

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

John Copp

February 21, 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 February 7, 2018 minutes ¹
2. Set date for CC Retreat (bring your calendars!)

Submissions ²: (times are estimates)

1. Consent Agenda
2. John Copp (3:40 – 4:00 pm)
 - PS 201 US Government I (CLO update)
 - PS 202 US Government II (CLO update)
 - PS 203 State and Local Politics (CLO update)
 - PS 204 Comparative Political Systems (CLO update)
 - PS 205 Global Politics (CLO update)
 - PS 211 Peace and Conflict (CLO update)
 - PS 220 U.S. Foreign Policy (CLO update)
 - PS 225 Political Philosophy (CLO update)
3. Zip Krummel (4:00 – 4:15 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: March 14, 2019

Attachments: ¹February 7, 2019 minutes; ²Submissions: 2 Course Revisions, 8 CLO updates;

³ Program Adoption Process

**Curriculum Committee Minutes
February 7, 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)

Emilie Miller (Science)
Pam Morse (Math)
Mimi Pentz (Nursing/Health Occupations) arriving at 4:00pm
Stephen Shwiff (Instructional Dean)
Andrea Ware (CTE) (remote)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Guests

Mary Kramer
John Copp (remote)

Support Staff

Gail Gilliland (Curriculum)

Absent

Voting Committee Members

John Schoppert (Library)

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order by Kristen Booth, Vice Chair at 3:33pm	
Informational item: none		
Business:		
	01.24.19 minutes approved as written	Motion: Zip 2 nd :Pam Action: 8 in favor – 0 opposed – 0 abstention

Submissions:		
<p>UAS 101 Introduction to Unmanned Aircraft Systems (Course Revision: out, cont, text)</p>	<p>Mary Kramer presents and answers questions about the UAS submissions.</p> <p>USA 101 is currently part of the EMTech program. This is a course revision.</p> <p>Brief discussion ensues regarding the ethical and legal issues of drone usage and privacy.</p> <p>The Curriculum Committee concludes that the course content under outcome #3 is a bit brief. The UAS mission planning process, mission planning outcome and steps to achieving the outcome should be included.</p> <p style="text-align: center;">Motion: approve as amended</p> <p>Amendment of Course content under outcome #3: Mission Planning – determine outcomes of mission; develop steps for achieving mission outcome.</p>	<p>Motion: Katy 2nd: Stephen Action: 8 in favor – 0 opposed - 0 abstention</p>
<p>UAS 102 Small Unmanned Aircraft Aerial Photogrammetry (New Course)</p>	<p>Title change is recommended to be more reflective of the new course: “Small Unmanned Aircraft Systems: Aerial Photogrammetry”.</p> <p>John Copp arrives by remote at 3:45pm</p> <p>Extensive discussion ensues regarding the use of the verb “sit” found in the beginning of outcome #7 and #8. It is noted the history of the term “sit” originates from nursing and welding course outcomes. The goal of outcomes #7 and #8 is to prepare the student to be able “sit” for specific certification exams with the hope of passing the exams. CGCC needs to be careful not to obligate itself to the student to take the test. It is the responsibility of the student to take the test.</p>	<p>Motion: Stephen 2nd: P. K. Action: 8 in favor – 0 opposed – 0 abstention</p>

	<p>The Curriculum Committee is in agreement to leave the outcomes as written.</p> <p style="text-align: center;">Motion: approve as amended</p> <p>Amendment: Change title to “Small Unmanned Aircraft Systems: Aerial Photogrammetry”</p>	
UAS 103 Small Unmanned Aircraft Systems for Public Safety (New Course)	Motion: approve as written	<p>Motion: Katy 2nd: P. K. Action: 8 in favor – 0 opposed – 0 abstention</p>
Unmanned Aircraft Systems Fundamentals (New Certificate)	<p>Mary Kramer explains the history of the creation of new certificate. There is an oversight committee that would like to see a UAS certificate offered. CGCC is located at the hub of UAS. The TOP national standards were developed with INSITU at the table. This is a one - year certificate and is good for the drone industry. It provides endless opportunities for successful students. This certificate is a way for CGCC to test the waters to see what the interests are and then see if we can grow a program. The classes will run fall, winter and spring terms for a total of 12 credits. Because it is an independent certificate and not attached to any degree, it will not be eligible for financial aid. The targeted student population will probably be workers. Hopefully, employers will pick up the cost. This is the only way to slowly and safely move into this program. It is set to begin fall, 2019. National testing discussion ensues regarding the passing of the national test. For a student to be awarded the CGCC certificate, all three courses must be passed. It is suggested that outcome #4 should be changed to “Pass AUVSI Trusted</p>	<p>Motion: Zip 2nd: Andrea Action: 8 in favor – 0 opposed – 0 abstention</p>

	<p>Operator Program (TOP) certifications exams one and two and sit for TOPs exam three.”</p> <p style="text-align: center;">Motion: approve as amended</p> <p>Amendment: Change outcome #4 to read “Pass AUVSI Trusted Operator Program (TOP) certification exams “1” and “2” and sit for TOP certification exam “3”.”</p>	
<ul style="list-style-type: none"> • SOC 204 Sociology in Everyday Life (CLO update) 	<p>John Copp presents the SOC CLO updates for Curriculum Committee approval. Mimi arrives 4:05pm.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Katy 2nd: Pam Action: 9 in favor 0 – 0 opposed – 0 abstention</p>
SOC 205 Social Change in Societies (CLO update)	Motion: approve as written	<p>Motion: Katy 2nd: Emilie Action: 9 in favor – 0 opposed – 0 abstention</p>
SOC 206 Social Problems (CLO update)	Motion: approve as written	<p>Motion: Zip 2nd: Linnea Action: 9 in favor 0 – 0 opposed – 0 abstention</p>
SOC 213 Diversity in the United States (CLO update)	Motion: approve as written	<p>Motion: Katy 2nd: Andrea Action: 9 in favor 0 – 0 opposed – 0 abstention</p>
SOC 218 Sociology of Gender (CLO update)	Motion: approve as written	<p>Motion: Pam 2nd: P. K.</p>

