-cultural examination of religious beliefs, practices, and organization. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society. 2. Identify, evaluate, and compare various religious institutions within societies using structural functionalist, symbolic interactionist, and social conflict approaches. 3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding religious institutions from a sociological lens.		

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*)

- 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:

- The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
- 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:

- The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
- 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. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society.</p> <p>Course Content:</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society.</p> <p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from</p>

	<p>the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and how they have changed throughout time, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained. By gaining this knowledge, students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society.</p> <p>Course Content:</p> <p>Students will learn topics on such as: ethnicity, nationality, sexual orientation, and gender and how these social realities played a dynamic roll in religious institutions. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. Through analyzing religion, students will also gain greater knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. In another sense, they will have the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society. 2. Identify, evaluate, and compare various religious institutions within societies using structural functionalist, symbolic interactionist, and social conflict approaches.</p>

	<p>3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding religious institutions from a sociological lens.</p> <p>Course Content:</p> <p>Students will learn a plethora of dynamics of human activity within our social and natural world. This course sets out to not only define religion, however, also go in depth with the understanding of the many social phenomena that occurs because of it. Examples of which could be: ethnicity, nationality, gender, and sexual orientation. By learning about religious social dynamics students will be able to better recognize the social phenomena that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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.
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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.

Religion & Culture: Social Dimensions

Course Number: SOC 219

Transcript Title: Religion/Culture Social Dimens

Created: September 1, 2013

Updated: June 7, 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 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Explores the relationship between culture, social structure, and religion, through a comparative and cross-cultural examination of religious beliefs, practices, and organization. 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. Apply sociological perspectives and use their sociological imagination in analyzing religious institutions and their role within culture and society.
2. Identify, evaluate, and compare various religious institutions within societies using structural functionalist, symbolic interactionist, and social conflict approaches.
3. Participate as active citizens within their societies and communities, demonstrating critical thought surrounding religious institutions from a sociological lens.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.

2. Term or research papers, using a variety of research strategies.
3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Course Activities and Design

Lecture, group activities, service learning, audio/visual presentations, discussion.

Course Content (Themes, Concepts, Issues and Skills)

Examples of Subject Matter, Concepts, Themes, Issues:

1. Sociological Perspectives and applications
2. Social Dimensions of Spirituality and Religion
3. Fundamental Features of Religions
4. Prehistoric and Contemporary Belief Systems and Communities
5. Religion and Social Order
6. Religion and Environment, a Cross Cultural Perspective
7. Native American Spirituality
8. In Search for the Common Ground, Judaism, Christianity and Islam.
9. Religion and Family, Love and Courtship and Marriage
10. Religion and Gender, Origins of Patriarchy and Gender Socialization
11. Religion and Health, The Spiritual Dimension of Health
12. Transcendent Idealism and Spirituality
13. Spirituality, the Search for New Identity



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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:	SOC 231	Course Title:	Sociology of Health & Aging
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 age-related health issues in social and cultural context. Includes the social structuring of age, health and illness; demographics and patterns of health and illness of diverse older adults; issues related to medical and healthcare services; health and long-term care policy and programs. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Utilize sociological theories and multi-disciplinary perspectives to provide an in depth understanding of health and aging. 2. Identify and evaluate the impacts of social phenomena that influence outlooks and actions concerning health and aging within societies. 3. Participate within societies as informed members on areas of social phenomena that impact health and aging.		

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>1. Utilize sociological theories and multi-disciplinary perspectives to provide an in depth understanding of health and aging.</p> <p>Course Content:</p> <p>In order to completely understand what the sociological imagination is and what the perspectives are, students must engage in a number of facets within the course. First, they must read the course material (i.e. book, or other text based resource). Second they need to listen to instructor facilitation. Third, they need to participate in some form of course discussion. Additionally, they will be required to submit work in order for evaluation (i.e. exams, essays, projects) By doing all of the above students will exhibit reading, writing, listening, and speaking skills.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Utilize sociological theories and multi-disciplinary perspectives to provide an in depth understanding of health and aging.</p> <p>2. Identify and evaluate the impacts of social phenomena within societies that influence outlooks and actions concerning health and aging within societies.</p>

	<p>Course Content:</p> <p>In order for a student to completely apply the sociological imagination and sociological perspectives, students must think critically. As a part of any sociological perspective is to look at society/groups/social phenomena from the lens of sociological theories. These theories were invented primarily to understand society and the workings/problems/phenomena that happen because of them. By learning about societies and the social phenomena that result from social interaction, students will learn more insightful knowledge on how to more creatively solve problems. Critical thinking and problem solving only grows in stature as more and more knowledge of relevant material is gained. By gaining this knowledge, students will be equipped to further their critical thinking and problem solving skills. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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</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> <p>2. Identify and evaluate the impacts of social phenomena that influence outlooks and actions concerning health and aging within societies.</p> <p>Course Content:</p> <p>Students will learn topics such as: age stratification, age stereotyping, ageism, and the socio history of aging to name several. By learning these specific topics, students will gain a higher amount of knowledge on how each topic plays into our society. It will also enhance students' knowledge on cultural diversity. By having a heightened sense of cultural diversity, and social phenomena that occur because of it, students will be better suited to address these issues in the workplace and community. They will have the opportunity to gain the ability to make informed decisions on such issues. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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> <ol style="list-style-type: none"> 1. Utilize sociological theories and multi-disciplinary perspectives to provide an in depth understanding of health and aging. 2. Identify and evaluate the impacts of social phenomena that influence outlooks and actions concerning health and aging within societies. 3. Participate within societies as informed members on areas of social phenomena that impact health and aging. <p>Course Content:</p> <p>Students will learn a plethora of dynamics of human activity within our social and natural world relating to health and aging. This course sets out to not only define health and aging, however, also go in depth with the understanding of the many social phenomena that occurred throughout history revolving around health and aging. By learning about human dynamics students will be able to better recognize the consequences that come from these dynamics. Students will gain this knowledge through reading, lectures, videos, group discussion, and evaluations.</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	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Steven 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.

