

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, Leigh Hancock, Doris Jepson

March 14, 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. Course inactivations: BA 203, BA 215, BA 233, BA 238, BA 239, BA 242

Business:

1. Approval of February 21, 2019 minutes ¹
2. CC Retreat location

Submissions ²: (times are estimates)

1. Consent Agendas (2)
2. John Copp (3:40 – 3:50 pm)
 - HST 104 History of the Middle East (CLO update)
 - HST 110 World History I: Ancient to Medieval (CLO update)
 - HST 111 World History I: Medieval to Modern (CLO update)
 - HST 112 World History I: Early Modern to Present (CLO update)
 - HST 201 History of the US to 1840 (CLO update)
 - HST 202 History of the United States 1840-1914 (CLO update)
 - HST 203 History of the United States 1914 to present (CLO update)
 - HST 218 American Indian History (CLO update)
 - HST 225 History of Women, Sex, and the Family (CLO update)
 - HST 270 History of Mexico (CLO update)
3. Leigh Hancock (3:50 – 4:05 pm)
 - ENG 104 Introduction to Literature: Fiction (CLO update)
 - ENG 106 Introduction to Literature: Poetry (CLO update)
 - ENG 214 Literature of the Pacific Northwest (CLO update)
 - ENG 237 Working Class American Literature (CLO update)
 - ENG 253 American Literature to 1865 (CLO update)
 - ENG 254 American Literature from 1865 (CLO update)

- ENG 260 Introduction to Women Writers (CLO update)
- 4. Doris Jepson & Mimi Pentz (4:05 – 4:15 pm)
 - MA 117 Medical Office Administrative Procedures (Crs Revision: req, des)
 - MA 122 Medical Office Assistant 2 (Crs Revision: req, des)
 - MA 123 Medical Office Clinical Procedures (Crs Revision: req, des)
 - MA 131 Pathophysiology for the Medical Assistant (Crs Revision: req, des)
 - MA 132 Medical Office Assistant 3 (Crs Revision: req, des)
 - MA 136 Medications (Crs Revision: req, des)
 - MA 180 Coding and Reimbursement (Crs Revision: req, des)
 - MA 270 Clinical Practicum (Crs Revision: req, des)
- 5. Mary Kramer (4: 15 – 4:20 pm)
 - Electro-Mechanical Technology (Certificate Suspension, Teach Out Plan, Termination Checklist)
- 6. Andrea Ware (4:20 – 4:35 pm)
 - CAS 134 Introduction to Google Drive (New Course)
 - Administrative Assistant AAS (Degree Revision: crs, creds)
- 7. Stephen Shwiff (4:35 – 5:00 pm)
 - Management AAS (Degree Suspension, Teach Out Plan, Termination Checklist)
 - Marketing (Certificate Suspension, Teach Out Plan, Termination Checklist)

Discussion Items:

1. none

Next Meeting: April 5, 2019: 11:00 am – 2:00 pm at Katy Jablonski's home

Attachments: ¹February 21, 2019 minutes; ²Submissions: 2 Consent Agendas; 6 Course Inactivations; 1 New Course; 8 Course Revisions; 17 CLO updates; 1 Degree Revision; 1 Degree Suspension; 2 Certificate Suspensions

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 203	Course title	Introduction to International Business
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, Discontinuation of Management Degree		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 215	Course title	Basic Cost Accounting
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, Removed as elective for Accounting		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 233	Course title	Integrated Marketing Communications
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, Discontinuation of Management Degree		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

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The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 238	Course title	Principles of Sales
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, not related to any Degree or Certificate		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 239	Course title	Advertising
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, not related to any Degree or Certificate		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

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1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 242	Course title	Fundamentals of Investments
Department	Business Administration	Submitter name: phone: email:	Stephen Shwiff 6045 sshwiff@cgcc.edu
Reason for Inactivation	Lack of enrollment, Discontinuation of Management Degree		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Department Director	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	October 24, 2018

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Curriculum Committee Minutes
February 21, 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
 John Schoppert (Library)
 Stephen Shwiff (Instructional Dean)
 Andrea Ware (CTE) (remote)

Non-Voting Committee Members

Susan Lewis (Curriculum)
 Monica Pope (Student Services)

Guests

John Copp

Support Staff

Gail Gilliland (Curriculum)

Absent

Voting Committee Members

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:		
	02.07.19 minutes approved as written	Motion: Linnea 2 nd : Pam

		Action: 8 in favor – 0 opposed – 0 abstention
Set date for CC Retreat	P.K. arrives 3:35pm Curriculum Committee members agree to have the Curriculum Committee Retreat April 5 th at Katy Jabloski's home from 11:00 am to 2:00pm.	
Submissions:		
Consent Agenda	<p>Susan explains that the “Unmanned Aircraft Systems Fundamentals” certificate, that was passed last week is requesting a name change. The proposed name change is “Professional sUAS.” The Curriculum Committee would like the acronym spelled out.</p> <p>Motion: approve as amended</p> <p>Amendment: Change certificate name from “Unmanned Aircraft Systems Fundamentals” to “Professional Small Unmanned Aircraft Systems”</p>	<p>Motion: Zip 2nd: John Action: 9 in favor – 0 opposed – 0 abstention</p>
PS 201 US Government I (CLO update)	<p>John Copp joins the Curriculum Committee by phone. Susan explains that the PS submissions are only CLO update.</p> <p>Motion approved as written</p>	<p>Motion: Stephen 2nd: Linnea Action: 9 in favor – 0 opposed – 0 abstention</p>
PS 202 US Government II (CLO update)	John was asked to explain the web-based learning tool “Fiscal Ship”, found in the Course Content for Outcome #3. He explained it is a predictor of policy impact on the US budget and allows the user to set various parameters to impact the results.	<p>Motion: Zip 2nd: Pam Action: 9 in favor – 0 opposed – 0 abstention</p>

	John reassured the Curriculum Committee that the course content and outcomes are an appropriate match. Motion approved as written	
PS 203 State and Local Politics (CLO update)	Motion approve as written	Motion: Zip 2 nd : Linnea Action: 9 in favor – 0 opposed – 0 abstention
PS 204 Comparative Political Systems (CLO update)	Motion approve as written	Motion: Zip 2 nd : Pam Action: 9 in favor – 0 opposed – 0 abstention
PS 205 Global Politics (CLO update)	CLO #5 (Community and Environmental Responsibility) is questioned because it is not marked. John explains the reasoning behind this choice. The name of PS 205 is usually “International Relations”. It is a very theory ridden class. Such topics as what is a state, what are they to do, how does the state fit in and what forces drive states to do what they do. A committee member questioned the roll of the Curriculum Committee. “Do we need to force this issue on John? If he does not feel it is a natural fit, he should not be forced.” Motion approve as written	Motion: Stephen 2 nd : Zip Action: 9 in favor – 0 opposed – 0 abstention
PS 211 Peace and Conflict (CLO update)	4:04 Mimi arrives Motion approve as written	Motion: Emilie 2 nd : Linnea Action: 9 in favor – 0 opposed – 1 abstention

PS 220 U.S. Foreign Policy (CLO update)	<p>The Curriculum Committee was advised that outcome #1 is revised, changed for this CLO revision.</p> <p>Motion approve as written</p>	<p>Motion: Katy 2nd: Mimi Action: 10 in favor – 0 opposed – 0 abstention</p>
PS 225 Political Philosophy (CLO update)	<p>The Curriculum Committee was advised that outcome #1 is revised, changed for this CLO revision.</p> <p>Motion approve as written</p>	<p>Motion: Pam 2nd: Emilie Action: 10 in favor – 0 opposed – 0 abstention</p>
PSY 201A Introduction to Psychology - Part 1 (Course Revision: tit, des, cont, text)	<p>Zip presents PSY 201A. John Copp will stay to confirm, as Social Science Depart Chair. Zip presents if findings regarding name research. Discussion ensues. If the A is removed from 201A, CGCC will give credits to students in the past for something they did not receive. The number is the driver. The name can be changed. It does not matter what the rest of the state is doing; they are changing the 201's. This will still have a cultural literacy component. The Curriculum Committee is in agreement to keep the A in PSY 201A. The registrar is in agreement with keeping the A.</p> <p>Motion approve as written</p>	<p>Motion: Mimi 2nd: John Action: 10 in favor – 0 opposed – 0 abstention</p>
PSY 202A Introduction to Psychology - Part 2 (Course Revision: tit, des, cont, text)	<p>Motion approve as written</p>	<p>Motion: Mimi 2nd: John Action: 10 in favor – 0 opposed – 0 abstention</p>

Discussion Items:		
Guidelines/Process for requesting new programs	<p>Susan presents the “Program Adoption Process” to the committee.</p> <p>Susan explains to the committee that the Higher Education Coordinating Commission (HECC) is the organization that provides guidelines for Oregon State Community Colleges. Standards are taken from the State handbook.</p> <p>4:33 Katy leaves</p> <p>It is suggested that at the initial proposed new degree, certificate, program request meeting with the Curriculum Committee, that STANDARD A and STANDARD E will be discussed with the committee at the meeting.</p> <p>The second meeting will discuss the completed STANDARDS B, C, and D.</p> <p>The question is, is the Curriculum Committee the body to do this work?</p> <p>The Curriculum Committee needs to come with an answer to the questions in green. The committee can start the conversation to what the answers are to the questions in green. At CGCC presently, we are doing the cart before the horse. This is why we are creating this process. We need figure out how to know if what the new program submits is acceptable.</p> <p>Discussion ensued regarding previous CGCC program successes and programs that were not successful.</p> <ul style="list-style-type: none"> • Examples – <ul style="list-style-type: none"> ○ RET was successful ○ Computer Science – courses are not filling. Possibly, we have designed the wrong program for the need. 	