		Action:9 in favor 0 – 0 opposed – 0 abstention
SOC 219 Religion & Culture: Social Dimensions (CLO update)	Motion: approve as written	Motion: Mimi 2 nd : Katy Action: 9 in favor 0 – 0 opposed – 0 abstention
SOC 231 Sociology of Health & Aging (CLO update)	Motion: approve as written	Motion: Katy 2 nd : Linnea Action: 9 in favor 0 – 0 opposed – 0 abstention
COMM 111 Public Speaking (CLO update)	Motion: approve as written	Motion: Mimi 2 nd : Zip Action:9 in favor 0 – 0 opposed – 0 abstention
COMM 140 Introduction to Intercultural Communication (CLO update)	Motion: approve as written	Motion: Pam 2 nd : Emilie Action: 9 in favor 0 – 0 opposed – 0 abstention
COMM 214 Interpersonal Communication: Process & Theory (CLO update)	Motion: approve as written	Motion: Mimi 2 nd : Andrea Action: 9 in favor 0 – 0 opposed – 0 abstention
COMM 215 Small Group Communication: Process and Theory (CLO update)	Motion: approve as written	Motion: Katy 2 nd : Stephen Action: 9 in favor 0 – 0 opposed – 0 abstention

<p>COMM 228 Mass Communication and Society (CLO update)</p>	<p>It is noted that CLO #1 is revised to major. No amendment is necessary; Susan has form that includes the edit to major.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Mimi 2nd: Pam Action: 9 in favor 0 – 0 opposed – 0 abstention</p>
<p>COMM 237 Gender and Communication (CLO update)</p>	<p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Katy 2nd: Linnea Action: 9 in favor 0 – 0 opposed – 0 abstention</p>
<p>PSY 201A Introduction to Psychology - Part 1 (Course Revision: tit, des, cont, text)</p>	<p>Zip Krummel presents the PSY 201A revision. John Copp stayed on the phone to answer questions. Extensive discussion ensued regarding the title. What precedent is set across the state regarding this title? What title are the other colleges using for these courses.</p> <ul style="list-style-type: none"> • PCC: Intro to PSY Part 1 and Intro to PSY Part 2, per the PCC website • U of O and Chemeketa: PSY 201 Mind and Brain and PSY 202 Mind and Society • Linn Benton: PSY 201 General Psychology and PSY 202 General Psychology • Lane: PSY 201 General Psychology and PSY 201 General Psychology <p>At CGCC, the courses are not sequential. PSY 201A is heavy on theory and PSY 202A is practice based. Zip would like to pull the submission and continue to research the differences in the two courses and check with the other Oregon colleges for names and submit it at a later date.</p> <p style="text-align: center;">Submission postponed</p>	<p>Motion: 2nd: Action: in favor 0 – 0 opposed – 0 abstention</p>
<p>PSY 202A Introduction to Psychology - Part 2 (Course Revision: tit, des, cont, text)</p>	<p style="text-align: center;">Submission postponed</p>	

Discussion Items:		
Guidelines/Process for requesting new programs	<p>Susan presents guidelines/process for requesting new programs. Unfortunately, Susan sent the wrong attachment. Continued by reading the document to the committee. Susan will e-mail the Program Adoption Process document to the Curriculum Committee.</p> <p>Extensive explanation of the adoption process ensues:</p> <ul style="list-style-type: none"> • Do we agree that Curriculum Committee is the right body for the beginning of the process? • Most of CGCC degrees and changes are in CTE. • Should “program” be used? • Only “degree and certificate”? • Cross department communication would be helpful, which can begin in CC. • Define “program” – possibly related degrees and certificates make up a program. • Developing guidelines for adopting and sunseting programs has been on the agenda for over a year. • If Curriculum Committee does not do this, someone else at the college will. <p>Susan will e-mail the proposal and would like e-mail discussion regarding the proposal.</p> <p>The Guidelines/Process will be on the next Curriculum Committee meeting agenda as well as the remaining CLO updates and retreat date.</p> <p>Action Item: Susan will e-mail the Program Adoption Process document to the Curriculum Committee. Willing to begin conversation via email prior to next meeting.</p>	
Adjourn: 5:00pm	Zip moves, Katy 2nds	
Next Meeting: February 21, 2019 3:30pm – 5:00pm. Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		

Columbia Gorge Community College

CONSENT AGENDA FORM

The Consent Agenda form may be used for the following revisions to degrees or certificates:

1. Course title changes
2. Course number changes
3. Degree or certificate title changes
4. Addition or deletion of degree/certificate electives

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

Submitted by:	Mary Kramer	Email: mkramer@cgcc.edu	Phone: 541-506-6033
Title of Degree/Certificate:	Unmanned Aircraft Systems Fundamentals	Requested Implementation Term:	Fall 2019
What type of change are you requesting?	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input checked="" type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:		Proposed Course Title:	
Current Course Number:		Proposed Course Number:	
Current degree or certificate title:	Unmanned Aircraft Systems Fundamentals		
Proposed degree or certificate title:	Professional sUAS		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	02-13-2019
Department Chair (enter name of department chair): Mary Kramer (acting)		
Department Director (enter name of department director): Mary Kramer		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date 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. You are not required to attend. You will be notified of committee's decision.