Sociology of Health & Aging

Course Number: SOC 231

Transcript Title: Sociology of Health & Aging

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Introduces age-related health issues in social and cultural context. Includes the social structuring of age, health and illness; demographics and patterns of health and illness of diverse older adults; issues related to medical and healthcare services; health and long-term care policy and programs.

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. Utilize sociological theories and multi-disciplinary perspectives to provide an in depth understanding of health and aging.
2. Identify and evaluate the impacts of social phenomena that influence outlooks and actions concerning health and aging within societies.
3. Participate within societies as informed members on areas of social phenomena that impact health and aging.

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

The department assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the department encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.
2. Term or research papers, using a variety of research strategies.

3. Oral presentations.
4. Group research, analysis, and presentation projects.
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences.
9. Portfolios.
10. Video projects.
11. Oral histories and interviews.

Course Activities and Design

Recommended activities and design:

Design:

Lecture format tailored around a standard resource instrument (i.e. book) in order for standardization of grading. Discussion during lecture is encouraged, as well as videos in order to enhance visualization of course material.

Activities:

Assignments should be tailored around standardization of grading according to course objectives. Recommended assignments: multiple choice exams, true/false exams, short essay questions, take home long essay questions, mid/end term examinations, group projects, political letters, and/or insight based journals.

Course Content (Themes, Concepts, Issues and Skills)

1. Basic concepts in gerontology which apply to the course study.
2. Definition of terms relevant to the course content.
3. An historical review of health care services for the elderly emographics describing the aging of society with specific relevance for the study of health and aging.
4. Identifiable trends affecting the planning of appropriate responses to the emerging health needs of an aging society.
5. The course of acute vs. chronic illness.
6. The continuum of care representing integrated service systems.
7. Underlying social values and issues, which influence the delivery of health services to the elderly.
8. Formal and informal systems of support for the elderly.
9. Methods for linking the formal and informal systems of support.
10. Public and private policies and funding sources, which influence the delivery of services.

Competencies and Skills:

The student will:

1. Use knowledge to make informed decisions regarding appropriate methods of service delivery.
2. Use analytical and evaluative methods for researching community resources.
3. Practice self-analysis to identify personal values and belief systems.
4. Use critical thinking to understand the role of social policy in contemporary society.
5. Integrate data to develop increased understanding of complex social systems.



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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 111	Course Title:	Public Speaking
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces speechmaking based on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Includes techniques for controlling speech anxiety, how to organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisites: WR 121; and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Outline and organize oral messages for delivery before a group or live audience. 2. Critically examine and evaluate ideas and information in order to formulate a clear and effective message. 3. Analyze diverse audiences; develop appropriate and respectful messages for each. 4. Apply strategies and skills to develop confidence and manage communication anxiety when speaking in groups or in public.		

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. Apply strategies and skills to develop confidence and manage communication anxiety when speaking in groups or in public.</p> <p>Course Content:</p> <p>This course addresses all four aspects of communication: students are required to read and comprehend (tested through quizzes) the concepts and principles of public speaking so they are able to apply such to the speeches they deliver to a classroom audience; in support of their oral presentations, students are required to present formal written outlines that present information about their topic in a logical and concise manner, using correct grammar and sentence structure; active listening skills are learned and reinforced through critical evaluation of peer presentations and speaking assignments; and through the multiple oral speeches required for the course, students develop increased confidence when addressing a live audience, by learning and applying techniques such as storytelling, audience engagement, visual representation, and personal example. Students are introduced to other methods of reducing and controlling fear or anxiety when communicating with and/or in front of groups.</p>
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<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. Critically examine and evaluate ideas and information in order to formulate a clear and effective message.</p> <p>Course Content:</p> <p>Students are required to conduct extensive research on the topics they select for their oral presentations. They are encouraged to select topics that have relevance to their lives so their presentations are enhanced by personal experience and/or knowledge. Formal research on any topic must be critically vetted to ensure credible sources are used and information collected is fully evaluated for veracity and reason; opposing positions must be thoroughly examined to ensure a balanced approach to a topic; information must be formulated to meet the student's specific speaking objective.</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 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>3. Analyze diverse audiences; develop appropriate and respectful messages for each.</p> <p>Content:</p> <p>Through course readings and in-class exercises and discussions, students learn the importance of knowing the unique aspects of their audience and adapting their message accordingly. They learn to collect, through formal and informal means, key cultural, demographic and psychographic information, as well as the audience's potential response or reaction to their topic. This knowledge helps students to frame a topic in a way that most resonates with the audience, thereby achieving their speaking objectives.</p>

5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: Content:
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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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.

Public Speaking

Course Number: COMM 111

Transcript Title: Public Speaking

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

[WR 121 \(http://www.cgcc.edu/courses/wr-121\)](http://www.cgcc.edu/courses/wr-121); [MTH 20 \(http://www.cgcc.edu/courses/mth-20\)](http://www.cgcc.edu/courses/mth-20) or equivalent placement test scores

Course Description

Introduces speechmaking based on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Includes techniques for controlling speech anxiety, how to organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisites: WR 121; and MTH 20 or equivalent placement test scores. Audit available.

Intended Outcomes

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

1. Outline and organize oral messages for delivery before a group or live audience.
2. Critically examine and evaluate ideas and information in order to formulate a clear and effective message.
3. Analyze diverse audiences; develop appropriate and respectful messages for each.
4. Apply strategies and skills to develop confidence and manage communication anxiety when speaking in groups or in public.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

1. Present three oral presentations (prepared, researched, structured) in front of a live audience in the classroom. Minimum one informative speech, minimum one persuasive speech.
2. Critically analyze oral presentations and express understanding via written and/or oral formats.
3. Research selected and appropriate topic, correctly citing credible outside sources.