	<ul style="list-style-type: none"> • How big is the market and how long until the market is saturated? • It is the director's responsibility to head up the new program. • Program Adoption Guidelines <ul style="list-style-type: none"> ○ The program designers have access to these guidelines ○ CGCC is required to answer these questions when the program/degree/certificate is submitted to the state <p>4:39 Monica leaves</p>	
Next Steps	<p>Discussion ensued regarding Next Steps; we are talking degrees and certificates:</p> <ul style="list-style-type: none"> • Decide that the Curriculum Committee is the right body. <ul style="list-style-type: none"> ○ We can say that that is determined. • What is the institutional benchmark? • Cost analysis is a guideline; when do you cut and run? • What do we consider a successful program; we do not know. • It is a bigger question than what this committee has the authority to decide. • The Curriculum Committee should be on top of "these are the questions that we need to have". The department will have the answers with concrete data. • What does the department have to say to have an acceptable program? • Have Lori come to the retreat and start tackling the ideas to benchmarks. <p>Next agenda on 14th will be filled with submissions that need to be completed.</p> <p>Action Item: Susan will get the cost analysis spreadsheet.</p>	

Adjourn: 5:00pm		
Next Meeting: March 14, 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:	Stephen Shwiff	Email: sshwiff@cgcc.edu	Phone: 5415066045
Title of Degree/Certificate:	Accounting/Bookkeeping	Requested Implementation Term:	Summer, 2019
What type of change are you requesting?	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input checked="" 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:	N/A	Proposed Course Title:	N/A
Current Course Number:	N/A	Proposed Course Number:	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

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
BA 242	Fundamentals of Investments	3	<input type="checkbox"/> add <input checked="" type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	2/8/19
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Stephen Shwiff		

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

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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:	Andrea Ware	Email: aware@cgcc.edu	Phone: 509-768-6557
Title of Degree/Certificate:	Administrative Assistant	Requested Implementation Term:	Summer 2019
What type of change are you requesting?	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input checked="" 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:	N/A	Proposed Course Title:	N/A
Current Course Number:	N/A	Proposed Course Number:	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

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
CAS 133	Intro to Office Software Or Administrative Assistant Certificate Elective (REMOVE the "OR Administrative Assistant Certificate Elective option and leave CAS 133 as a requirement.)		<input type="checkbox"/> add <input checked="" type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	2/14/19
Department Chair (enter name of department chair): Andrea Ware (Lead)		
Department Dean (enter name of department dean):		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
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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:	HST 104	Course Title:	History of the Middle East
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:	Surveys the Middle East from ancient to modern times. Includes political, diplomatic, economic, social, religious and cultural themes. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Interpret and articulate an understanding of key historical facts and events in the history of the Middle East. 2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior. 3. Communicate effectively using historical analysis. 4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues. 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the different groups that have interacted in the Middle East in order to evaluate and appreciate their historical contributions to the modern world.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Communicate effectively using historical analysis.</p> <p>Course Content:</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Interpret and articulate an understanding of key historical facts and events in the history of the Middle East.</p> <p>Course Content:</p> <p>The Middle East is where Western Civilization originated. It is also the home of three of the world's most important religions, Judaism, Christianity and Islam. Students are asked to look at the societies where our culture began and the innovations they introduced. They learn about things like the development of agriculture, writing and religion, things that are a part of our modern society,</p>

	evaluate the information about them and discern the roots of modern Western culture as well as some of the origins of most important elements of international politics of the current day including terrorism and migration.
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures which arose in the Middle East and Africa, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. More particularly by looking at the roots of three of the world's three major monotheistic religions, Judaism, Christianity and Islam, can develop an appreciation of the similarities and differences of those faiths. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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>6. Recognize the different groups that have interacted in the middle East in order to evaluate and appreciate their historical contributions to the modern world.</p> <p>Course Content:</p> <p>The Middle East is the home of Western Civilization. By looking at the origins and development of Western society throughout much of its early history as well as the rise and development of three major monotheistic faiths which play an enormous role in the politics and culture of the modern world, students are given a clear look at a significant portion of how our society has come to be what it is.</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	2/18/2019
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.

History of the Middle East

Course Number: HST 104

Transcript Title: History of the Middle East

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Surveys the Middle East from ancient to modern times. Includes political, diplomatic, economic, social, religious and cultural themes. 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. Interpret and articulate an understanding of key historical facts and events in the history of the Middle East.
2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.
3. Communicate effectively using historical analysis.
4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the different groups that have interacted in the Middle East in order to evaluate and appreciate their historical contributions to the modern world.

Alignment with Institutional Core Learning Outcomes

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

Competencies and Skills

- Identify the characteristics of Middle Eastern civilization
- Identify key political, geographical, social, economic and cultural aspects of Middle Eastern civilization
- Appraise how civilization changed over time
- Analyze and evaluate primary and secondary sources
- Connect evidence to its relevant historical context
- Evaluate different interpretations of past events and construct your own
- Recognize and understand the basis for various interpretations and views of historical issues
- Identify an historian's thesis and supporting evidence
- Select what is important from a large body of material
- Connect past and present

Themes, Concepts, and Issues

- Geography and natural environment of Southwest Asia and North Africa
- Pre-Islamic Middle East
- Political and religious development of the Hebrews
- Mohammed and the emergence of Islam
- The early Caliphate and the expansion of Arab Culture
- Umayyad and Abbasid eras
- The evolution of Islam and Islamic civilization
- Fatimid and Mamluk Egypt
- Forces of fragmentation such as Shiism, Crusades, Mongols
- Rise of the Ottoman Empire
- Evolution and decline of the Ottoman Empire
- The Safavid Dynasty
- Imperialism and impact of WWI on the Middle East
- Emergence of the modern states of the Middle East
- Zionism and Arab Nationalism
- Arab-Israeli conflict and the peace process
- Oil and economic development in the twentieth century
- Iranian Revolution and Islamism
- United States and the Middle East

Considering such factors as:

- Geography
- Social hierarchy
- Institutions
- Political and economic structures
- Imperial governments
- Law
- Cultural contributions
- Philosophies and religions
- Gender
- Diversity





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Columbia Gorge Community College

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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:	HST 110	Course Title:	World History I: Ancient to Medieval
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 beginnings of civilization to the medieval period. Includes the ancient Near East, Egypt, India, China, Greece, Rome, and early medieval Europe. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the history of the ancient world and early medieval Europe. 2. Critically evaluate historical changes and their impact on world civilization. 3. Communicate effectively using historical analysis. 4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to world civilization.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Communicate effectively using historical analysis.</p> <p>Course Content:</p> <p>Communicating effectively using historical analysis is at the heart of all History courses. How it is taught varies from medium to medium and instructor to instructor. It could be via a Socratic discussion with discusses the relationship between feudalism and manorialism or through a research paper on women in ancient Rome or through an essay question on an exam which asks students which had a greater impact on the ability of empires to dominate their neighbors, military power or intellectual achievement. Each and every interaction in History 110 demands that students communicate effectively using historical analysis.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Critically evaluate historical changes and their impact on world civilization.</p> <p>Course Content:</p> <p>The basic concept of courses on world history is to evaluate how ancient civilizations like those in Mesopotamia, China, India, Egypt, Greece and Rome shaped our society today. Students are asked to look at those societies and the innovations they introduced. They learn about things like the development of agriculture, writing and democracy, things that are a part of our modern society, evaluate the information about them and discern the roots of modern world culture.</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>4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures that are the basis upon which modern society is built, cultures which arose in the Middle East, Asia and Africa as well as throughout Europe, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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>6. Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to World civilization.</p>

	<p>Course Content:</p> <p>World history is built around the idea that human activity in the past shaped the modern world. They are taught myriad ways in which new human activities shape modern society. One simple example is how the development of specialized roles in society like farmer and soldier and concepts like property are related to the development of agriculture.</p>
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Section #4 Department Review

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

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	2/18/2019

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.

World History I: Ancient to Medieval

Course Number: HST 110

Transcript Title: World Hist I: Ancient to Mediev

Created: May 15, 2017

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default)

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 beginnings of civilization to the medieval period. Includes the ancient Near East, Egypt, India, China, Greece, Rome, and early medieval Europe. 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. Articulate an understanding of key events in the history of the ancient world and early medieval Europe.
2. Critically evaluate historical changes and their impact on world civilization.
3. Communicate effectively using historical analysis.
4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to world civilization.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

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)

Competencies and Skills

- Analyze and evaluate primary and secondary sources
- Identify a historian's thesis and supporting evidence
- Develop your own thesis and historical interpretation, using evidence to support it
- Think critically about the relationships between past and present events and issues
- Compare and contrast the experience of diverse groups in the medieval and early modern world.
- Demonstrate college-level communications skills

Themes, Concepts, Issues

- Prehistory
- Mesopotamia
- Egypt
- China
- India
- Persia
- Hebrews
- Minoans and Mycenaeans
- Greeks: Hellenic and Hellenistic
- Roman Republic
- Imperial Rome
- Christianity
- Church Doctrine and Structure
- Byzantine Civilization
- Islamic Civilization
- Invasions of Europe
- Early medieval Europe

Considering such factors as:

- Geography
- Social hierarchy
- Political, legal, and economic structures
- Cultural contributions
- Philosophies and religions



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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:	HST 111	Course Title:	World History I: Medieval to Modern
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 Medieval period to the Early modern period. Includes the Middle East, India, China, Europe and the Americas. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the history of the medieval and early modern world. 2. Critically evaluate historical changes and their impact on world civilization. 3. Communicate effectively using historical analysis. 4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the different groups that interacted in the medieval and early modern periods around the world in order to evaluate and appreciate their historical contributions to modern civilization.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Communicate effectively using historical analysis.</p> <p>Course Content:</p> <p>Communicating effectively using historical analysis is at the heart of all History courses. How it is taught varies from medium to medium and instructor to instructor. It could be via a Socratic discussion with discusses the relationship between feudalism and manorialism or through a research paper on women in Renaissance Italy or through an essay question on an exam which asks students which had a greater impact on the world, the Renaissance and Reformation or the Scientific Revolution and Enlightenment. Each and every interaction in History 111 demands that students communicate effectively using historical analysis.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Critically evaluate historical changes and their impact on world civilization.</p> <p>Course Content:</p> <p>The basic concept of courses on world history is to evaluate how earlier civilizations like those in Byzantium, Han China, Mughal India, Europe and the Americas shaped our society today. Students are asked to look at those societies and the innovations they introduced. They learn about things like the development of agriculture, writing and democracy, things that are a part of our modern society, evaluate the information about them and discern the roots of modern world culture.</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>4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures that are the basis upon which modern society is built, cultures which arose in the Middle East, Asia and Africa as well as throughout Europe, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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>6. Recognize the different groups that interacted in the medieval and early modern periods around the world in order to evaluate and appreciate their historical contributions to modern civilization.</p>

	<p>Course Content:</p> <p>World history is built around the idea that human activity in the past shaped the modern world. They are taught myriad ways in which new human activities shape modern society. One simple example is how the development of specialized roles in society like farmer and soldier and concepts like property are related to the development of agriculture.</p>
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Section #4 Department Review

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

Submitter	Email	Date
John Copp	JCopp@CGCC.edu	2/18/2019

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.

World History II: Medieval to Modern

Course Number: HST 111

Transcript Title: World Hist II: Mediev – Modern

Created: May 15, 2017

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default)

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 Medieval period to the Early modern period. Includes the Middle East, India, China, Europe and the Americas. 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. Articulate an understanding of key events in the history of the medieval and early modern world.
2. Critically evaluate historical changes and their impact on western and world civilizations.
3. Communicate effectively using historical analysis.
4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the different groups that interacted in the medieval and early modern periods around the world in order to evaluate and appreciate their historical contributions to modern civilization.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

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)

Competencies and Skills

- Analyze and evaluate primary and secondary sources
- Identify a historian's thesis and supporting evidence
- Develop your own thesis and historical interpretation, using evidence to support it
- Think critically about the relationships between past and present events and issues
- Compare and contrast the experience of diverse groups in the ancient world and early medieval Europe
- Demonstrate college-level communications skills

Themes, Concepts, Issues

- China
- India
- Persia
- Byzantine Civilization
- Islamic Civilization
- European expansion
- Scientific Revolution
- Enlightenment
- Religious conflicts

Considering such factors as:

- Geography
- Social hierarchy
- Political, legal, and economic structures
- Cultural contributions
- Philosophies and religions



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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:	HST 112	Course Title:	World History I: Early Modern to Present
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 Early modern period to the present. Includes the Middle East, India, China, Europe and the Americas. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the history of the modern world 2. Critically evaluate historical changes and their impact on world civilization. 3. Communicate effectively using historical analysis. 4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the different groups that interacted in the modern period around the world in order to evaluate and appreciate their historical contributions to contemporary civilization.		