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:	PS 201	Course Title:	US Government I
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:	Examines the development of constitutional traditions in the United States. Includes topics such as the Bill of Rights, interest groups, parties, and elections, as well as, national institutions including the Legislative, Executive and Judicial branches of government. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to interest groups, political parties and other political realities in the United States. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues associated with the Bill of Rights, and equal rights under the law, and other political issues. 4. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions. 5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, accessing the various government institutions, and engaging in other opportunities for action in a democratic society. 		

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

- 1. Be available to all CGCC students who meet the prerequisites for the course.**
- 2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
- 3. Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
- 4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
- 5. Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. CGCC's General Education Philosophy Statement: *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. CGCC Core Learning Outcomes (CLO):

Through their respective disciplines, CGCC students who earn a degree can:

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

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions. Course Content: Students learn to communicate their ideas about American politics and government and to absorb those of others in daily discussions about selected readings from the text. In addition, they learn to identify in writing the nature and importance of concepts and actors that affect the American political system and to explore selected topics in depth through, for example, test essays and research papers.

<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. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government. Course Content:</p> <p>Students learn to more actively digest American politics and to question and absorb the information which they receive on a daily basis from the media through critical discussion of real-time issues and historical example. In addition they are given a basic theoretical grounding in the concepts of American governance which enables them to more fully grasp the big picture of American politics and government and its impact on their daily lives.</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 checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>3. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions.</p> <p>Course Content: Students are exposed to the concepts of demography and the use of statistical analysis in election and the design and development public opinion polls and surveys as a means of better understanding political data.</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. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to interest groups, political parties and other political realities in the United States. Course Content:</p> <p>Students are exposed to the concepts of demography and the impact of culture on politics and political choices. They are exposed to the various analytical tools which demographic analysis gives to the political analyst and shown how looking at the public from various aspects can enhance understanding of American society as a whole. They also learn who culture impacts, political behavior, and the role of political choice in shaping culture.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, accessing the various government institutions, and engaging in other opportunities for action in a democratic society.</p> <p>Course Content:</p> <p>Students learn about the consequences of political choices on American society, through both historical and contemporary examples in US national politics like anti-trust legislation and Obamacare. They learn about the impact of political decisions on various groups within society as well as on the US environment and other world nations. In addition, the consequences of social divisions, such as economic disparity and the urban/rural divide.</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	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

US Government I

Course Number: PS 201

Transcript Title: US Government I

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines the development of constitutional traditions in the United States. Includes topics such as the Bill of Rights, interest groups, parties, and elections, as well as, national institutions including the Legislative, Executive and Judicial branches of government. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to interest groups, political parties and other political realities in the United States.
2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government.
3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues associated with the Bill of Rights, and equal rights under the law, and other political issues.
4. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions.
5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, accessing the various government institutions, and engaging in other opportunities for action in a democratic society.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

1. Constitutional government
2. Elitist and pluralist theories
3. How federalism works and its implications for national/state relations
4. Rights and responsibilities associated with the Bill of Rights and the major court decisions that have affected these rights.
5. Current Supreme Court cases related to this portion of the course
6. Equal Rights under the law, Due Process, 14th Amendment
7. The consequences of the Patriot Act
8. Major elements of American political culture, political socialization
9. The role of interest groups, money and the media in politics
10. Impact of new campaign finance laws, voting problems
11. How political parties are organized and how they operate in the US
12. How public opinion and political participation are manifested in this country
13. The major elements of campaigning and elections
14. Add relevant videos

Competencies and Skills

Students should develop the following skills:

1. Support generalizations/arguments with examples or evidence.
2. Accurately articulate ideas in written and oral presentation.
3. Articulate original applications and synthesis of academic theories/frameworks, supporting them by citing valid sources.
4. Demonstrate knowledge of political system in written and oral work.
5. Critique own assumptions and those of others, validating them with substantial thinking and application of appropriate arguments.
6. Use of standard research techniques and acceptable formats in written work and oral presentations.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	PS 202	Course Title:	US Government II
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:	Examines the public administration of and management issues relating to US national bureaucratic institutions. Covers how these impact a wide range of domestic policies including taxation, spending priorities, economic regulations, poverty programs, healthcare, and environmental programs, social security and other entitlements. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regard to conflicts associated with formulating national public policy such as taxation and spending policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government. 3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US. 4. Reason quantitatively and qualitatively in both written and oral communication to address national problems with public administration within US bureaucratic institutions, including various management styles. 5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies. 		

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

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. CGCC's General Education Philosophy Statement: *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. CGCC Core Learning Outcomes (CLO):

Through their respective disciplines, CGCC students who earn a degree can:

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

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a "major designation".	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions. Course Content: Students learn to communicate their ideas about American politics and government and to absorb those of others in daily discussions about selected readings from the text. In addition, they learn to identify in writing the nature and importance of concepts and actors that affect the American political system and to explore selected topics in depth through, for example, test essays and research papers.