4. Prepare formally written Outline containing Introduction, Body (Main Points) and Conclusion.

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes.
- In-class activities to assist in minimizing fear and anxiety.
- In-class discussion of relevant concepts and practice in public speaking.
- Oral presentation of individual speeches.
- Observation and evaluation of public speaker outside of class or online.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Rhetorical theory and analysis
- Creating the Public Speech
 - (Thesis, content, organization, outlining)
- Different types of speeches
 - (Informative, persuasive, impromptu speaking, etc.)
- Audience Analysis
- Language Usage
- Delivery
- Active Listening
- Critical thinking
- Communication Anxiety

Competencies and Skills

1. Speakers:

- a. Determine the purpose of the speech as appropriate to the speaking context.
- b. Choose a topic and restrict/narrow it according to the purpose, audience, and time constraints.
- c. Formulate and use a proper thesis statement.
- d. Provide adequate and credible supporting material that is appropriate based on the topic, audience setting and purpose. Demonstrate awareness of available types of support.
- e. Select a suitable organizational pattern that is appropriate to the topic, audience, context, and purpose. Demonstrate awareness of alternative organizational patterns and their functions.
- f. Demonstrate careful choice of words. Select words appropriate to the topic, audience, purpose, context, and speaker, while avoiding words that express prejudice. Demonstrate appropriate grammar and intelligible pronunciation. Demonstrate the effective use of appropriate technical vocabularies, slang, idiomatic language, and regionalisms. Present speeches using an extemporaneous style.
- g. Provide effective transitions that, establish connectedness, signal movement from one idea to another, and clarify relationships among ideas.
- h. Employ vocal variety in rate, pitch, and intensity. Demonstrate vocal variety as suitable to the message, occasion, and audience.
- i. Demonstrate appropriate nonverbal behavior that supports the verbal message.

2. Listeners:

- a. Attend with open minds.
- b. Recognize and recall main ideas.
- c. Identify supporting details.
- d. Distinguish between emotional and logical arguments.
- e. Examine whether asserted relationships exist between ideas.
- f. Detect bias and prejudice - recognize and appreciate the effects of personal, ideological, and emotional biases on the message.
- g. Synthesize and evaluate information by drawing logical inferences and conclusions.
- h. Recognize discrepancies between the speaker's verbal and nonverbal messages.
- i. Be an active participant during other student's speeches through being attentive and providing appropriate nonverbal feedback to the speaker.



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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 140	Course Title:	Introduction to Intercultural Communication
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores the impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding. Focuses on processing messages with changing political, economic and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different." Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Demonstrate respect and sensitivity for cultural diversity and values and beliefs that differ from their own. 2. Understand the impact of cultural filters and culturally-based assumptions and how they impact communication, perceptions and behaviors. 3. Recognize the cultural and historical bases of difference and the concept of "other." 4. Demonstrate awareness and knowledge of key intercultural communication principles and concepts, including the role of social construction and how it perpetuates social inequities.		

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>2. Understand the impact of cultural filters and culturally-based assumptions and how they impact communication, perceptions and behaviors.</p> <p>Course Content:</p> <p>Students learn effective strategies for cross-cultural communication and interaction through a variety of methods: course readings and discussion, research projects that include written work and oral presentations, interviewing and observing “others;” viewing and analyzing relevant genres of film, examining oneself from a cultural perspective, and participating in inter-cultural exercises and activities. These exercises and activities include role plays, simulations, critical incidents, and case studies that profile and explore obstacles to cross-cultural interactions and effective resolutions.</p>
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<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>3. Recognize the cultural and historical bases of difference and the concept of “other.”</p> <p>Course Content:</p> <p>Problems develop and conflicts arise when cross-cultural interaction occurs without some level of awareness. In order to learn how to resolve these obstacles, students are exposed to multiple scenarios, including real-life incidents that describe misunderstandings or conflicts arising from the inability to adapt to cross-cultural interaction. These force students to self-reflect, critically examining and modifying their own culturally-based interpretations, attitudes and behaviors. Case studies that reflect the complexities of cross-cultural interaction based on differing histories and cultures, require students to analyze problems and define solutions.</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> <p>1. Demonstrate respect and sensitivity for cultural diversity and values and beliefs that differ from their own.</p> <p>Content:</p> <p>Students gain an appreciation of cultural diversity through a mix of course work, including role plays where two or more participants take on the characteristics of people other than themselves to gain a broader understanding of different practices, values and beliefs historically- and culturally-embedded in “others”; simulations provide interactive opportunities to practice new behaviors and experiment with new attitudes and points of view, thereby expanding understanding, changing perceptions, and broadening perspectives. These experiences enable students to recognize and identify potential areas of conflict arising from cross-cultural differences. They are then better equipped to steer away from conflict or resolve problems before they escalate.</p>

5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: Content:
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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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.

Introduction to Intercultural Communication

Course Number: COMM 140

Transcript Title: Intro to Intercultural Comm

Created: February 27, 2013

Updated: August 16, 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

Explores the impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding. Focuses on processing messages with changing political, economic and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different." Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion students will be able to:

1. Demonstrate respect and sensitivity for cultural diversity and values and beliefs that differ from their own.
2. Understand the impact of cultural filters and culturally-based assumptions and how they impact communication, perceptions and behaviors.
3. Recognize the cultural and historical bases of difference and the concept of "other."
4. Demonstrate awareness and knowledge of key intercultural communication principles and concepts, including the role of social construction and how it perpetuates social inequities.

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>)
Not Addressed	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

- In-class participation in cross-cultural activities.

- Journals chronicling cross-cultural interactions and identifying culturally-based assumptions and interpretations
- Research papers exploring historically- and culturally-embedded behaviors, values and beliefs.
- Oral presentation of Cultural Profile, depicting one's own cultural heritage through visuals, artifacts and narrative.
- Critical analysis of films representative of and relevant to cross-cultural concepts.