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. Communicate effectively using historical analysis. Course Content: Communicating effectively using historical analysis is at the heart of all History courses. How it is taught varies from medium to medium and instructor to instructor. It could be via a Socratic discussion with discusses the relationship between capitalism and liberalism or through a research paper on women in factories or through an essay question on an exam which asks students which was more historically important the American Revolution or the French Revolution. Each and every interaction in History 112 demands that students communicate effectively using historical analysis.
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: 2. Critically evaluate historical changes and their impact on world civilization. Course Content:

<p>**REQUIRED**</p>	<p>The basic concept of courses on world history is to evaluate how earlier civilizations like those in Byzantium, Han China, Mughal India, Europe and the Americas shaped our society today. Students are asked to look at those societies and the innovations they introduced. They learn about things like the development of agriculture, writing and democracy, things that are a part of our modern society, evaluate the information about them and discern the roots of modern world culture.</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>4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures that are the basis upon which modern society is built, cultures which arose in the Middle East, Asia and Africa as well as throughout Europe, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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>6. Recognize the different groups that interacted in the modern period around the world in order to evaluate and appreciate their historical contributions to contemporary civilization.</p> <p>Course Content:</p> <p>World history is built around the idea that human activity in the past shaped the modern world. They are taught myriad ways in which new human activities shape modern society. One simple example is how the development of specialized roles in society like farmer and soldier and concepts like property are related to the development of agriculture.</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	2/18/2019
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.

World History III: Early Modern to Present

Course Number: HST 112

Transcript Title: World Hist III: Early Mod-Pres

Created: May 15, 2017

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default)

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 Early modern period to the present. Includes the Middle East, India, China, Europe and the Americas. 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. Articulate an understanding of key events in the history of the modern world.
2. Critically evaluate historical changes and their impact on western and world civilizations.
3. Communicate effectively using historical analysis.
4. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the different groups that interacted in the modern period around the world in order to evaluate and appreciate their historical contributions to contemporary civilization.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

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)

Competencies and Skills

- Analyze and evaluate primary and secondary sources
- Identify a historian's thesis and supporting evidence
- Develop your own thesis and historical interpretation, using evidence to support it
- Think critically about the relationships between past and present events and issues
- Compare and contrast the experience of diverse groups in the ancient world and early medieval Europe
- Demonstrate college-level communications skills

Themes, Concepts, Issues

- China
- India
- The Americas
- Imperialism
- Industrial Revolution
- European expansion
- Nationalism
- Technological advancement
- Ideological conflicts

Considering such factors as:

- Geography
- Social hierarchy
- Political, legal, and economic structures
- Cultural contributions
- Philosophies and religions



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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:	HST 201	Course Title:	History of the US to 1840
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 cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. 3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. 4. Communicate effectively using historical analysis. 5. Connect the past with the present to enhance citizenship skills.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 1. Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 4. Communicate effectively using historical analysis. Course Content: Every topic in the course requires reading primary and/ or secondary sources about the subject. Students are asked to critically examine historical changes and their impact on the US. Papers, exams and oral presentations (formal and class discussion) are the way students communicate what they have determined by using their critical thinking.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.</p> <p>5. Connect the past with the present to enhance citizenship skills.</p> <p>Course Content:</p> <p>All discussions and evaluation of the historical topics require critical thinking of analyzing historical events, trends, etc and synthesize the information in a cohesive argument. This is the essence of critical thinking and problem solving.</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 type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>Course Content:</p> <p>The divergent experiences of US citizens is examined throughout the course, including Native Indians, black slaves and freemen, women, the economically diverse population, gender preference and biological imperatives, etc. The history of these diverse groups in the US and their experience living in a diverse community of people is a major theme of the course. To understand and synthesis this topic, students use relevant methods of research, personal reflection, reasoning, and evaluation of information.</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>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>5. Connect the past with the present to enhance citizenship skills.</p> <p>Course Content:</p> <p>The consequences of human activity upon our social and natural world is a major theme of the course as well. Humans have shown an effect on their environment since the earliest days of humanity and the history of the US is a constant adaptation of human needs and their use of other people and natural resources to meet those needs.</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	2/18/2019
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.

History of the United States to 1840

Course Number: HST 201

Transcript Title: History of the US to 1840

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840.

History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.
2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.
3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.
4. Communicate effectively using historical analysis.
5. Connect the past with the present to enhance citizenship skills.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- Analyze and evaluate primary and secondary sources.
- Evaluate different interpretations of past events and construct your own interpretation.

- Think critically about the relationships between past and present events and issues.
- Compare and contrast the experience of diverse groups in American society.
- Demonstrate college-level communications skills which may include listening, speaking, and writing.

Course Activities and Design

- Lecture
- Small group discussion
- Class discussion
- Oral presentations
- Essay exams
- Research paper

Course Content (Themes, Concepts, Issues and Skills)

Competencies and Skills

- Connect evidence to its relevant historical context.
- Analyze and evaluate written, artistic, or other evidence.
- Assess the motivation and purpose of evidence.

Evaluate different interpretations of past events and construct your own interpretation:

- Identify a historian's thesis and supporting evidence.
- Evaluate the arguments used to support different interpretations of historical issues.
- Develop your own thesis and historical interpretation and use evidence to support it.

Think critically about the relationship between past and present events and issues:

- Recognize and identify historical roots and parallels to current issues.

Compare and contrast the experience of diverse groups in American society.

- Listen to and appreciate the experience of students from a variety of backgrounds.
- Assess the contributions and experiences of various groups in American society.

Communicate effectively in writing about a historical topic.

- Communicate in writing an understanding of historical process and an evaluation of how concepts or values change over time.

Clearly articulate thoughts and ideas to a particular audience which may include:

- Working collaboratively with other students to evaluate and understand historical events.
- Working collaboratively with others in discussions, debate, or role plays.
- Presenting information in oral presentations.

Themes, Concepts, Issues

- Indigenous cultures prior to European contact
- Relationships between Europeans and indigenous Americans
- Exploration and expansion
- Colonization and imperial conflict
- Development of political, economic and labor systems
- Slavery
- African Diaspora
- Atlantic world
- American Revolution and Independence
- Other wars, conflicts and diplomacy
- Constitutional development
- Early Republic and nation building
- Market Revolution
- Gender
- Class
- Ethnicity
- Religion
- Sexuality
- Racism and other systems of discrimination

- Liberty and equality
- Demography
- United States in international context
- Geography and the natural environment
- Technology
- Social, political and economic reform movements
- Historiography



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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:	HST 202	Course Title:	History of the United States 1840-1914
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 cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the nineteenth and early twentieth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. 3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. 4. Communicate effectively using historical analysis. 5. Connect the past with the present to enhance citizenship skills.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate an understanding of key events in the nineteenth and early twentieth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 4. Communicate effectively using historical analysis. <p>Course Content:</p> <p>All discussions and evaluation of the historical topics require critical thinking of analyzing historical events, trends, etc and synthesize the information in a cohesive argument. This is the essence of critical thinking and problem solving.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate an understanding of key events in the nineteenth and early twentieth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. 5. Connect the past with the present to enhance citizenship skills. <p>Course Content:</p> <p>All discussions and evaluation of the historical topics require critical thinking of analyzing historical events, trends, etc and synthesize the information in a cohesive argument. This is the essence of critical thinking and problem solving.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. <p>Course Content:</p> <p>The divergent experiences of US citizens is examined throughout the course, including Native Indians, black slaves and freemen, women, the economically diverse population, gender preference and biological imperatives, etc. The history of these diverse groups in the US and their experience living in a diverse community of people is a major theme of the course. To understand and synthesis this topic, students use relevant methods of research, personal reflection, reasoning, and evaluation of information.</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>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>5. Connect the past with the present to enhance citizenship skills.</p> <p>Course Content:</p> <p>The consequences of human activity upon our social and natural world is a major theme of the course as well. Humans have shown an effect on their environment since the earliest days of humanity and the history of the US is a constant adaptation of human needs and their use of other people and natural resources to meet those needs.</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	2/18/2019
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.

History of the United States 1840-1914

Course Number: HST 202

Transcript Title: History of the US 1840-1914

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Articulate an understanding of key events in the nineteenth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.
2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.
3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.
4. Communicate effectively using historical analysis.
5. Connect the past with the present to enhance citizenship skills.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- Analyze and evaluate primary and secondary sources.
- Evaluate different interpretations of past events and construct your own interpretation.

- Think critically about the relationships between past and present events and issues.
- Compare and contrast the experience of diverse groups in American society.
- Demonstrate college-level communications skills which may include listening, speaking, and writing.

Course Activities and Design

- Lecture
- Small group discussion
- Class discussion
- Oral presentation
- Essay Exams
- Research Paper

Course Content (Themes, Concepts, Issues and Skills)

Competencies and Skills

- Connect evidence to its relevant historical context.
- Analyze and evaluate written, artistic, or other evidence.
- Assess the motivation and purpose of evidence.

Evaluate different interpretations of past events and construct your own interpretation:

- Identify a historian's thesis and supporting evidence.
- Evaluate the arguments used to support different interpretations of historical issues.
- Develop your own thesis and historical interpretation and use evidence to support it.

Think critically about the relationship between past and present events and issues:

- Recognize and identify historical roots and parallels to current issues.

Compare and contrast the experience of diverse groups in American society.

- Listen to and appreciate the experience of students from a variety of backgrounds.
- Assess the contributions and experiences of various groups in American society.

Communicate effectively in writing about a historical topic.

- Communicate in writing an understanding of historical process and an evaluation of how concepts or values change over time.

Clearly articulate thoughts and ideas to a particular audience which may include:

- Working collaboratively with other students to evaluate and understand historical events.
- Working collaboratively with others in discussions, debate, or role plays.
- Presenting information in oral presentations.

Themes, Concepts, Issues

- Slavery, abolitionism and sectionalism
- Immigration
- Indian Country
- Westward Expansion and Manifest Destiny
- Civil War and Reconstruction
- Other wars, conflicts and diplomacy
- Constitutional challenges
- Jim Crow
- Women's Movement
- Imperialism and colonialism
- Industrialization and labor systems
- Gilded Age
- Populism
- Urbanization
- Progressive Era
- Gender
- Class
- Ethnicity
- Religion

- Sexuality
- Racism and other systems of discrimination
- Liberty and equality
- Demography
- United States in international context
- Geography and the natural environment
- Technology
- Social, political and economic reform movements
- Historiography



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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 JCopp@CGCC.edu
Course Prefix and Number:	HST 203	Course Title:	History of the United States 1914 to present
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 cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of key events in the history of the United States 1914 to present, and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. 3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. 4. Communicate effectively using historical analysis. 5. Connect the past with the present to enhance citizenship skills.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate an understanding of key events in the twentieth century history of the United States 1914 to present, and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. 4. Communicate effectively using historical analysis. <p>Course Content:</p> <p>Every topic in the course requires reading primary and/ or secondary sources about the subject. Students are asked to critically examine historical changes and their impact on the US. Papers, exams and oral presentations (formal and class discussion) are the way students communicate what they have determined by using their critical thinking.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>5. Connect the past with the present to enhance citizenship skills.</p> <p>Course Content:</p> <p>All assignments require critical thinking of analyzing historical events, trends, etc and synthesize the information in a cohesive argument.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>Course Content:</p> <p>The divergent experiences of US citizens are examined throughout the course, including Native Indians, black slaves and freemen, women, the economically diverse population, gender preference and biological imperatives, etc. The history of these diverse groups in the US and their experience living in a diverse community of people is a major theme of the course. To understand and synthesis this topic, students use relevant methods of research, personal reflection, reasoning, and evaluation of information.</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>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>5. Connect the past with the present to enhance citizenship skills.</p> <p>Course Content:</p>

	The consequences of human activity upon our social and natural world is a major theme of the course as well. Humans have shown an effect on their environment since the earliest days of humanity and the history of the US is a constant adaptation of human needs and their use of other people and natural resources to meet those needs.
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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	2/18/2019
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.