<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. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US. Course Content:</p> <p>Students learn to more actively digest American politics and to question and absorb the information which they receive on a daily basis from the media through critical discussion of real-time issues and historical example. In addition they are given a basic theoretical grounding in the concepts of American governance which enables them to more fully grasp the big picture of American politics and government and its impact on their daily lives.</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 checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>4. Reason quantitatively and qualitatively in both written and oral communication to address national problems with public administration within US bureaucratic institutions, including various management styles.</p> <p>Course Content: Students learn about the impact of different economic and social policies on the US budget in discussion and through web-based learning tools like the Fiscal Ship.</p>
<p>5. 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 an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regard to conflicts associated with formulating national public policy such as taxation and spending policies.</p> <p>5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.</p> <p>Course Content:</p> <p>Students are exposed to the concepts of demography and the impact of culture on politics and political choices. They are exposed to the various analytical tools which demographic analysis gives to the political analyst and shown how looking at the public from various aspects can enhance understanding of American society as a whole. They also learn who culture impacts political behavior and the role of political choice in shaping culture.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regard to conflicts associated with formulating national public policy such as taxation and spending policies. 2. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies. <p>Course Content:</p> <p>Students learn about the consequences of political choices on American society, through both historical and contemporary examples in US national politics like anti-trust legislation and Obamacare. They learn about the impact of political decisions on various groups within society as well as on the US environment and other world nations. In addition, the consequences of social divisions, such as economic disparity and the urban/rural divide.</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	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

US Government II

Course Number: PS 202

Transcript Title: US Government II

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines the public administration of and management issues relating to US national bureaucratic institutions. Covers how these impact a wide range of domestic policies including taxation, spending priorities, economic regulations, poverty programs, healthcare, and environmental programs, social security and other entitlements. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies.
2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of US Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of US Government.
3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US.
4. Reason quantitatively and qualitatively to address national problems with public administration within US bureaucratic institutions, including various management styles.
5. Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

1. Congress, including committee structure and the process of how a bill becomes a law.
2. The powers of the President and how they have developed over time.
3. The Supreme Court and federal judicial system - including how both systems operate and the powers of the Supreme Court.
4. The federal bureaucracy and how it impacts our lives.
5. Basic economic theories that influence the US economy, including monetarism, Keynesian economics, and supply-side economics.
6. Social policies, including national government involvement in health care, welfare education, and crime.
7. US foreign relations and the role of the military in achieving US objectives.

Competencies and Skills

Students should develop the following skills:

1. Support generalizations/arguments with examples or evidence.
2. Accurately articulates ideas in written and oral presentation.
3. Articulates original applications and synthesis of academic theories/frameworks, supporting them by citing valid sources.
4. Demonstrates knowledge of political system in written and oral work.
5. Critiques own assumptions and those of others, validating them with substantial thinking and application of appropriate arguments.
6. Use of standard research techniques and acceptable formats in written work and oral presentations.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	PS 203	Course Title:	State and Local Politics
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:	Examines state and local government policy formulation and outcomes on issues ranging from taxation to prisons, and education to environmental concerns. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to controversies associated with state and local government policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and local government policy making structures and policy formulation. 3. Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems at the state and local government levels in the U.S. 4. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action at the state and local government levels in the U.S. 5. Reason quantitatively and qualitatively in both written and oral communication about the roles of individuals and political institutions on the state level as these relate to contemporary problems and issues ranging from taxation to prisons and education to environmental concerns. 		

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

- 1. Be available to all CGCC students who meet the prerequisites for the course.**
- 2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
- 3. Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
- 4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
- 5. Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. CGCC’s General Education Philosophy Statement: *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. CGCC Core Learning Outcomes (CLO):

Through their respective disciplines, CGCC students who earn a degree can:

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

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Reason quantitatively and qualitatively in both written and oral communication about the roles of individuals and political institutions on the state level as these relate to contemporary problems and issues ranging from taxation to prisons and education to environmental concerns. Course Content: Students learn to communicate their ideas about state politics and government and to absorb those of others in daily discussions about selected readings from the text. In addition, they learn to identify in writing the nature and

	<p>importance of concepts and actors that affect the political systems of American states and to explore selected topics in depth through, for example, test essays and research papers.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and local government policy making structures and policy formulation.</p> <p>Course Content:</p> <p>Students learn to more actively digest American politics and to question and absorb the information which they receive on a daily basis from the media through critical discussion of real-time issues and historical example. In addition they are given a basic theoretical grounding in the concepts of American governance which enables them to more fully grasp the big picture of American politics and government and its impact on their daily lives.</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 checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>4. Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions.</p> <p>Course Content: Students are exposed to the concepts of demography and the use of statistical analysis in election and the design and development public opinion polls and surveys as a means of better understanding political data.</p>
<p>5. 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 an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to controversies associated with state and local government policies.</p> <p>Course Content:</p> <p>Students are exposed to the concepts of demography and the impact of culture on politics and political choices. They are exposed to the various analytical tools which demographic analysis gives to the political analyst and shown how looking at the public from various aspects can enhance understanding of American society as a whole. They also learn how culture impacts political behavior and the role of political choice in shaping culture.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action at the state and local government levels in the U.S.</p> <p>Course Content:</p> <p>Students learn about the consequences of political choices on American society, through both historical and contemporary examples in US national politics like anti-trust legislation and Obamacare. They learn about the impact of political decisions on various groups within society as well as on the US environment and other world nations. In addition, the consequences of social divisions, such as economic disparity and the urban/rural divide.</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	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

State and Local Politics

Course Number: PS 203

Transcript Title: State and Local Politics

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines state and local government policy formulation and outcomes on issues ranging from taxation to prisons, and education to environmental concerns. 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 an understanding of the diversity of human experience and culture in relationship to how we think and interact with others when addressing controversies associated with state and local government policies.
2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and local government policy making structures and policy formulation.
3. Reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems at the state and local government levels in the U.S.
4. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections and other opportunities for action at the state and local government levels in the U.S.
5. Reason quantitatively and qualitatively in both written and oral communication about the roles of individuals and political institutions on the state level as these relate to contemporary problems and issues ranging from taxation to prisons and education to environmental concerns.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, Issues