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes
- In-class activities including role plays, simulations, critical incidents, case studies
- In-class discussion of intercultural concepts and principles
- Supplemental films
- Presentation and sharing of cultural profiles
- Field exercises

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Ethnocentrism
- Conflict
- Social Perspective-taking
- Power
- Culture
- Diversity
- Perception
- Language
- Symbolic Interactionism
- Prejudice and oppression (isms)
- Nonverbal Communication
- Intercultural Communication theories

Competencies and Skills

Students will:

- Be able to explain the complexity of the term "culture".
- Be able to see how the nature of language causes one to "see" the world from others.
- Be able to determine how cultural, ethnic, class, etc. differences affect values and tolerance.
- Be able to identify and compare beliefs and values, world views, and the social organization of diverse people.
- Be able to exhibit tolerance towards cultural differences.
- Be able to engage in introspection to determine how one's cultural perceptions, attitudes, values, and beliefs influence the communication process.
- Be able to reduce anxiety when communicating with people from cultures other than one's own.
- Be able to gain the ability to self-reflect/analyze one's own cultural frame of reference.



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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 214	Course Title:	Interpersonal Communication: Process & Theory
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions, emphasizing theoretical principles and their application. Emphasizes the development of various communication skills in interpersonal contexts. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Explore and assess one's own interpersonal skills and style to identify problems and develop solutions for more effective communication. 2. Understand importance of emotional intelligence and its impact on interpersonal communication. 3. Recognize and understand issues affecting interpersonal communication effectiveness (e.g., ethics, perception, language, listening, emotions, conflict, friendship). 4. Apply interpersonal communication skills needed to be a better partner, friend, co-worker or family member.		

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: 3. Recognize and understand issues affecting interpersonal communication effectiveness (e.g., ethics, perception, language, listening, emotions, conflict, friendship). Course Content: Through the assigned reading, research, writing, speaking and listening in this course, students are exposed to the vast array of issues that impact effective interpersonal communication. These issues range from cultural influence to emotional intelligence, from innate personality (e.g. shyness) to physical appearance. Students learn to look inward as well as observe others in assessing and identifying interpersonal communication competence.
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<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. Explore and assess one's own interpersonal skills and style to identify problems and develop solutions for more effective communication.</p> <p>Course Content:</p> <p>A variety of course work, including an individualized Communication Skills Profile, provide students with the opportunity to research and assess their own communication acumen through a variety of assessment tools, analyze and reflect upon the results, formulate plans to overcome barriers, and develop specific goals for optimizing interpersonal interaction on many levels. This heightened awareness improves their ability to interact one-on-one or in groups, whether solving problems, making decisions, or providing/receiving directives.</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 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. Understand importance of emotional intelligence and its impact on interpersonal communication.</p> <p>Content:</p> <p>Students are exposed to the concept and practice of emotional intelligence and how they can learn to optimize key interpersonal skills. These skills include the ability to perceive, harness, comprehend and manage emotions both in self and in others in order to traverse in and function well within social and cultural environments. Being aware of the culturally-distinct aspect of emotions, expressions, body language, and expectations is critical to effective cross-cultural interaction.</p>

5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: Content:
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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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.

Interpersonal Communication: Process & Theory

Course Number: COMM 214

Transcript Title: Interper Comm:Process & Theory

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Introduces interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions, emphasizing theoretical principles and their application. Emphasizes the development of various communication skills in interpersonal contexts. 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. Explore and assess one's own interpersonal skills and style to identify problems and develop solutions for more effective communication.
2. Understand importance of emotional intelligence and its impact on interpersonal communication.
3. Recognize and understand issues affecting interpersonal communication effectiveness (e.g., ethics, perception, language, listening, emotions, conflict, friendship).
4. Apply interpersonal communication skills needed to be a better partner, friend, co-worker or family member.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment strategies may include:

- Qualitative examinations
- Essays

- Research papers
- Portfolios
- Oral presentations
- Term Projects
- Quantitative examinations
- Journals
- In-class participation
- Projects
- Group work
- Dyadic exercises

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes.
- In-class activities including role plays, simulations, critical incidents, case studies.
- In-class discussion of interpersonal concepts and principles.
- Supplemental films.
- Presentation and sharing of communication skills profiles.
- Field exercises.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Identity
- Perception
- Self-Disclosure
- Interpersonal Communication theories
- Language
- Relational Development
- Active listening
- Conflict Styles and Management
- Nonverbal communication
- Cultural context
- Communication climate

Competencies and Skills

Students will:

- Be able to analyze dyadic conversations in terms of interpersonal communication theory.
- Be able to explain communication models.
- Be able to analyze the effectiveness of their own, as well as others', communication choices in a variety of contexts.
- Be able to explain how nonverbal behaviors influence the communication process.
- Be able to see how the nature of language influences the communication process.
- Be able to demonstrate effective listening.
- Be able to identify a range of potentially useful conflict resolution behaviors.



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Columbia Gorge Community College

CC date _____
 CC decision _____
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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 215	Course Title:	Small Group Communication: Process and Theory
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Addresses problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages in the small group, norms and roles, conflict reduction, and decision making. Focuses on theory and practice. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply techniques and skills for developing and maintaining a positive, supportive climate in a small group. 2. Manage projects and solve problems through learned group communication strategies. 3. Demonstrate conflict management skills and strategies within the small group setting. 4. Identify and understand impact of culture on team interaction and demonstrate intercultural sensitivity.		