History of the United States 1914 to present

Course Number: HST 203

Transcript Title: History of the US 1914 to present

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present.

History courses are non-sequential and may be taken in any term and in any order. Prerequisites: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Articulate an understanding of key events in the history of the United States 1914 to present, and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.
2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.
3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.
4. Communicate effectively using historical analysis.
5. Connect the past with the present to enhance citizenship skills.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- Analyze and evaluate primary and secondary sources.
- Evaluate different interpretations of past events and construct your own interpretation.

- Think critically about the relationships between past and present events and issues.
- Compare and contrast the experience of diverse groups in American society.
- Demonstrate college-level communications skills which may include listening, speaking, and writing.

Course Activities and Design

- Lecture
- Small group discussion
- Class discussion
- Oral presentation
- Essay Exams
- Research Paper

Course Content (Themes, Concepts, Issues and Skills)

Competencies and Skills

- Connect evidence to its relevant historical context.
- Analyze and evaluate written, artistic, or other evidence.
- Assess the motivation and purpose of evidence.

Evaluate different interpretations of past events and construct your own interpretation:

- Identify a historian's thesis and supporting evidence.
- Evaluate the arguments used to support different interpretations of historical issues.
- Develop your own thesis and historical interpretation and use evidence to support it.

Think critically about the relationship between past and present events and issues:

- Recognize and identify historical roots and parallels to current issues.

Compare and contrast the experience of diverse groups in American society.

- Listen to and appreciate the experience of students from a variety of backgrounds.
- Assess the contributions and experiences of various groups in American society.

Communicate effectively in writing about a historical topic.

- Communicate effectively in writing about a historical topic.
- Communicate in writing an understanding of historical process and an evaluation of how concepts or values change over time.

Clearly articulate thoughts and ideas to a particular audience which may include:

- Working collaboratively with other students to evaluate and understand historical events.
- Working collaboratively with others in discussions, debate, or role plays.
- Presenting information in oral presentations.

Themes, Concepts, Issues

- World War I
- Great Depression and the New Deal
- World War II
- Cold War
- Vietnam Era
- Other wars, conflicts and diplomacy
- Civil Rights Movement
- Social Justice movements
- Postwar conservatism
- Constitutional challenges
- Growth of the federal government
- Internationalism and foreign policy
- Immigration
- Consumerism and mass culture
- Gender
- Class
- Ethnicity
- Religion

- Sexuality
- Racism and other systems of discrimination
- Liberty and equality
- Demography
- United States in international context
- Geography and the natural environment
- Technology
- Social, political and economic reform movements
- Historiography



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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:	HST 218	Course Title:	American Indian History
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 history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, and the historical roots of contemporary issues that emphasize American Indians as a vital part of the shared history of the United States. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Interpret and articulate an understanding of key historical facts and events in American Indian history. 2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior. 3. Communicate effectively using historical analysis. 4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues. 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the different groups that comprise the indigenous population of the Americas in order to evaluate and appreciate their historical contributions to the modern world. 		

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

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least 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. Communicate effectively using historical analysis. Course Content:
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: 2. Interpret and articulate an understanding of key historical facts and events in American Indian history. Course Content:

<p>**REQUIRED**</p>	<p>American Indian History studies a variety of cultures indigenous to the Americas. Those cultures vary from simple hunter-gatherer societies to large, complex ones like those of the Maya, Aztecs and Inca. Students are asked to look at those societies and their interactions with the invading European societies and develop an understanding of how and why Indian societies were overwhelmed regardless of their simplicity or complexity. Students must think critically about those events and to recognize their roots.</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 type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures that comprise the American Indian population as well as their interaction with various European cultures, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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>6. Recognize the different groups that comprise the indigenous population of the Americas in order to evaluate and appreciate their historical contributions to the modern world.</p> <p>Course Content:</p> <p>American Indian history studies the devastation of one group of cultures, those indigenous to the Americas, by the migration of another, European cultures, and through that lens comes to learn the real and potential consequences of that migration and others like it on societies and the environment.</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	2/18/2019
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.

American Indian History

Course Number: HST 218

Transcript Title: American Indian History

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Covers history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, and the historical roots of contemporary issues that emphasize American Indians as a vital part of the shared history of the United States. 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. Interpret and articulate an understanding of key historical facts and events in American Indian history.
2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.
3. Communicate effectively using historical analysis.
4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the different groups that comprise the indigenous population of the Americas in order to evaluate and appreciate their historical contributions to the modern world.

Alignment with Institutional Core Learning Outcomes

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

Competencies and Skills

Analyze and evaluate primary and secondary sources:

- Connect evidence to its relevant historical context.
- Recognize and evaluate the perspective of the creator of written, artistic, or other evidence.
- Assess the motivation and purpose of evidence.

Evaluate different interpretations of past events and construct your own interpretation:

- Identify an historian's thesis and supporting evidence.
- Evaluate the arguments used to support different interpretations of historical issues.
- Develop your own thesis and historical interpretation and use evidence to support it.

Think critically about the relationship between past and present events and issues:

- Recognize and identify historical roots and parallels to current issues.

Compare and contrast the experience of American Indians with various Europeans and Africans:

- Listen to and appreciate the experience of students from different backgrounds.
- Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in American Indian history.
- Assess the contributions of various American Indian tribes to American society.
- Recognize diversity within the historical context.
- Demonstrate College-level communication skills: listening, speaking, and writing:
 - Communicate effectively in writing about a historical topic.
 - Communicate in writing an understanding of historical processes and an evaluation of how concepts of values change over time.
- Clearly articulate thoughts and ideas to a particular audience:
 - Work collaboratively with other students to evaluate and understand historical events.
 - Work collaboratively with others in discussions, debates, or role plays.
 - Present information in oral presentations.

Themes, Concepts, Issues

- Indigenous cultures
- Disease and population decline
- Indian resistance and accommodation to westward expansion
- Manifest Destiny
- Removal and assimilation
- Tribal sovereignty
- Reservations
- Treaty making
- Role of religion
- Red Power
- Racism
- Gender roles

Considering such factors as:

- Geography
- Social hierarchy
- Institutions
- Political and economic structures
- Law
- Cultural contributions
- Philosophies and religions
- Gender

- Diversity



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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:	HST 225	Course Title:	History of Women, Sex, and the Family
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 historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture. 2. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families. 3. Connect historical themes in women's sexual and family life with present issues. 4. Communicate effectively regarding historical topics in writing and speaking.		

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

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

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture. 4. Communicate effectively using historical analysis. <p>Course Content:</p> <p>Every assignment in the course requires reading primary and/ or secondary sources about the subject. Papers, exams and oral presentations (formal and class discussion)</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture. 2. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families. <p>Course Content:</p>

	All assignments require critical thinking of analyzing historical events, trends, etc and synthesize the information in a cohesive argument.
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.</p> <p>Course Content:</p> <p>Besides the divergent experiences of women which must be examined in this course, women as a diverse sub-category fulfills this requirement.</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>2. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.</p> <p>Course Content:</p> <p>Written assignments and discussion about these aspects of women in the history of the US bring to the forefront the consequences of human activity upon social and to some extent the natural world.</p>

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	2/19/2019
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

History of Women, Sex, and the Family

Course Number: HST 225

Transcript Title: Hst of Wom, Sex, & The Family

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture.
2. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.
3. Connect historical themes in women's sexual and family life with present issues.
4. Communicate effectively regarding historical topics in writing and speaking.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- Analyze and evaluate primary and secondary sources.
- Evaluate different interpretations of past events and construct independent interpretations.
- Think critically about the relationships between past and present events and issues.
- Demonstrate college-level communications skills: listening, speaking, and writing.

Course Activities and Design

- Lecture
- Small group discussion
- Class discussion
- Oral presentation
- Essay Exams
- Research Paper

Course Content (Themes, Concepts, Issues and Skills)

Competencies and Skills

- Connect evidence to its relevant historical context.
- Analyze and evaluate written, artistic, or other evidence.
- Assess the motivation and purpose of the use of evidence.

Evaluate different interpretations of past events and construct your own interpretation:

- Identify a historian's thesis and supporting evidence.
- Evaluate the arguments used to support different interpretations of historical issues.
- Develop your own thesis and historical interpretation and use evidence to support it.

Think critically about the relationship between past and present events and issues:

- Recognize and identify historical roots and parallels to current issues.

Communicate effectively in writing about a historical topic:

- Communicate effectively in writing about a historical topic.
- Communicate in writing an understanding of historical process and an evaluation of how concepts or values change over time.

Clearly articulate thoughts and ideas to a particular audience which may include:

- Working collaboratively with other students to evaluate and understand historical events.
- Working collaboratively with others in discussions, debate, or role plays.
- Presenting information in oral presentations.

Themes, Concepts and Issues

- Historical and cultural variations in family life and sexuality
- Courtship, marriage, and motherhood
- Individual and state regulation of reproduction
- Incest, rape, and domestic violence
- Colonialism and war
- Racism, nativism, ethnocentrism
- Homosexuality
- Gender roles
- Work, class, and economics
- Governmental leadership and policy

Topics May Include:

- Kinship structures
- International adoption
- Prostitution
- Sex trafficking
- Population control
- Sterilization
- Female circumcision
- Hijab
- Sati
- Teen pregnancy
- Miscegenation
- Domestic partnerships
- Comfort Women
- HIV/AIDS
- Las Madres de Plaza de Mayo

- Midwifery
- Courtship
- Rape
- Abortion and birth control
- Slave families
- Arranged marriages



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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:	HST 270	Course Title:	History of Mexico
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:	Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes social, political and cultural developments and contributions by a diversity of Mexico's peoples. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history. 2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior. 3. Communicate effectively using historical analysis. 4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues. 5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities. 6. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.		