After completing this course, the student should have a basic understanding of:

1. Concepts including "elitism", "pluralism", and "hyper pluralism" as these may help explain political realities at the state and/or local levels in different parts of the United States.
2. How policy making structures operating on state and local levels are influenced by political parties, interest groups, and the impact of money upon campaigns for political office.
3. Selected case studies illustrating the dynamics of state and local government politics upon policy outcomes which impact all persons within the realm of a particular jurisdiction.
4. The relationship of personal behavior and lifestyle choices to crises and conflicts which took place in the past, continues into the present, and may or may not be transcended in the future.
5. How one's own values and actions impact what is seen as right and wrong, good and bad, and the prospects for a future to unfold that is more to one's liking.

Competencies and Skills

1. Write and communicate orally in a clear, organized, and effective manner.
2. Think critically about current public policy issues and analyze complex social and political realities.
3. Use varied and effective research techniques and strategies.
4. Develop and refine group process skills, which may include listening, brainstorming, cooperating, negotiating, or otherwise communicating regarding shared tasks.
5. Develop an ability to listen to and empathize with diverse perspectives and experiences.
6. Integrate coursework with current events and trends through examination of popular media and various sources of news.
7. Develop and practice active citizenship skills.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	PS 204	Course Title:	Comparative Political Systems
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers the study of political systems in various countries. Includes such issues as policy-making, representation/ participation, political culture, political economy and development and governance. Compares countries that represent various political systems, including: democracies, totalitarian regimes, dictatorships, post-communist systems in transition, newly industrializing and developing countries. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries. 2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems. 3. Analyze how policies, including issues of privilege and discrimination, are impacted by diverse governmental decision making processes. 4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems. 5. Organize information conceptually while practicing ethical and social requirements of responsible global citizenship. 		

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 checked="" type="checkbox"/> revised Course Outcomes: 4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems Course Content: Students learn to communicate their ideas about state politics and government and to absorb those of others in daily discussions about selected readings from the text. In addition, they learn to identify in writing the nature and importance of concepts and actors that affect the political systems of American states and to explore selected topics in depth through, for example, test essays and research papers.

<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. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.</p> <p>Course Content:</p> <p>Students learn about different political systems and the social constructs and power relationships inherent within them. Armed with such knowledge, they can begin to sort through the relevance of such systems to their personal life and solve the problems of everyday participation as citizens of the United States and the world. In addition, through the evaluation of information about various political systems in the world, they can begin to determine the strengths and weaknesses of different approaches to the major problems that face the world today.</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. Recognize how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries.</p> <p>Course Content:</p> <p>By exploring how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries, students become aware of their own culturally-based assumptions and begin to understand how different the assumptions of people whom they encounter in the workplace and community as a whole can be. As a result they can begin to develop the tools to constructively address issues that arise out of those cultural difference.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Analyze how policies, including issues of privilege and discrimination, are impacted by diverse governmental decision making processes.</p> <p>Course Content:</p> <p>By analyzing how policies are affected by diverse governmental decisions, students develop a powerful tool for understanding the consequences of human activity on our social and natural world, primarily in, but not limited to, the field of political social policy.</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	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

Comparative Political Systems

Course Number: PS 204

Transcript Title: Comparative Political Systems

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

Covers the study of political systems in various countries. Includes such issues as policy-making, representation/ participation, political culture, political economy and development and governance. Compares countries that represent various political systems, including: democracies, totalitarian regimes, dictatorships, post-communist systems in transition, newly industrializing and developing countries. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Recognize how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries.
2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.
3. Analyze how policies, including issues of privilege and discrimination, are impacted by diverse governmental decision making processes.
4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.
5. Organize information conceptually while practicing ethical and social requirements of responsible global citizenship.

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

- Role of political socialization
- Manifestation of political culture in class divisions
- Sources of legitimacy
- Participant, subject, and parochial culture
- Structure/power of legislative branches
- Constitutional powers
- Electoral/party systems
- Structure/power of executive
- Selection and limits of executive
- Judiciary independence
- Adversarial/inquisitorial judiciary
- Economic structures
- Modernization/dependency theory

Competencies and Skills

Students should develop the following skills:

- Support generalizations/arguments with examples or evidence.
- Accurately articulates ideas in written and oral presentation.
- Articulates original applications and synthesis of academic theories/frameworks, supporting them by citing valid sources.
- Demonstrate knowledge of political system in written and oral work.
- Critique own assumptions and those of others, validating them with substantial thinking and application of appropriate arguments.
- Use of standard research techniques and acceptable formats in written work and oral presentations.



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CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.Edu
Course Prefix and Number:	PS 205	Course Title:	Global Politics
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:	Examines the nature of relations among states. Includes topics on motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize how culturally based assumptions shape any countries' foreign policies and international interactions, as well as, with inter-governmental organizations and nongovernmental organizations. 2. Understand historical bases for evolving economic and political relationships among national states and the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example, how economic globalization often includes elements of cultural imperialism). 3. Conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view. 		

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. Conceptually organize information while practicing ethical and social requirements of responsible global citizenship. Course Content: Through a variety of assessment tools such as discussion, written essays and research papers, students will be asked to conceptually organize information about global politics and effectively communicate their understanding about those topics specifically and about their ideas more generally. Through this variety of formats students will learn to effectively communicate about global politics using appropriate communication skills.