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> <ol style="list-style-type: none"> 1. Apply techniques and skills for developing and maintaining positive, supportive climate in a small group. 2. Manage projects and solve problems through learned group communication strategies. <p>Course Content:</p> <p>Students learn positive and effective communication skills, including reading, writing, listening and speaking. Well-developed listening skills are especially important in group settings. Students learn how to be active listeners, enabling them to be more productive, more influential, more persuasive, and better negotiators. They learn to listen to obtain and clarify information, ensuring they understand what is being presented and/or communicated to them by other people in a group, whether at work, at volunteer or social functions, or at home with family members. Students also learn effective group communication strategies that enhance group dynamics and help to ensure positive and productive results. (See next CLO for more in-depth explanation of outcome #2).</p>
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<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. Manage projects and solve problems through learned group communication strategies.</p> <p>Course Content:</p> <p>Students learn to develop and adhere to learned communication strategies that enable them to engage with one another on a variety of issues. Some strategies may include roles individuals play within a group (facilitator, buffer, etc.). Other strategies may involve developing objectives, identifying stakeholders, defining key messages, and deciding the best communication methods for (1) meeting objectives, and (2) relaying specific information to primary stakeholders. Students practice these strategies in mock situations in class. They begin to recognize and understand the importance of establishing communication strategies up front in a group to ensure effective delivery of information and successful management of group projects.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses.</p> <p align="center">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> <p>4. Identify and understand impact of culture on team interaction; demonstrate intercultural sensitivity.</p> <p>Content:</p> <p>Students gain an appreciation of cultural diversity through a mix of course work, including role plays and group simulations that provide interactive opportunities to practice new behaviors and experiment with new attitudes and points of view, thereby expanding understanding, changing perceptions, and broadening perspectives. Students also observe groups through films, analyzing group dynamics ranging from problem solving, decision making, and conflict resolution. These exercises enable students to recognize and identify potential areas of conflict arising from cross-cultural differences within a group. They are then better equipped to steer away from conflict in their own group settings, resolving problems before they escalate.</p>

5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: Content:
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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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.

Small Group Communication: Process and Theory

Course Number: COMM 215

Transcript Title: Sm Grp Comm: Process & Theory

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Addresses problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages in the small group, norms and roles, conflict reduction, and decision making. Focuses on theory and practice. 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. Apply techniques and skills for developing and maintaining a positive, supportive climate in a small group.
2. Manage projects and solve problems through learned group communication strategies.
3. Demonstrate conflict management skills and strategies within the small group setting.
4. Identify and understand impact of culture on team interaction and demonstrate intercultural sensitivity.

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>)
Not Addressed	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

- Qualitative examinations
- Quantitative examinations
- Essays
- Journals

- Research papers
- In-class participation
- Portfolios
- Projects
- Oral presentations
- Group work
- Service Learning

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes.
- In-class activities including case studies, role plays, group work, films.
- In-class discussion of the concepts and principles of small group communication, including leadership, roles, conflict management, decision making, problem solving, achieving consensus.
- Supplemental films.
- Presentation and sharing of group communication logs, journals.
- Field exercises.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Group Communication Theory
- Conflict Management
- Group presentational skills
- Leadership
- Rules and Norms
- Task and Social Roles
- Nonverbal Communication
- Power
- Diversity
- Perception
- Language
- Decision making
- Groupthink
- Types of groups
- Group development

Competencies and Skills

- Be able to think critically, creatively, and systematically in groups.
- Be able to recognize the relationships between task and social-emotional aspects of group decision-making.
- Be able to recognize their own strengths and weaknesses as group participants.
- Be able to demonstrate flexibility in assuming alternate roles to enhance the small group process.
- Be able to monitor a small group's progress towards achievement of its goals.
- Be able to determine how their cultural perceptions, attitudes, values, and beliefs influence the communication process.
- Be able to engage in discussion with an attitude of openness, interest, and respect.
- Be able to give an effective oral presentation as part of a group project.



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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 228	Course Title:	Mass Communication and Society
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores the symbiotic relationship of the mass media and society from a rhetorical perspective. Examines the technological advancements in mass communications and their subsequent effect on public discourse and the individual in society. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Understand the role of media freedoms in preserving our democracy and building and maintaining a free society. 2. Recognize the impact of political and economic influences on media content. 3. Recognize the importance of ethical standards within mass media, as they relate to the pursuit of truth, accuracy, fairness and diversity. 4. Evaluate media information through the application of media literacy and critical thinking 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 type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>4. Evaluate media information through the application of media literacy and critical thinking skills.</p> <p>Course content:</p> <p>Through the assigned reading, research, writing, speaking and listening requirements in this course, students develop the fundamentals of media literacy, enabling them to comprehend, interpret, and critically examine increasingly sophisticated symbols and messages society is exposed to everyday through various media forms, from print to audio, video to online. Students are empowered by the media literacy skills they gain, allowing them to become informed, responsible citizens, workers and consumers who are able to actively participate in today’s ever-changing media environment, creating their own effective messages and making informed decisions in their personal, professional and political worlds.</p>
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<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>4. Evaluate media information through the application of media literacy and critical thinking skills.</p> <p>Course Content:</p> <p>Students learn to more actively question and evaluate media content, as opposed to passively accepting what media producers put forth. They observe newscasts from varying venues, comparing and contrasting the way “issues of the day” are presented and framed. They begin to understand the dual – and often conflicting – roles of media as a means of protecting freedom and media as a means of shaping messages. An example of in-class work teaching these concepts includes students viewing, discussing and analyzing a political debate, challenging the many statements of “fact” espoused by the candidates. Students identify and research issues discussed in the debate in an effort to separate factual information from political rhetoric.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses.</p> <p align="center">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> <p>3. Recognize the importance of ethical standards within mass media, as they relate to the pursuit of truth, accuracy, fairness and diversity.</p> <p>Content:</p> <p>Students focus on the ethical aspect of formulating and presenting media content to the world, from the words used, the images portrayed, and the sources relied upon. An integral part of this course is the study of ethics related to cultural and economic diversity and how media present different races, classes, castes, cultural practices, and languages. An example of in-class work teaching these concepts includes students viewing a compilation of film and television clips, evaluating which portrayals are truthful and accurate, and which reinforce unflattering stereotypes of groups in society. Students learn to recognize and challenge media’s perpetuation of skewed images of different cultures, motivating them to seek a more accurate and truthful reality.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" 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. Understand the role of media freedoms in preserving our democracy and building and maintaining a free society.</p> <p>Content:</p> <p>Students expand their view of today's media beyond cable networks and internet exchanges (social media) to encompass the broader role of media in sustaining a democracy that allows for personal and political freedoms, including freedom of the press and freedom of speech. They recognize that a functional democracy requires its citizens to be well informed, but with a pluralistic balance that reflects diversity of opinion. While media freedoms are strongly protected in a democracy, media organizations have strict responsibilities to be objective and unbiased in providing information and fostering debate, respecting the distinction between fact and opinion. Students come away with an understanding that media is a key part of the social fabric of any society.</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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.
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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.