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. Communicate effectively using historical analysis. Course Content:
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 1. Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history. Course Content: The History of Mexico studies a variety of cultures indigenous to the Americas

	as well as European and African ones. Those cultures vary from simple hunter-gatherer societies to large, complex ones like those of the Maya, Aztecs and Spain. Students are asked to look at those societies and their interactions with each other and develop an understanding of how and why Indian societies were overwhelmed regardless of their simplicity or complexity and how the variegated societies merged to form the Mexico of today. Students must think critically about those events and to recognize their roots.
<p align="center">Provide a response for each of the following three CLOs that your course addresses.</p> <p align="center">At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Identify the influence of culturally based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.</p> <p>Course Content:</p> <p>By studying the diverse cultures that comprise the American Indian population of Mexico as well as their interaction with African and European cultures, students are given the tools to understand and appreciate cultural diversity and difference in the modern world. Using that appreciation, they can more constructively deal with the difference and diversity in modern communities.</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</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>6. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.</p> <p>Course Content:</p> <p>The History of Mexico Indian history studies the devastation of one group of cultures, those indigenous to the Americas, by the migration of another, Spanish culture, and through that lens comes to learn the real and potential consequences of that migration and others like it on societies and the environment.</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	2/18/2019
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.

History of Mexico

Course Number: HST 270

Transcript Title: History of Mexico

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisites

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

Course Description

Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes social, political and cultural developments and contributions by a diversity of Mexico's peoples.

Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history.
2. Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.
3. Communicate effectively using historical analysis.
4. Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.
5. Connect the past with present day events to enhance contemporary understanding and encourage civic activities.
6. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

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

- Exploration and conquest
- Acculturation
- Changing political and economic structures
- Cultural development, literature, art
- Conflict and cooperation
- Religion and philosophy
- Ways of Life

Concepts

- Criollo society
- Independence
- Religious pluralism
- Self-understanding (world view)
- *Mi Patria*

Issues

- Role and status of the Catholic church
- Ethnicity, gender and social class
- Inter- and intra-ethnic controversies
- Central vs. federal government systems
- Political "plans"
- Acculturation
- Constitution making
- Modernism

Competencies and Skills

- Critical thinking
- Evaluate interpretations of historical events
- Effective communication orally and in writing
- Analyze the causal relationship between two or more historical events
- Problem solving
- Working collaboratively with others
- Clearly articulate thoughts to a given audience
- Close reading of primary and secondary sources by drawing on prior knowledge

Considering such factors as:

- Geography
- Social hierarchy
- Institutions
- Political and economic structures
- Law
- Cultural contributions
- Philosophies and religions
- Gender
- Diversity



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 104	Course Title:	Introduction to Literature: Fiction
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. 2. Articulate ways in which the text contributes to self-understanding. 3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment. 4. Understand the text within the context of a literary tradition or convention. 5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>2. Articulate ways in which the text contributes to self-understanding.</p> <ul style="list-style-type: none"> • Via discussion forums and mini essays, students communicate their personal understanding and application of around 20 short stories and at least 2 novels from various time periods and cultures. <p>Content:</p> <p>Via in-class and online discussions and mini/final essays, students communicate and discuss their personal understanding and application of around 20 short stories and at least 2 novels from various time periods and cultures. Authors may include Chekhov, Faulkner, Patchett, Morrison, Cisneros, Baldwin and many others.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation.</p> <p>6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text.</p> <p>Content:</p> <p>Students read and analyze around 20 short stories and at least 2 novels (see above) from various time periods and cultures. They approach these works through a variety of critical theoretical lenses including reader-response theory, and they conduct research into academic sources, via academic databases and journals, in which they find, evaluate and present information which they share in oral and written forms.</p> <p>Students learn how to research, document and evaluate research academic sources that provide diverse interpretations of assigned texts.</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>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment.</p> <p>Content:</p> <p>Students read and analyze around 20 short stories and at least 2 novels from various time periods and cultures. In addition, they read instructor lectures and view videos (Annenburg, Library of congress, etc.) in an effort to understand the cultural and historical context in which the text was constructed. They discuss context via discussion forums, mini essays and essays.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment.</p> <p>Content:</p> <p>See above. In addition, students discuss the fictive consequences of characterization which lie at the heart of plot, a central literary element.</p>
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Section #4 Department Review

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	02/08/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Schwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Introduction to Literature - Fiction

Course Number: ENG 104

Transcript Title: Intro to Literature - Fiction

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning.
2. Articulate ways in which the text contributes to self-understanding.
3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment.
4. Understand the text within the context of a literary tradition or convention.
5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation.
6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment tools may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; formal essays, as well as informal responses to study questions and other types of informal writing; presentations by individuals and groups; short and long essay exams; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation may be incorporated in the assessment process.

Course Activities and Design

Lecture; Discussion; Group Work; Student Presentation

Course Content (Themes, Concepts, Issues and Skills)

- Feminist theory
- Setting
- Psychoanalytic theory
- Plot
- Marxist theory
- Point of view
- Structuralist theory
- Tone/voice
- Postmodern theory
- Narrative styles
- Reader response theory
- Narration: 1st, 2nd, 3rd person
- New historicism
- Omniscient, etc.
- Biographical criticism
- Unreliable narrator gender
- Rhetorical strategies
- Race
- Diction
- Evidence
- Character
- Climax
- Documentation
- Denouement
- Thesis
- Symbol
- Imagery
- Intertextuality
- Regional or national literatures
- Flashback
- Ambiguity
- Irony
- Allusion
- Censorship
- Stereotyping
- Class
- Form/structure
- Dialogue
- Contextualizing
- Sources/influence
- Genres of fiction



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 106	Course Title:	Introduction to Literature: Poetry
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Enhances enjoyment of poetry, increases understanding of poetic elements, conventions and forms, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts. 2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 3. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 4. Recognize the multiple possibilities of interpretations of poems and the validity thereof. 5. Articulate ways in which the text contributes to self-understanding. 6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.		

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

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

In addition, course content must address the following:

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Explicate poems in writing and speech and provide adequate support/evidence for such explications.</p> <p>5. Articulate ways in which the text contributes to self-understanding.</p> <p>6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.</p> <p>Content:</p> <p>This course addresses all four areas of communication: reading, writing, listening and speaking. Students read and analyze poetry representing diverse forms (blank verse, sonnets, Asian forms like haiku and free verse) from a wide spectrum of eras and cultures; it is impossible to list the actual poets who may be covered. They research, document and evaluate academic critiques and analyses to help broaden their understanding, and they partake in class discussions (online and/or onsite) in analysis of the elements of poetry. Students write responses and a final essay about poetry read during the term,</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.</p> <p>3. Explicate poems in writing and speech and provide adequate support/evidence for such explications.</p> <p>5. Articulate ways in which the text contributes to self-understanding.</p> <p>Content:</p> <p>Students analyze poetry through a variety of critical theoretical lenses including reader-response theory, and they conduct academic research in which they find, document and evaluate information, utilizing it to write a research paper.</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>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts.</p> <p>Content:</p> <p>Students read and discuss poetry from a wide spectrum of eras, cultures and viewpoints in an effort to understand the context in which the text was constructed AND to broaden/deepen their understanding of cultural differences existing even today.</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>1. Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts.</p> <p>Content:</p> <p>Students read poetry that reflects human interaction with both the 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
Leigh Hancock	lhancock@cgcc.edu	11/26/2018
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Introduction to Literature - Poetry

Course Number: ENG 106

Transcript Title: Intro to Literature - Poetry

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Enhances enjoyment of poetry, increases understanding of poetic elements, conventions and forms, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts.
2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc.
3. Explicate poems in writing and speech and provide adequate support/evidence for such explications.
4. Recognize the multiple possibilities of interpretations of poems and the validity thereof.
5. Articulate ways in which the text contributes to self-understanding.
6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment tools may include informal responses to study questions; evaluation of small- and full-group discussions; in-class and out-of-class writing; formal essays and other types of informal writing; individual and group presentations; essay exams; close reading exercises using support/evidence;

writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation may be incorporated in the assessment process.

Course Activities and Design

Lecture; Discussion; Group Work; Student Presentation

Course Content (Themes, Concepts, Issues and Skills)

- Concrete imagery
- Allusions
- Tension
- Enjambment
- Diction
- Imagination
- Explication
- Symbol
- Cultural applications
- Metrics
- Interpretation
- Iambic
- Narrative poetry
- Trochaic
- Epic poetry
- Dactylic
- Folk ballads
- Anapestic
- Literary ballads
- Feet
- Sonnets
- Monometer
- Villanelles
- Dimeter
- Haiku
- Trimeter
- Rhyme
- Tetrameter
- Alliteration
- Pentameter
- Assonance
- Line
- Consonance
- Stanza
- Free verse
- Couplet
- Tone
- Tercet
- Allusion
- Guatrain
- Figurative language
- Sestet
- Caesuras
- Octave

Competencies and Skills

- Analysis
- Synthesis
- Close readings.

- Understanding poetry through historical, political, artistic, and critical contexts as well as employing the language of poetic convention.
- Writing about poetry.
- Critical reading using reviews and critical essays.
- Speaking and listening in a large group.
- Speaking and listening reflectively.
- Small group collaboration.
- Recognizing the difference between poetry and prose.



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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	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 214	Course Title:	Literature of the Pacific Northwest
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines fictional, non-fictional, and poetic works by Northwest writers. Emphasizes relationship between Northwest writing and Northwest social, cultural and physical environments. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Draw on textual evidence, Northwest physical environments and cultures to convincingly establish there is a literature of the Pacific Northwest. 2. Identify and explain themes and issues prevalent in Northwest literature 3. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.		

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> <ol style="list-style-type: none"> 2. Identify and explain themes and issues prevalent in Northwest literature. 3. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style. <p>Content:</p> <p>This course covers a wide and diverse selection of works created by PNW writers, including short stories, novels, poems, essays and nonfiction texts. Authors may include Kesey, LeGuin, Snyder, Hugo, Roethke, Stafford, Moore, and many others. Students are expected to read critically and to share their interpretations and analysis via online and/or onsite discussions, and both short and long writing assignments.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Draw on textual evidence, Northwest physical environments and cultures to convincingly establish there is a literature of the Pacific Northwest. 2. Identify and explain themes and issues prevalent in Northwest literature 3. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style <p>Content:</p> <p>Students creatively solve problems and practice reasoning. evaluation of info and reflection by actively analyzing and reflecting on the question of whether a literature of the PNW truly exists. Students draw on the texts they read, their own personal experiences and academic research and critiques, to answer this</p>

	question. They articulate, share and debate this and other issues relevant to PNW literature in discussions and essays. Students research historical eras and contexts with the PNW.
<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>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Draw on textual evidence, Northwest physical environments and cultures to convincingly establish there is a literature of the Pacific Northwest.</p> <p>Content:</p> <p>The entire course is based on the question, “Is there a literature of the PNW?”, which requires us first to determine unique and prevalent cultural characteristics of this region. This is an ongoing process that looks at the assigned texts, as well as broader cultural markers, to build a sense of NW culture and its literature.</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 type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p>

Section #4 Department Review		
<p><i>“I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director.”</i></p>		
Submitter	Email	Date
Leigh Hancock	lhancok@cgcc.edu	12/04/2018
Department Chair (enter name of department chair): Leigh Hancock		

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

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Literature of the Pacific Northwest

Course Number: ENG 214

Transcript Title: Lit of the Pacific Northwest

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Examines fictional, non-fictional, and poetic works by Northwest writers. Emphasizes relationship between Northwest writing and Northwest social, cultural and physical environments. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Draw on textual evidence, Northwest physical environments and cultures to convincingly establish there is a literature of the Pacific Northwest.
2. Identify and explain themes and issues prevalent in Northwest literature
3. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

- Discussion forums
- Mini Essays
- Final Essay

Course Activities and Design

This online course has 11 modules, each of which includes a lecture, a discussion forum, and a self-assessment. Students write mini essays in selected weeks and a final essay at the end of term.