<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. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.</p> <p>Course Content:</p> <p>Students learn about different political systems and the social constructs and power relationships inherent within them and how those political systems interact with the larger world community. Armed with such knowledge, they can begin to sort through the relevance of such systems to their personal life and solve the problems of everyday participation as citizens of the United States and the world. In addition, through the evaluation of information about various political systems in the world and the interaction of those systems in the global arena, they can begin to determine the strengths and weaknesses of different approaches to the major problems that face the world today.</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. Recognize how culturally based assumptions shape any countries’ foreign policies and international interactions, as well as, with inter-governmental organizations and nongovernmental organizations.</p> <p>Course Content:</p> <p>By exploring how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries, students become aware of their own culturally-based assumptions and begin to understand how different the assumptions of people whom they encounter in the workplace and community as a whole can be. As a result they can begin to develop the tools to constructively address issues that arise out of those cultural difference.</p>

5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility) <input 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: Course 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
John Copp	JCopp@CGCC.edu	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

Global Politics: Conflict & Cooperation

Course Number: PS 205

Transcript Title: Global Politics:Conflict/Coop

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

Examines the nature of relations among states. Includes topics on motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Recognize how culturally based assumptions shape any countries' foreign policies and international interactions, as well as, with inter-governmental organizations and nongovernmental organizations.
2. Understand historical bases for evolving economic and political relationships among national states and the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example, how economic globalization often includes elements of cultural imperialism).
3. Conceptually organize information while practicing ethical and social requirements of responsible global citizenship.
4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.

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

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Basic concepts of state, sovereignty, power, and nation.
- The theories of IR including realism, liberalism, dependency, constructivism and others.
- The security dilemma around nuclear weapons and their proliferation.
- The relationship between the developing and less developed world.
- The role of international organizations, multinationals, the U and the EU.
- International law and human rights.
- Major problems facing the world that need cooperation of all nation-states.

Competencies and Skills

Students should develop the following skills:

- Support generalizations/arguments with examples or evidence.
- Accurately articulate ideas in written and oral presentation.
- Articulate original applications and synthesis of academic theories/frameworks, supporting them by citing valid sources.
- Demonstrate knowledge of political system in written and oral work.
- Critique own assumptions and those of others, validating them with substantial thinking and application of appropriate arguments.
- Use of standard research techniques and acceptable formats in written work and oral presentations.



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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:	PS 211	Course Title:	Peace and Conflict
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 causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Considers alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Demonstrate an understanding of key theories relating to the origins of violence and conflict. 2. Recognize and understand key theories relating to typologies of conflict. 3. Summarize the major debates concerning various approaches in the conflict resolution field, including: conflict prevention, management, resolution and transformation. 4. Apply peace and conflict studies theory to real-life case-studies. 5. Formulate and apply personal value judgments through written and verbal forms of communication, while demonstrating sensitivity and empathy for other people with differing points of view. 6. Conceptually organize information while practicing ethical and social requirements of responsible citizenship. 		

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 type="checkbox"/> no changes <input checked="" type="checkbox"/> revised Course Outcomes: 5. Formulate and apply personal value judgments through written and verbal forms of communication, while demonstrating sensitivity and empathy for other people with differing points of view. Course Content: Students must communicate their understanding through a variety of written and verbal methods ranging from discussion, to quizzes, essays, and research papers or other appropriate assessment techniques as determined by the instructor.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> major designation	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Apply peace and conflict studies theory to real-life case-studies. Course Content: Students learn about analyze different historical examples of war like world

<p>**REQUIRED**</p>	<p>Wars I and II and efforts at avoiding it like the League of Nations and MAD. Armed with such knowledge, they can begin to sort through the theories that the field has generated about the causes of war are and the relevance of such systems to the present.</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>5. Formulate and apply personal value judgments through written and verbal forms of communication, while demonstrating sensitivity and empathy for other people with differing points of view.</p> <p>Course Content:</p> <p>By exploring how culturally based assumptions shape any country’s perceptions, behaviors, and policies in to other countries, particularly when it comes to war. Examples like Japanese-American diplomacy leading up to WWII help become aware of their own culturally-based assumptions and begin to understand how different the assumptions of people whom they encounter in the workplace and community as a whole can be. As a result they can begin to develop the tools to constructively address issues that arise out of those cultural differences.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>6. Conceptually organize information while practicing ethical and social requirements of responsible citizenship.</p> <p>Course Content:</p> <p>By analyzing how diverse governmental decisions lead to wars which devastate both the natural and social environment, students develop a powerful tool for understanding the consequences of human decisions on our social and natural world in obvious ways. Learning, for example, about the American decision to use nuclear weaponry on Hiroshima and the long- and short-term consequences of that decision helps students to recognize the gravity of the decisions our leaders make and their impact on, not just other people, but the planet itself.</p>
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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
John Copp	JCopp@CGCC.edu	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

Peace and Conflict

Course Number: PS 211

Transcript Title: Peace and Conflict

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 the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Considers alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of 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. Demonstrate an understanding of key theories relating to the origins of violence and conflict.
2. Recognize and understand key theories relating to typologies of conflict.
3. Summarize the major debates concerning various approaches in the conflict resolution field, including: conflict prevention, management, resolution and transformation.
4. Apply peace and conflict studies theory to real-life case-studies.
5. Formulate and apply personal value judgments through written and verbal forms of communication, while demonstrating sensitivity and empathy for other people with differing points of view.
6. Conceptually organize information while practicing ethical and social requirements of responsible citizenship

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, Issues

After completing this course, the student should have a basic understanding of:

- Concepts including "peace", "conflict", "violence", "nonviolence", "oppression", "democracy", and "justice" as these are manifest in different paths to peace and conflict resolution.
- How different idea systems, economic systems, and socio-political realities help create, perpetuate, and/or resolve crises and conflicts on interpersonal, group, societal, international, and global levels.
- Selected case studies illustrating the dynamics of conflict and providing opportunities for discussing alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict.
- The relationship of personal behavior and lifestyle choices to crises and conflicts which took place in the past, continues into the present, and may or may not be transcended in the future.
- How one's own values and actions impact what is seen as right and wrong, good and bad, and the prospects for a future to unfold that is more to one's liking.