Mass Communication and Society

Course Number: COMM 228

Transcript Title: Mass Communication and Society

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Explores the symbiotic relationship of the mass media and society from a rhetorical perspective. Examines the technological advancements in mass communications and their subsequent effect on public discourse and the individual in society. 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. Understand the role of media freedoms in preserving our democracy and building and maintaining a free society.
2. Recognize the impact of political and economic influences on media content.
3. Recognize the importance of ethical standards within mass media, as they relate to the pursuit of truth, accuracy, fairness and diversity.
4. Evaluate media information through the application of media literacy and critical thinking skills.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment strategies may include:

- Qualitative examinations
- Quantitative examinations
- Essays

- Journals
- Research papers
- In-class participation
- Portfolios
- Projects
- Oral presentations
- Group work
- Reaction papers
- Service Learning

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes.
- In-class activities including case studies, analysis of advertising, media vehicles, films.
- In-class discussion of the concepts and principles of mass communication, including monopolistic ownership, political and corporate influences, reflection of society.
- Supplemental films.
- Presentation and sharing of media-related research projects.
- Field exercises.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts & Issues:

- Histories and growth of different media
- Connections between types of media
- Print media
- Radio
- Electronic media
- Persuasive Professionals
- International Media
- Connection between media and society
- Political Economy analysis of media
- Media literacy
- Media and democracy

Competencies and Skills:

- Be able to analyze the functions of mass communication systems and their effect on society.
- Be able to explain the histories and connections between different media.
- Be able to see how the dissemination of information influences individual perceptions.
- Be able to identify the differences and similarities in the broad range of mass media.
- Be able to make connections between and among the different elements influencing mass media.



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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu
Course Prefix and Number:	COMM 237	Course Title:	Gender and Communication
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines similarities and differences in male and female communication styles and patterns. Attention given to implications of gender as social construct upon perception, values, stereotypes, language, nonverbal communication, power and conflict in human relationships. Discusses influence of mass communication upon shaping and constructing gender roles. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Employ effective strategies for creating and managing cross-gender relationships. 2. Recognize and respond to gender-based assumptions and stereotypes in media and society. 3. Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations. 4. Understand gender influences on wider societal issues.		

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: 1. Employ effective strategies for creating and managing cross-gender relationships. Course Content: Students learn the concepts of cross-gender communication and interaction through a variety of methods: course readings and discussion, research projects that include written work and oral presentations, interviewing and observing gender interaction, viewing and analyzing films representative of cross-gender communication, examining oneself from a socially-constructed perspective, presenting oral reports on gender issues in society, and participating in gender-influenced exercises and activities. These exercises and activities include role plays, simulations, critical incidents, and case studies that profile and explore problems in cross-gender relationships and effective resolutions.
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<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>4. Understand gender influences on wider societal issues</p> <p>Course Content:</p> <p>Students select and research societal topics that are influenced by gender. Topics range from male and female images in the media to gender in the military, from gender roles in gay relationships to women in male-dominated professions. Students critically evaluate the information, prepare written reports, and make oral presentations in class. Students study their own gender-biased perspectives and reactions, challenging themselves to understand where these biases came from and how they can be overcome.</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> <p>3. Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations.</p> <p>Content:</p> <p>Students learn to appreciate gender perspectives through research, interviews, observations, oral presentations, and in-class exercises and activities. In one exercise, by working in cross-gender dyads, students explore their own socially-constructed views and attitudes, then “switch” genders to explore those of their partner. In-class, students analyze short videos on topics such as sexual harassment, power issues, negotiation skills, and other workplace issues. Additionally, they view advertising and films that depict stereotypical gender roles, allowing them to see how gender influences and inequalities are perpetuated in society and through media. Students come away with an increased sensitivity to these portrayals and a better understanding of how diverse viewpoints are forged through gender identities and expectations.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" 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>2. Recognize and respond to gender-based assumptions and stereotypes in media and society.</p> <p>Content:</p> <p>Students learn about the role of media in forming and reflecting societal norms and mores. They begin to understand and question how specific gender roles and images are perpetuated, and how this fosters inequality in society between men and woman and/or straight and gay. By increasing their awareness of social construction theory, students are better able to recognize and actively challenge gender-based stereotypes, biases, assumptions and expectations.</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
Leigh Hancock	lhancock@cgcc.edu	2.1.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): 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.

Gender and Communication

Course Number: COMM 237

Transcript Title: Gender and Communication

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines similarities and differences in male and female communication styles and patterns. Attention given to implications of gender as social construct upon perception, values, stereotypes, language, nonverbal communication, power and conflict in human relationships. Discusses influence of mass communication upon shaping and constructing gender roles. 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. Employ effective strategies for creating and managing cross-gender relationships.
2. Recognize and respond to gender-based assumptions and stereotypes in media and society.
3. Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations.
4. Understand gender influences on wider societal issues.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- In-class participation in experiential activities.
- Journals chronicling cross-gender interactions and identifying socially-based assumptions and interpretations
- Research papers exploring historically- and socially-embedded gender behaviors, values and beliefs.