Course Content (Themes, Concepts, Issues and Skills)

This course examines the question, Is there a literature of the PNW, distinct and unique from literatures of other regions? Through this question, we examine the characters, themes, issues and styles of PNW fiction, non-fiction and poetry. We examine the physical, cultural and social environments that have given rise to this literature. We learn skills of literary analysis in both verbal and written forms.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 237	Course Title:	Working Class American Literature
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces and examines literature by and/or about the working class, primarily from an American perspective. Explores how this literature promotes or rejects stereotypes of the working class in its depiction of working class realities. Prerequisite/concurrent: WR 121. Recommended: ENG 104, ENG 105 and/or ENG 106. Audit available.		
Course Outcomes:	1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience AND apply this analysis to personally held beliefs about class. 2. Identify and explain significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work AND identify these themes and their influence in one's own life. 3. Apply the tools of literary analysis to analyze working-class literature. 4. Write clear, focused, coherent essays about working-class literature for an academic audience, using standard English conventions of grammar and style.		

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: 2. Identify and explain significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work apply this analysis to personally held beliefs about class. 4. Write clear, focused, coherent essays about working-class literature for an academic audience, using standard English conventions of grammar and style Content: Students practice critical reading, writing, and listening skills through actively reading a variety of texts related to the issue of class—and specifically the working class—in America. Authors may include Edwards, Franklin, Carver, Levine, Steinbeck and Lewis. These texts may include poems, stories, essays, plays, novels and non-fiction texts from the 1600s to the present day. Students analyze the texts and discuss their ideas via discussions, either online or onsite. They also practice writing skills through essays and other written assignments.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience AND apply this analysis to personally held beliefs about class. 2. Identify significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work AND apply this analysis to personally held beliefs about class. 3. Apply the tools of literary analysis to analyze working-class literature. <p>Content:</p> <p>Students creatively solve problems and practice reasoning and evaluation of info by actively analyzing, discussing and writing about the assigned texts, their themes and the issues they evoke around the working class literature in America. They use personal reflection to explore the ways that working class literature identifies and illustrates issues of race, gender, ethnicity, citizenship, and educational status—both broadly and in reference to their own lives and experiences. Students engage with texts and academic sources that portray and interpret working class realities in diverse ways, forcing them to challenge their own “personally held beliefs.”</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>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 type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience. 2. Identify significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work. <p>Content:</p> <p>Students will gain the skills and knowledge to appreciate cultural differences and diversity by reading and analyzing a wide spectrum of texts (see above), and by relating these texts to the cultural realities of working class Americans.</p>

	Students will address cultural differences by deeply exploring and examining the diverse cultures that have defined both the working class and its literature. Through this, students will gain skills in learning how to identify and constructively address working class issues that arise in their workplace and community.
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised

Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	12/04/2018
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

American Working Class Literature

Course Number: ENG 237

Transcript Title: American Working Class Lit

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Recommended

[ENG 104 \(/courses/eng-104\)](#), [ENG 105 \(/courses/eng-105\)](#) and/or [ENG 106 \(/courses/eng-106\)](#)

Course Description

Introduces and examines literature by and/or about the working class, primarily from an American perspective. Explores how this literature promotes or rejects stereotypes of the working class in its depiction of working class realities. Prerequisite/concurrent: WR 121. Recommended: ENG 104, ENG 105 and/or ENG 106. Audit available.

Intended Outcomes

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

1. Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience AND apply this analysis to personally held beliefs about class.
2. Identify and explain significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work AND identify these themes and their influence in one's own life
3. Apply the tools of literary analysis to analyze working-class literature
4. Write clear, focused, coherent essays about working-class literature for an academic audience, using standard English conventions of grammar and style

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

Assessment tools may include:

- Informal responses such as quizzes, study questions or journals.
- Participation in small - and full - group discussion.
- In-class and out-of-class writing.
- Formal academic essays.
- Presentations by individuals and groups.
- Short and long essay examinations.
- Close reading exercises using support/evidence.
- Academic essays that evaluate various interpretations of a text and their relative validity.

Course Activities and Design

Course activities may consist of lectures, small and large group discussion (onsite and online), guest speakers, short films, informal writing exercises, and formal essays.

Course Content (Themes, Concepts, Issues and Skills)

The course introduces the question of what constitutes the working class in America. It looks at the confines and fluidity of class identity in American culture and the influence of these questions on literature by/about the working-class. It examines the ways and reasons that working-class literature has traditionally been marginalized. It examines how literature has challenged and upheld stereotypes and generalizations of the working-class. It looks at the ways working-class literature identifies and illustrates issues of race, gender, ethnicity, citizenship, and educational status. It may expand traditional notions of literary genres (poetry, fiction, drama) to include forms such as letters, memoirs, oral history, songs, speeches, leaflets. Acquired skills include active, critical reading and literary analysis in both verbal and written forms.



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General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 253	Course Title:	American Literature to 1865
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s 2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature. 3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature. 4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory. 5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were composed. 6. Use literary theory to analyze early American texts.		

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

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

In addition, course content must address the following:

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

2. CGCC Core Learning Outcomes (CLO):

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature.</p> <p>4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.</p> <p>6. Use literary theory to analyze early American texts.</p> <p>Content:</p> <p>Students will analyze a variety of texts--sermons, essays, autobiographies, poetry, stories and novels--written from the 1600s to 1865. Periods covered will include the Puritans, the Enlightenment, the Romantics/Dark Romantics and the Transcendentalists. Students will employ close, critical reading, (outcome #6) as they identify the issues, conflicts and preoccupations of early American literature (outcome #3). They will write short essays or journals and at least one longer paper. They will discuss aesthetic aspects of literature with</p>
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	one another (outcome 4), which requires both listening and speaking skills, through onsite and/or online discussions.
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s. 5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were composed. <p>Content:</p> <p>Students will identify strengths and limitations of American literary forms (outcome #1) by reading, analyzing and comparing a number of different genres (see Outcome #1), which requires reflection and reasoning. They will conduct research, documentation and analysis of academic sources to examine the contexts in which texts were composed, which requires thinking and evaluating information on several levels – aesthetic, historical, and socioeconomic among others (outcome #5). Readings, journals, and analysis papers will address this outcome on a weekly basis.</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>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 type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory. 6. Use literary theory to analyze early American texts. <p>Content:</p> <p>Through the study of key literary texts from 1600-1865, students will gain a strong sense of the issues and cultural differences (free will vs. destiny; rationalism vs. romanticism; tolerance vs. intolerance; individual vs. society, etc.) that have existed in America since the founding of the first colonies. Their analysis will give them a deeper understanding of the cultural differences arising today in the workplace and community.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.</p> <p>Content:</p> <p>Course outcome # 2 addresses this core outcome. Students read about the impact of war, migration, enslavement, colonialism, industrial agriculture and many other human activities that characterize the history of America.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	02/27/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.generated (e.g. HST 104.generated). 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.

Survey of American Literature to 1865

Course Number: ENG 253

Transcript Title: American Literature to 1865

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s.
2. Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.
3. Identify and address the issues, conflicts, preoccupations, and themes of early American literature.
4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.
5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were composed.
6. Use literary theory to analyze early American texts.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment tools may include weekly written journals, participation in class discussions, creative projects, annotated bibliographies, quizzes and examinations, and literary analysis papers.

Course Activities and Design

Lecture; assigned readings; discussion; written assignments.

Course Content (Themes, Concepts, Issues and Skills)

- Aesthetic aspects of literature.
- Historical, political, cultural, rhetorical and socioeconomic contexts of early American life, including colonialism, Native American culture, slavery.
- Close reading technique and theoretical approaches to texts.
- Critical reading and thinking.
- American identity as described and created by early American literature.
- Literary research and analysis and synthesis of ideas.



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CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 254	Course Title:	American Literature from 1865
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the literature of the land which is now the United States from mid-nineteenth century to the present. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid-1800s to the present day. 2. Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature. 3. Identify and address the issues, conflicts, preoccupations, and themes of American literature. 4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory. 5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed. 6. Analyze texts through close reading and at least one of several literary theories.		

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

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

In addition, course content must address the following:

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

2. CGCC Core Learning Outcomes (CLO):

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

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

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#). Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Identify and address the issues, conflicts, preoccupations, and themes of American literature.</p> <p>4. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.</p> <p>6. Analyze texts through close reading and at least one of several literary theories.</p> <p>Content:</p> <p>Students will develop skills in close, active reading by engaging with a variety of texts--stories, poems, novels, speeches, essays, plays, etc.--written from 1865 to the present. Authors may include Twain, Cather, James, Hemingway, Stein, Baldwin, Morrison and many others. Students will develop skills in writing, listening and speaking by participating in onsite and/or online discussions and by communicating their ideas through short and long written pieces.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid-1800s to the present day. 5. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed. <p>Content:</p> <p>Students will practice creative problem solving as they engage a variety of texts and authors (see above) and attempt to understand how these texts both shape and reflect the American experience. They will use academic resources to examine the contexts in which texts were composed, which requires thinking and evaluating information on several levels – aesthetic, historical, socio-economic among other. Readings, journals, and analysis papers will address this outcome on a weekly basis.</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>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 type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 2. Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature. <p>Content:</p> <p>The diverse readings in this course (see above) are consciously chosen to represent the diversity of ethnicities that make up early American society. For example, students will read texts by Native Americans, African Americans, women, and immigrants. Periods covered will include naturalism, expatriation, Harlem Renaissance, post-WWII literature, Beat Generation, Sixties, literature of immigration, and contemporary fiction.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>2. Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature.</p> <p>Content:</p> <p>Students read and watch academic videos about the impact of war, migration, enslavement, colonialism, industrial agriculture and many other human activities that characterize the history of America.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	2.27.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.generated (e.g. HST 104.generated). 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.

Survey of American Literature from 1865 to present

Course Number: ENG 254

Transcript Title: American Literature from 1865

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Introduces the literature of the land which is now the United States from mid-nineteenth century to the present. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion students should be able to:

1. Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid-1800s to the present day.
2. Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature.
3. Identify and address the issues, conflicts, preoccupations, and themes of American literature.
4. Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed.
5. Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.
6. Analyze texts through close reading and at least one of several literary theories.

Alignment with Institutional Core Learning Outcomes

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

Outcome Assessment Strategies

Assessment tools may include weekly written journals, participation in class discussions, creative projects, annotated bibliographies, quizzes and examinations, and literary analysis papers.

Course Activities and Design

Lecture; assigned readings; discussion; written assignments.