Competencies and Skills

- Write and communicate orally in a clear, organized, and effective manner.
- Think critically about current public policy issues and analyze complex social and political realities.
- Develop peacemaking strategies for effective intervention and de-escalation of conflict situations as well as peacebuilding strategies for long-term conflict resolution and reconciliation.
- Use varied and effective research techniques and strategies.
- Develop and refine group process skills, which may include listening, brainstorming, cooperating, negotiating, or otherwise communicating regarding shared tasks.
- Develop an ability to listen to and empathize with diverse perspectives and experiences.
- Integrate coursework with current events and trends through examination of popular media and various sources of news.
- Develop and practice active citizenship skills.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	John Copp JCopp@CGCC.edu
Course Prefix and Number:	PS 220	Course Title:	U.S. Foreign Policy
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers historical analytical treatment of select foreign policy themes. Examines the United States' attempt to create world order through use of economic, military and diplomatic power, the roles of democratic institutions and decision-making elites in creating foreign policy, and the interdependent basis of the contemporary international system. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize and evaluate the major theories of American foreign policy. 2. Describe the history of American foreign relations and the foreign policy process and players in the American system. 3. Think and write critically about the role of the United States in the world today. 4. Analyze the strategic interests of the United States in different regions of the world. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible global citizenship by participating in opportunities to shape U.S. foreign policy decisions. 6. Evaluate major foreign policy made by US policy makers. 		

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

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:

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

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Think and write critically about the role of the United States in the world today</p> <p>Course Content: Students are asked to demonstrate their understanding of all of the content of the course through a variety of assessments which may include quizzes, essays, research papers and other written assignments or exams.</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>3. Think and write critically about the role of the United States in the world today.</p> <p>Course Content:</p> <p>Students learn about different actions that the US has taken in international affairs like issuing the Monroe Doctrine and engaging in the Cold War and</p>

	<p>assess the causes and consequences of such actions. In doing so, they are also forced to assess whether those actions met with success or failure and whether or not the actions were appropriate and warranted.</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>5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible global citizenship by participating in opportunities to shape U.S. foreign policy.</p> <p>Course Content:</p> <p>By exploring how culturally based assumptions shape US perceptions, behaviors, and policies in relation to political systems in other countries, students become aware of their own culturally-based assumptions and begin to understand how different the assumptions of people whom they encounter in the workplace and world community as a whole can be. As a result they can begin to develop the tools to constructively address issues that arise out of those cultural difference.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> 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>4. Analyze the strategic interests of the United States in different regions of the world.</p> <p>Course Content:</p> <p>By analyzing how US policies toward other countries, especially those in the second half of the 20th century, have shaped the world in which we live today, students develop a powerful tool for understanding the consequences of human activity on our social and natural world.</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
John Copp	JCopp@CGCC.edu	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

U.S. Foreign Policy

Course Number: PS 220

Transcript Title: U.S. Foreign Policy

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Covers historical analytical treatment of select foreign policy themes. Examines the United States' attempt to create world order through use of economic, military and diplomatic power, the roles of democratic institutions and decision-making elites in creating foreign policy, and the interdependent basis of the contemporary international system. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Recognize and evaluate the major theories of American foreign policy.
2. Describe the history of American foreign relations and the foreign policy process and players in the American system.
3. Think and write critically about the role of the United States in the world today.
4. Analyze the strategic interests of the United States in different regions of the world.
5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible global citizenship by participating in opportunities to shape U.S. foreign policy decisions.
6. Evaluate major foreign policy made by US policy makers.

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

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course

Course Content (Themes, Concepts, Issues and Skills)

- The political culture of the US and how it affects US foreign policy decisions.
- Competing theories of foreign policy, including idealism, realism, and others.
- The role and powers of the President and Congress in the foreign policy making process.
- The role of non-governmental organizations in policy-making process.
- The influences of public opinion on foreign policy.
- The politics of foreign economic policy, including the use of trade, aid and monetary policy as tools in applying foreign policies.
- The instruments of violence, coercion, covert activity and diplomacy as tools in carrying out US foreign interests.

Students should develop the following skills:

- Support generalizations/arguments with examples or evidence.
- Accurately articulate ideas in written and oral presentation.
- Articulate original applications and synthesis of academic theories/frameworks, supporting them by citing valid sources.
- Demonstrate knowledge of political system in written and oral work.
- Critique own assumptions and those of others, validating them with substantial thinking and application of appropriate arguments.
- Use of standard research techniques and acceptable formats in written work and oral presentations.



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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	Social Science	Submitter Name: Phone: Email:	John Copp
Course Prefix and Number:	PS 225	Course Title:	Political Philosophy
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers sources, strengths and weaknesses of contemporary political philosophies, and the conditions which lead to conflict or to cooperation among them. Includes liberalism, conservatism, socialism, fascism, and other idea systems. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Distinguish among major contemporary ideologies, both in their conceptual frameworks and their underlying assumptions. 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. 5. Conceptually organize information while practicing ethical and social requirements of responsible citizenship. 		