- Oral presentation of a contemporary or historical issue reflecting the influence on or impact on gender.
- Critical analysis of films representative of and relevant to the concepts of cross-gender interaction.

Course Activities and Design

- Weekly readings from course textbook and chapter quizzes.
- In-class activities including role plays, case studies, structures experiences.
- In-class discussion of intercultural concepts and principles.
- Supplemental films.
- Presentation of researched gender issues.
- Field exercises.

Course Content (Themes, Concepts, Issues and Skills)

- Theories
 - Nature vs Nurture
 - Psychological identity
 - Rhetoric of Social Movements
 - Social construction
 - Queer theories
- Perception
- Self concept
- Gender identity
- Verbal communication
- Nonverbal Communication
- Power and Status
- Violence
- Conflict management
- Sexism
- Organizations
 - Workplace
- Mass Communication
- Education
- Relationships
 - Friendships
 - Family
 - Courtship/romantic
- Cultural variables
- Stereotypes
- Effective communication strategies

Competencies and Skills

The successful student should:

- Be able to explain the complexity of the term "gender" as related to "sex".
- Be able to see how the nature of language causes one to "see" the world differently from others, especially in relation to power and status.
- Be able to determine how gender differences evolve and how they affect values.
- Be able to demonstrate respect for gender differences.
- Be able to engage in introspection to determine how one's gender perceptions, attitudes, and values influence the communication process.
- Be able to identify a range of potentially useful behaviors when interacting with someone who is of the opposite sex in a variety of contexts.
- Be able to choose communication behaviors appropriate to the setting.



Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Course number
<input checked="" type="checkbox"/> Title
<input checked="" type="checkbox"/> Description | <input type="checkbox"/> Requisites
<input type="checkbox"/> Outcomes
<input type="checkbox"/> Repeatability |
|--|--|

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Psychology/Social Science	Submitter name Phone Email	Krummel zkrummel@cgcc.edu
Current prefix and number	PSY 201A	Proposed prefix and number	
Current course title	Introduction to Psychology - Part 1	Proposed title (60 characters max)	Introduction to Psychology - 201A
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Intro to Psychology - Part 1	Proposed transcript title (30 characters max)	Intro to Psychology – 201A
Reason for above proposed changes	They are not sequential, but cover different chapters of the same text.		

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
Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific re-search, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an over-view of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and

term sequence in introductory psychology. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	may be taken in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	They are not sequential, but cover different chapters of the same text.

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

Reason for requisite changes

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.)

*****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****

Current learning outcomes (required whether being revised or not)	New learning outcomes
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<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach. 	<p>Upon successful completion of this course, students will be able to:</p>
Reason for outcomes change	No change.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. <ul style="list-style-type: none"> • inductive vs deductive reasoning; • quantitative & qualitative approaches to research and the ethics involved; • the use of theories to explain both consistencies and inconsistencies in human behaviors. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. <ul style="list-style-type: none"> • psychology vs psychiatry; • various fields and levels of therapy; • various fields of psychology and their intended clients; • education required and the hierarchy of work in psychology.

	<p>3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</p> <ul style="list-style-type: none"> • cultural dimensions of psychological-based interpretations of behavior; • the effects of environmental and social contexts as they relate and influence human behavior; • self-reflection and introspection about one's own behaviors in relationship to others. <p>4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.</p> <ul style="list-style-type: none"> • personal understanding of the limits in psychological self-analysis based upon this course; • recognizing one's own biases and how it influences behavior interpretations of self and others; • using basic psychological tenets to better understand behaviors and the behavioral reactions of others. <p>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <ul style="list-style-type: none"> • being aware of cultural differences in behaviors and interpretations of said behaviors; • understanding environmental influences of behaviors of self and others; • recognizing the influence of groups on both group and individual behaviors and the included responses to those behaviors; • understanding and recognizing antecedents to specific behaviors and how it influences behavioral responses.
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Spielman, R.M. (2018). Psychology. Open Stax, Rice University</p>

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"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
Dr. Zip Krummel	zkrummel@cgcc.edu	01/30/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Director (enter name of department director): Stephen Schwiff		

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Psychology/Social Science	Submitter name Phone Email	Krummel zkrummel@cgcc.edu
Current prefix and number	PSY 202A	Proposed prefix and number	
Current course title	Introduction to Psychology - Part 2	Proposed title (60 characters max)	Introduction to Psychology - 202A
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Intro to Psychology - Part 2	Proposed transcript title (30 characters max)	Intro to Psychology – 202A
Reason for above proposed changes	They are not sequential, but cover different chapters of the same text.		

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
Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 202A is the second term of a two-term sequence in	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order.

introductory psychology. Recommended: PSY 201A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	They are not sequential, but cover different chapters of the same text.

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)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Reason for requisite changes			

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.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes

<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach. 	<p>Upon successful completion of this course, students will be able to:</p>
Reason for outcomes change	No change.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> 1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. <ul style="list-style-type: none"> • personal understanding of the limits in psychological self-analysis based upon this course; • recognizing one's own biases and how it influences behavior interpretations of self and others; • using basic psychological tenets to better understand behaviors and the behavioral reactions of others. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. <ul style="list-style-type: none"> • cultural dimensions of psychological-based interpretations of behavior;

	<ul style="list-style-type: none"> the effects of environmental and social contexts as they relate and influence human behavior; self-reflection and introspection about one's own behaviors in relationship to others. <p>3. Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior.</p> <ul style="list-style-type: none"> deductive vs inductive reasoning; critical thinking in analysis of behaviors and their purported explanations; inclusion of a broader perspective on causality of behaviors before firming individual beliefs. <p>4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.</p> <ul style="list-style-type: none"> explain change at multiple levels (personal, social, organizational) based upon human behaviors, antecedents to behaviors, cultural influences on individual and group behaviors, as well as environmental influences on behaviors. <p>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <ul style="list-style-type: none"> recognize what are assumptions vs science-based understanding of behaviors of individuals and groups; delineate between global perspectives and cultural perspectives on behaviors and personal differences between individuals and groups, both heterogeneous and homogenous.
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Spielman, R.M. (2018). Psychology. Open Stax, Rice University</p>

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval

	<input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course.	