Course Content (Themes, Concepts, Issues and Skills)

- Aesthetic aspects of literature.
- Historical, political, cultural, rhetorical and socioeconomic contexts.
- Close reading and theoretical approaches to texts.
- Critical reading and thinking.
- American identity as described and created by American literature.
- Literary research and analysis and synthesis of ideas.



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 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Course Prefix and Number:	ENG 260	Course Title:	Introduction to Women Writers
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores women's writings and literary theory from diverse places and historical periods. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Identify and discuss the role of gender in shaping texts as a product of a culture and/or historical moment. 2. Recognize and articulate the significance of women's writing on individual and cultural experiences within specific cultures and historical eras. 3. Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.		

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

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

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

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

Major Designation:

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

Minor Designation:

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

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

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

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

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> 1. Identify and discuss the role of gender in shaping texts as a product of a culture and or historical moment. 2. Recognize and articulate the significance of women’s writing on individual and cultural experiences within specific cultures and historical eras. 3. Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations. 4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style <p>Content:</p> <p>Students practice reading, writing, and listening skills through actively reading a variety of texts including essays, poems, speeches, stories and novels. Authors may include Jane Austen Virginia Woolf, Toni Morrison, Leslie Marmon Silko and others. Students will analyze the texts and discussing their ideas via discussions, either online or onsite. They also practice writing skills through essays and other written assignments.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>3. Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations.</p> <p>4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style</p> <p>Content:</p> <p>Students creatively solve problems and practice reasoning and evaluation of info by actively analyzing the texts (see above) that they read for multiple themes, issues and interpretations, when they discuss ideas and when they write essays and mini essays. They practice personal reflection through the mini essays.</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>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 type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Identify and discuss the role of gender in shaping texts as a product of a culture and or historical moment.</p> <p>3. Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations.</p> <p>2. Recognize and articulate the significance of women’s writing on individual and cultural experiences within specific cultures and historical eras</p> <p>Content:</p> <p>Students will gain the skills and knowledge to appreciate cultural diversity and address cultural differences by deeply exploring and examining the textual contributions and influence of women writers on diverse cultures and literature.</p>

5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised
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Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	2/27/19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Introduction to Women Writers

Course Number: ENG 260

Transcript Title: Intro to Women Writers

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

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

Repeats available for credit: 0

Prerequisite / Concurrent

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

Course Description

Explores women's writings and literary theory from diverse places and historical periods. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion students will be able to:

1. Identify and discuss the role of gender in shaping texts as a product of a culture and or historical moment.
2. Recognize and articulate the significance of women's writing on individual and cultural experiences within specific cultures and historical eras.
3. Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations.
4. Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

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

Outcome assessment strategies may include quizzes, essays, exams, journals and assessed participation in classroom discussions, onsite or online.

Course Activities and Design

Course activities may consist of lectures, small and large group discussion (onsite and online), guest speakers, short films, informal writing exercises, and formal essays.

Course Content (Themes, Concepts, Issues and Skills)

This course examines the question, What is the role, impact and influence of women writers on literature across a broad array of cultures and historical eras? In this course students will:

- explore and recognize how texts written by women reflect and shape attitudes about and experiences of gender. They will engage, through the text, unfamiliar and diverse cultures, experiences and points of view, and they will appreciate a text as a complex fabric or document.
- understand the texts within the context of a literary tradition and acknowledge the possibility of multiple interpretations of a text. They will recognize the variety of stylistic choices that female authors make to work within given forms or to challenge their conventions and they will use this knowledge to analyze the text, as well as to demonstrate how form influences meaning.
- discover and analyze the support for a particular interpretation, which they will express verbally and through clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style
- develop skills related to
 - Analysis and synthesis
 - Writing about literature
 - Close readings
 - Critical reading, employing reviews and critical essays
 - Speaking and listening reflectively
 - Small group collaboration
 - Information literacy



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CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 117	Proposed prefix and number	No change
Current course title	Medical Office Administrative Procedures	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Med Office Admin Procedures	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management. Corequisite: MA 118.	Introduces medical office administrative procedures with emphasis on patient reception, appointment scheduling, telephone techniques, mail handling, financial records, accounts receivable and payable, insurance, office management, and medical records management. Prerequisites: WR 115, RD 115, MTH 20 or equivalent placement test scores . Corequisite: MA 118.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Perform procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing. 2. Understand and perform the tasks required in the maintenance of the medical record, the reports contained within and HIPAA guidelines with regard to medical information. 3. Compose and respond to written communication from businesses and patients. 4. Perform the procedures for screening incoming telephone calls and taking messages. 5. Understand and perform procedures to maintain accounts receivable in the medical office including post charges, payments and/or adjustments to the patient account. 6. Compare and contrast various health insurance plans including managed care plans, Medicare and Medicaid. 7. Assist in the business functions of the medical office, including inventory, accounts payable, writing policies and procedures, procurement of supplies, and compliance with OSHA. 	No Change.

Reason for outcomes change	No change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MA 118	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MA 118	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: WR 115, RD 115, MTH 20 or equivalent placement test scores.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
MA 118 is a requirement for the Medical Office Professional certificate; however, the certificate includes other courses that have prerequisites of MTH 20, RD 115, and WR 115. Therefore, this addition to MA 118 will not increase the level of prerequisite requirements for the certificate.	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 122	Proposed prefix and number	No change
Current course title	Medical Office Assistant 2	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Medical Office Assistant 2	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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
Examines communication and professionalism in the role of the medical assistant with emphasis on verbal and non-verbal communication, patient education and communicating wellness. Prerequisites: MA 112.	Examines communication and professionalism in the role of the medical assistant with emphasis on verbal and non-verbal communication, patient education and communicating wellness.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Develop an understanding of professionalism and how it relates to the delivery of health care. 2. Articulate what it means to communicate through touch the qualities of compassion, empathy and understanding. 3. Use role play to educate patients. 4. Recognize the grief process and how grief influences patient compliance. 5. Apply principles of effective workplace ethics and communication.		No change.	
Reason for outcomes change	No change.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MA 112	<input checked="" 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: none	<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	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		
Is this course used for related instruction?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.			
No impact to required hours of related instruction.			

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.	
n/a	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

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.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 123	Proposed prefix and number	No change
Current course title	Medical Office Clinical Procedures	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Med Office Clinical Procedures	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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
Covers examination room techniques, assisting the physician with examination, treatment, minor surgery, methods of asepsis and sterilization, and the proper care of equipment and supplies. Prerequisite: MP 111, BI 122 or BI 233, MTH 60 and placement into RD 115 and WR 115. Concurrent enrollment MA 124.	Covers examination room techniques, assisting the physician with examination, treatment, minor surgery, methods of asepsis and sterilization, and the proper care of equipment and supplies. Prerequisite: MP 111; BI 122 or BI 233. Corequisite: MA 124.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Apply techniques that ensure sterility and quality control in a medical setting. 2. Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physician. 3. Apply general knowledge of vital signs, documentation, medications, medication administration, specimen collection, ECG and spirometry. 4. Communicate professionally with patients, families and members of the healthcare team. 5. Determine chief complaint utilizing interview skills and patient assessment. 	No change.

Reason for outcomes change	No change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

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

<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MP 111, BI 122 or BI 233, MTH 60 and placement into RD 115 and WR 115.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MA 124	<input type="checkbox"/> Prerequisite	<input checked="" 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: MP 111; BI 122 or BI 233	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MA 124	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Reason for requisite changes	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).
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Is this course used for related instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	
No impact to required hours of related instruction.	

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.	
n/a	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 131	Proposed prefix and number	No change
Current course title	Pathophysiology for the Medical Assistant	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Pathophysiology for the MA	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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
Explores concepts of disease processes as they relate to the normal physiology of the major body systems including: etiology, signs and symptoms of disease, treatment options and methods of evaluating cause and effect of diseases as it relates to the role of the medical assistant. Prerequisites: MP 111; admission to the Medical Assisting Program. Corequisites: MA 123, MA 124.	Explores concepts of disease processes as they relate to the normal physiology of the major body systems including: etiology, signs and symptoms of disease, treatment options and methods of evaluating cause and effect of diseases as it relates to the role of the medical assistant. Prerequisites: MP 111; BI 122 or BI 233.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Apply understanding of common disease states according to etiology or type of diseases, and identify the primary system or organ affected. 2. Understand the interrelationship of normal organ systems and how disease states can alter the normal body function associated with the organ system. 3. Distinguish between primary disease manifestations, complications and sequelae. 4. Correlate the chief complaint of a patient with the physical signs and symptoms and/or diagnostic findings that are associated with particular disease states. 5. Understand the correlation of laboratory test results and diagnostic procedures with abnormal physiology and common disease states 6. Explain general methods of prevention and public health issues associated with infectious disease. 	No change.

Reason for outcomes change

No change.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MP 111; admission to the Medical Assisting Program.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MA 123; MA 124	<input type="checkbox"/> Prerequisite	<input checked="" 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: MP 111; BI 122 or BI 233	<input checked="" 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	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		

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.	
n/a	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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Columbia Gorge Community College

CC date	
CC decision	
CC vote	

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 132	Proposed prefix and number	No change
Current course title	Medical Office Assistant 3	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Medical Office Assistant 3	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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
Presents an introduction to community resources, an overview of the process and requirements of the directed practice, and a review for the national credential examination. Prerequisites: MA 122.	Presents an introduction to community resources, an overview of the process and requirements of the directed practice, and a review for the national credential examination. Corequisite: MA 270.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and respond to verbal and non-verbal communication. 2. Increase sick and well-patient awareness of community resources. 3. Appreciate the culturally diverse workplace. 4. Apply for employment in health care including write a resume, interview and follow-up. 5. Appreciate the role of the professional organization in defining ethics and providing education opportunities. 6. Sit for the national certification exam. 	No change.

Reason for outcomes change	No change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

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

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

☐ Placement into:

prefix & number: MA 122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: MA 270	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Reason for requisite changes	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
n/a	
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		
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Submitter	Email	Date
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 136	Proposed prefix and number	No change
Current course title	Medications	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Medications	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces drug therapy with emphasis on safety and classifications of common drugs and their actions, appropriate drug uses, therapeutic effects, adverse effects and contraindications. Correlates nutritional deficits with common diseases. Reviews common prescription abbreviations, forms of medications and drug regulations. Prerequisites: MA 123, MA 124, MP 111 and admission to the MA program.	Introduces drug therapy with emphasis on safety and classifications of common drugs and their actions, appropriate drug uses, therapeutic effects, adverse effects and contraindications. Correlates nutritional deficits with common diseases. Reviews common prescription abbreviations, forms of medications and drug regulations. Prerequisites: MP 111; MTH 60 or MTH 98.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Students who successfully complete this course will be able to: 1. Read with understanding medical documentation regarding medications. 2. Identify and describe the therapeutic actions of commonly prescribed drugs. 3. Understand the benefits, limitations, adverse effects and contraindications of commonly prescribed drugs. 4. Describe the benefits of proper nutrition as it relates to common diseases. 5. Understand drug regulations as it applies to prescribing and administering common outpatient medications. 6. Appreciate the legal impact and roles and responsibilities of the medical assistant regarding prescription medications.		No change.	
Reason for outcomes change	No change.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MA 123, MA 124, MP 111 and admission to the MA program.	<input checked="" 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: MP 111; MTH 60 or MTH 98.	<input checked="" 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	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		

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.	
n/a	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 180	Proposed prefix and number	No change
Current course title	Coding and Reimbursement	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Coding and Reimbursement	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces CPT, ICD and HCPCS coding and reimbursement systems for physician offices and medical clinics. Prerequisite: MP 111.	Introduces CPT, ICD and HCPCS coding and reimbursement systems for physician offices and medical clinics. Prerequisite/concurrent: MP 111.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Students who successfully complete this course will be able to: 1. Apply the usage of coding systems in physician’s offices and medical clinics. 2. Correctly assign CPT codes and E/M level of service codes to physician office and medical clinic’s encounters. 3. Correctly code medical diagnoses utilizing ICD. 4. Apply the relationship between coding systems and reimbursement for services.		No change.	
Reason for outcomes change	No change.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MP 111	<input checked="" 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: MP 111	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		
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.			
No impact to required hours of related instruction.			