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

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:

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

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.</p> <p>Course Content:</p> <p>Students must communicate their understanding through a variety of written and verbal methods ranging from discussion, to quizzes, essays, and research papers or other appropriate assessment techniques as determined by the instructor.</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"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.</p>

<input checked="" type="checkbox"/> major designation **REQUIRED**	<p>Course Content:</p> <p>Students learn about different political systems and the social constructs and power relationships inherent within them. Armed with such knowledge, they can begin to sort through the relevance of such systems to their personal life and solve the problems of everyday participation as citizens of the United States and the world. In addition, through the evaluation of information about various political systems in the world, they can begin to determine the strengths and weaknesses of different approaches to the major problems that face the world today.</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>4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.</p> <p>Course Content:</p> <p>By exploring how culturally based assumptions shape political ideologies and their concomitant systems, students become aware of their own culturally-based assumptions and begin to understand how different the assumptions of people whom they encounter in the workplace and community as a whole can be. As a result they can begin to develop the tools to constructively address issues that arise out of those cultural differences.</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>5. Conceptually organize information while practicing ethical and social requirements of responsible citizenship.</p> <p>Course Content:</p> <p>By analyzing how political attitudes and policies are affected by diverse political philosophies and their underlying assumptions, students develop a powerful tool for understanding the consequences of human activity primarily on society, but also to a lesser extent on the natural world.</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
John Copp	JCopp@CGCC.edu	12/5/2018
Department Chair (enter name of department chair): John Copp		
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.

Political Philosophy

Course Number: PS 225

Transcript Title: Political Philosophy

Created: September 1, 2012

Updated: June 7, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: 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

Covers sources, strengths and weaknesses of contemporary political philosophies, and the conditions which lead to conflict or to cooperation among them. Includes liberalism, conservatism, socialism, fascism, and other idea systems. 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. Distinguish among major contemporary ideologies, both in their conceptual frameworks and their underlying assumptions.
2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.
3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.
4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.
5. Conceptually organize information while practicing ethical and social requirements of responsible citizenship.

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

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

After completing this course, the student should have a basic understanding of:

- Levels of understanding and analyzing political ideologies, including basic assumptions, beliefs, goals, and strategies (programs for action) associated with each.
- How different idea systems, economic systems, and socio-political realities help create, perpetuate, and/or resolve crises and conflicts on interpersonal, group, societal, international, and global levels.
- Selected historical case studies which may help illustrate the relationship of idea systems in theory and their manifestation in real world practice.
- The relationship of personal behavior and lifestyle choices to crises and conflicts which took place in the past, continue into the present, and may or may not be transcended in the future.
- How one's own values and actions impact what is seen as right and wrong, good and bad, and the prospects for a future to unfold that is more to one's liking.

Competencies and Skills

- Write and communicate orally in a clear, organized, and effective manner.
- Think critically about current public policy issues and analyze complex social and political realities.
- Use varied and effective research techniques and strategies.
- Develop and refine group process skills, which may include listening, brainstorming, cooperating, negotiating, or otherwise communicating regarding shared tasks.
- Develop an ability to listen to and empathize with diverse perspectives and experiences.
- Integrate coursework with current events and trends through examination of popular media and various sources of news.
- Develop and practice active citizenship skills.



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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 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	Krummel
		Phone	
		Email	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)	General Psychology
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Intro to Psychology - Part 1	Proposed transcript title (30 characters max)	General Psychology
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 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

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

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. 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>
<p>Reason for outcomes change</p>	<p>No change.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<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):	(update as needed) Spielman, R.M. (2018). Psychology. Open Stax, Rice University

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>"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
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.
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 _____

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
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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)	General Psychology
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Intro to Psychology - Part 2	Proposed transcript title (30 characters max)	General Psychology
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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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
---	-----------------------

<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>
<p>Reason for outcomes change</p>	<p>No change.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<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):	(update as needed) Spielman, R.M. (2018). Psychology. Open Stax, Rice University

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

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.
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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.

Program Adoption Process

There is an Idea!!!

Step One

1. Research need and potential enrollment (HECC Standard A):
 - a. Career & Technical – Conduct labor market & industry growth study (regional, national, local); potential enrollment interest (high school feeder programs, employment office hits); advisory board input
 - b. Transfer – articulation opportunities; potential enrollment interest (high school advising, college requests)
2. Develop rough outline of program with short (paragraph) descriptions of potential new courses.
3. Conduct initial estimated cost analysis and an institutional capacity study (HECC Standard E)
4. Make initial presentation to CC for advice and recommendation to proceed (or should we have a different college body that solely addresses programming?)

Step Two

1. Develop Program
 - a. Work with internal and external partners (HECC Standard B)
 - b. Connect with educational institutions to develop an alignment of curriculum starting with K-12, through CGCC, and potentially transferring to university, trade school (HECC Standard C)
 - c. Fully develop curriculum path (HECC Standard D)
 - d. Update cost analysis and institutional capacity study to reflect final proposal
2. Complete submission documents and bring final proposal to CC

Who is involved/responsible for each step? Timing of submissions for completion/offer by a certain date?

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.
[Gainful Employment requirements.](#)

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?
6. What are the expected wages for students immediately upon graduation, a year following graduation, five years following graduation? Are they in compliance with Gainful Employment?

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?
8. Cost analysis documentation

iii. REQUIRED DOCUMENTATION (chart)