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Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	01/30/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Director (enter name of department director): Stephen Schwiff		

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.
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Program Adoption Guidelines

- A. INTRODUCTION/PURPOSE/REASON FOR HAVING GUIDELINES
- B. APPROVAL PROCESS OVERVIEW
 - a. big picture flow chart (development – CC – HECC – NWCCU – DoE/FinAid)
 - b. requirements/responsibilities at each stage including support contacts and timelines (more specific chart that shows the differences between options)
- C. DETERMINING THE APROPRIATE TYPE OF AWARD: Description/purpose of each degree/certificate option and how to decide which is the best option (AAS, AS, statewide programs, certs, career pathways, NCTC) (will need something on USTAs when we receive more information on their nature)
- D. APPROVAL STANDARDS: state approval standard A-E, including the Program Elements and answers to the Guiding Questions. Answers to GQ might be formatted for example as “should” statements – Workforce data should show at least an employment need or growth potential in jobs locally (XX%), regionally (XX%) and nationally (XX%). Or a statement like, “A clear need is evident.” However, then there will need to be a definition of what a “clear need” is precisely. Potential wages should be evaluated based on Gainful Employment requirements (FinAid). Rename GQs to something like “Requirements?”

We should add a Program Element or maybe even an entire Standard regarding enrollment. Enrollment may fit into Standard A or E, but it needs to be more explicitly addressed.

Check NWCCU Substantive Change Policy for anything that might be missing here.

- a. STANDARD A: Need: The community college provides clear evidence of the need for the program.
 - i. PROGRAM ELEMENTS
 - 1. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts.
 - 2. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
 - 3. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.
 - ii. GUIDING QUESTIONS
 - 1. Why is this program necessary?
 - 2. Does the workforce data show that the proposed program is needed?
 - 3. Can training be provided without creating a new program?
 - 4. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?

5. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?

iii. REQUIRED DOCUMENTATION (chart)

- b. STANDARD B: Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

i. PROGRAM ELEMENTS

1. The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
 - a. Advisory committees
 - b. Apprenticeship committees/trusts
 - c. Business/industry associations or alliances
 - d. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
 - e. Part-time faculty from industry
 - f. Customized training and development departments
 - g. Partners/co-applicants in college-led grant activities
2. The program has been developed through joint ventures and significant systemic working relationships with educational partners:

External Partners

 - a. Secondary, postsecondary schools or consortia
 - b. Public and private colleges and universities
 - c. Private/proprietary career schools
 - d. Armed Services
 - e. Service learning foundations, organizations, and/or sponsors

Internal Partners:

 - a. Student Services and counselors
 - b. Financial Aid
 - c. Work based learning coordinators
3. The program leads to occupations that have been identified as “nontraditional by gender” on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.
4. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

ii. GUIDING QUESTIONS

1. Who are your key constituents and how have they helped you design your program?
2. What resources are your constituents contributing or sharing?

3. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
4. Who in the college community has been involved in planning?
5. Are there any national constituents involved in the design and resource sharing?
6. How will this program help meet your partners' needs?

iii. REQUIRED DOCUMENTATION (chart)

- c. STANDARD C: Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

i. PROGRAM ELEMENTS

1. The program is aligned with appropriate PK-20 educational programs and related activities.
2. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
3. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
4. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

ii. GUIDING QUESTIONS

1. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
2. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?
3. Is your program meeting important education, workforce development, and economic development activities and priorities?
4. How does this program support Oregon's educational initiatives?
5. How does this program support the larger context of workforce educational needs and state and national initiatives?
6. Are there articulation agreements in place for students in high school to receive college credit?
7. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities.
8. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?

9. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications?

iii. REQUIRED DOCUMENTATION (chart)

- d. STANDARD D: Design: The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

i. PROGRAM ELEMENTS

1. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
2. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
3. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
4. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education.
5. The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
6. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
7. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
8. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

ii. GUIDING QUESTIONS

1. Is the program designed to meet the need stated in Standard A?
2. Are the learner outcomes clearly identified and targeted to the identified needs of students?
3. Is the program designed so that the student can participate in a learning community?

4. Does the student have an opportunity to construct his own learning experiences?
5. What assessment will be used to place students in the appropriate courses?
6. Are the times and length of instruction appropriate for working adults?
7. How do all aspects of the program lead to student achievement and successful transition?
8. How will data be collected and used to determine student success and improve the program?
9. Are there related internships, work study and part time employment opportunities provided for students?
10. How are career and employment information and counseling incorporated?
11. Are tutoring and mentoring incorporated?
12. How is academic and technical rigor addressed?

iii. REQUIRED DOCUMENTATION (chart)

- e. STANDARD E: Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

i. PROGRAM ELEMENTS

1. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
2. There are sufficient and accessible facilities, instructional materials and equipment for the program.
3. Financial resources are adequate for the implementation and continued operation of the proposed program.
4. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
5. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.

ii. GUIDING QUESTIONS

1. What impact will this program have on current school programs and budgets?
2. What is the student to teacher ratio?
3. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
4. What additional facilities or tools, supplies and equipment required?
5. What in-kind and financial resources are available from key partners?

6. Is team teaching being utilized to manage instructional personnel needs?
7. What opportunities have been identified to extend student learning beyond the classroom?

iii. REQUIRED DOCUMENTATION (chart)