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
MA 180 is a requirement for the Medical Office Professional certificate; however, revising the prerequisite of MP 111 to a prerequisite/concurrent will have no impact on the certificate.	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson and Mimi Pentz 541-506-6140 and 541-506-6164
Current prefix and number	MA 270	Proposed prefix and number	No change
Current course title	Clinical Practicum	Proposed title (60 characters max)	No change
Current Repeatability	0 for credit	Proposed Repeatability	No change
Current transcript title (30 characters max)	Clinical Practicum	Proposed transcript title (30 characters max)	No change
Reason for proposed changes	n/a		

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
Practice administrative skills and clinical skills in a medical clinic/physician office setting. Department permission required.	Practice administrative skills and clinical skills in a medical clinic/physician office setting. Prerequisites: HE 113; Department permission required.
Reason for description change	To reflect the updated pre-req's and/or co-req's.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Assist, perform and document routine administrative and clinical procedures according to office protocol. 2. Identify, administer, and document medications based on usage outcomes, side effects and according to the principles of safe medication administration in a clinical setting. 3. Collect, process, and test diagnostic specimens and document follow-up results in a clinical setting. 4. Apply current up-to-date quality control and safety practices in the workplace. 5. Apply verbal, nonverbal and written communications principles and skills in the workplace. 6. Maintain ethical standards and confidentiality for patient privacy practice. 		No change.	
Reason for outcomes change	No change.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: Department permission required.	<input checked="" 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: HE 113; Department permission required.	<input checked="" 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	To better align requirements needed for success in each course. This also will help prepare the way if a student wants/needs to take any of the courses out of sequence (such as a potential part time track for this training).		

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.	
n/a	
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
Doris Jepson & Mimi Pentz	djepson@cgcc.edu mpentz@cgcc.edu	2/20/19
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Doris Jepson		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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Columbia Gorge Community College

CERTIFICATE SUSPENSION

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

SECTION #1 OVERVIEW					
Certificate Title:	Electro-Mechanical Technology			Credits:	48
Overview and rationale for suspension:	<p>The certificate has been redesigned as a career pathway certificate with fewer credits, allowing students to obtain essential technical skills in nine months and to then enter the workforce. This redesign resulted in the certificate surpassing the state's 30% change rule meaning that a new certificate had to be submitted rather than a revision of the original. The new certificate was approved at the January 24, 2019 Curriculum Committee meeting.</p> <p>The STEM advisory committee supports this redesign.</p>				
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, what is the base degree?	Electro-Mechanical Technology				
Will the proposed suspension affect the base degree or certificate?				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?					
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	10-17-18
Requested term for start of suspension	Fall 2019				

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
First Term:			
EET 111	DC Circuits	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MEC 123	Industrial Mechanical Systems	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
SAF 188	Industrial Safety and OSHA 10	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MTH 95	Intermediate Algebra	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
Second Term:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CG 209	Job Finding Skills	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EET 112	AC Circuits	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 121	English Composition	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
RET 101	Introduction to Wind Turbine Operations	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
Third Term:			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
EET 113	AC Power	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EET 141	Motor Control	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
PSY 101	Psychology and Human Relations	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	Physical Education Elective	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

*Provide explanation of "Other"

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 Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	02-07-2019
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 Certificate Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Teach Out Planning Document

Certificate/Degree Title: Electro-Mechanical Technology Certificate	Date February 19, 2019												
Section 1: Instructional Department													
<p>The <u>CTE</u> Department recommends that _____ <u>Electro-Mechanical Technology</u> certificate/degree be officially suspended.</p> <p>Rationale:</p> <p>The certificate has been redesigned to a career pathway certificate with fewer credits, allowing students to obtain essential technical skills in nine months to then enter the workforce. The STEM advisory committee supports this redesign.</p>													
Action	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 5px;">Details</th> <th style="width: 25%; padding: 5px;">Source of information</th> <th style="width: 25%; padding: 5px;">By when</th> </tr> <tr> <td style="padding: 5px;"> Plans for students currently enrolled in the certificate/degree Provide information on how CGCC will help students complete in a timely manner <i>The certificate will not be available to students beginning next year. Any students currently enrolled can complete the certificate this year. If for some reason they miss a class within the certificate, the classes will be offered as part of the full degree and will be available.</i> </td> <td style="padding: 5px;">Instructional Director and Dept. Chair</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"> For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below.¹ <i>This should not be an issue as the courses will be available for a student to complete.</i> </td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"> Notification and presentation to the Curriculum Committee Presentation must include teach out plan and checklist <i>The one-year certificate is being replaced with a career pathway certificate with fewer credits in an effort to save students money and get them into the workforce quicker. Almost all of the one-year certificate technical courses remain in the CP certificate. A student that missing a</i> </td> <td style="padding: 5px;"> Representative from the instructional dept. to present documents </td> <td style="padding: 5px;"></td> </tr> </table>	Details	Source of information	By when	Plans for students currently enrolled in the certificate/degree Provide information on how CGCC will help students complete in a timely manner <i>The certificate will not be available to students beginning next year. Any students currently enrolled can complete the certificate this year. If for some reason they miss a class within the certificate, the classes will be offered as part of the full degree and will be available.</i>	Instructional Director and Dept. Chair		For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. ¹ <i>This should not be an issue as the courses will be available for a student to complete.</i>			Notification and presentation to the Curriculum Committee Presentation must include teach out plan and checklist <i>The one-year certificate is being replaced with a career pathway certificate with fewer credits in an effort to save students money and get them into the workforce quicker. Almost all of the one-year certificate technical courses remain in the CP certificate. A student that missing a</i>	Representative from the instructional dept. to present documents	
Details	Source of information	By when											
Plans for students currently enrolled in the certificate/degree Provide information on how CGCC will help students complete in a timely manner <i>The certificate will not be available to students beginning next year. Any students currently enrolled can complete the certificate this year. If for some reason they miss a class within the certificate, the classes will be offered as part of the full degree and will be available.</i>	Instructional Director and Dept. Chair												
For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. ¹ <i>This should not be an issue as the courses will be available for a student to complete.</i>													
Notification and presentation to the Curriculum Committee Presentation must include teach out plan and checklist <i>The one-year certificate is being replaced with a career pathway certificate with fewer credits in an effort to save students money and get them into the workforce quicker. Almost all of the one-year certificate technical courses remain in the CP certificate. A student that missing a</i>	Representative from the instructional dept. to present documents												

	<i>technical course that is not in the CP certificate can take the course, in most cases, through the full degree program.</i>		
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to CASAO, college president and Board of Education	Email with appropriate documentation attached	
Section 2: Curriculum Office			
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	
Revise/update the webpage		email	
Letter to CCWD		Instructional Director and Curriculum office	
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	
Update webforms			
Notify NWCCU			
Section 3: Registrar’s Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send a letter and email to each student	
Catalog Information	Teach out statement	website	
	Deleted from the catalog	Catalog	
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar’s office will scan letters to student record		

¹ Teach Out details for students who will not complete prior to suspension:

Termination of a Program Checklist

Certificate/Degree Title: Electro-Mechanical Technology Certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1 st yr., 2 nd yr., within 8 credits, etc.)	-0-	
List the program courses that 2 nd year students have not completed	N/A	
Provide enrollment comparison of the past 3-5 years of the program		
The program is being considered for termination due to low enrollment?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	N/A	
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	N/A	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	N/A	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences	N/A	

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Computer Applications and Web Technologies	Submitter name phone and email	Andrea Ware 509 768-6557 aware@cgcc.edu
Prefix and Course Number:	CAS 134	Credits:	3
Course Title: (60 characters max, including spaces)	Introduction to Google Drive	Transcript Title: (30 characters max, including spaces)	Introduction to Google Drive
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 3 Lec/lab: 10 Lab: 40
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	To fill a growing need for training in Google Docs as part of the Admin Asst AAS. Its use has grown in both the ed and business sectors. Administrative assistants and other users will be best prepared by being able to move seamlessly across platforms.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: Recommended: RD 115, WR 115 and CAS 121	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			

Introduces the basic features of Google Drive and the associated programs: Sheets, Docs, and Slides. Also, introduces file management, file sharing, and multi-user collaborative work on a document. Recommended: RD 115, WR 115 and CAS 121. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Use Google applications to create documents (Docs), spreadsheets (Sheets), and digital presentations (Presentations).
	2. Use Google Drive as a collaboration tool.
	3. Apply knowledge of Google Drive file management to upload, store, share and convert files to alternate formats for download.
	4.
Outcomes assessment strategies:	Assessment may include: Projects including the creation of original work to include documents, spreadsheets, presentations. Journals, and class/forum discussions may also be included and open-ended final projects.
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design (what teaching methods are recommended?):	Activities may include: readings and videos, class discussions/forums, reflection writings, open ended project assignments, and textbook based projects.
Course Content – outline of required concepts and skills to be covered (coverage of course outcomes must be evident):	<ol style="list-style-type: none"> Use Google applications to create documents, spreadsheets, and digital presentations. <ul style="list-style-type: none"> Basic Text Processing Concepts <ul style="list-style-type: none"> Create a Google Docs file Create tables in a Google Doc file Use a Google Docs Template Format Google Docs files Basic Spreadsheet Concepts <ul style="list-style-type: none"> Create a spreadsheet in Google Sheets Use a Google Sheets Template Format a Google Sheets file Use formulas and charts for a Google Sheets file Basic Presentation Concepts <ul style="list-style-type: none"> Create a basic presentation with Google Slides Format a Google Presentation file Use Google Drive as a collaboration tool. <ul style="list-style-type: none"> Be able to share both folders and individual documents Work with partner(s) to create and edit a shared document Be able to create Google files for publication Apply knowledge of Google Drive file management to upload, store, share and

	convert files to alternate formats for download. <ul style="list-style-type: none"> • Navigate Google Drive and associated programs • Access the CGCC student Google account (logging in) • Upload a document to Google • File-management within Google • Learn about the use of Gears for offline work • Download Google file in requested file format (MS Office and PDF)
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Administrative Asst AAS	# credit: 90
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Students seeking the Administrative Assistant AAS degree are required to pass CAS 133 Introduction to Office Software which explores the Microsoft Office Suite. MS Office has long been the Office Suite gold standard in business and educational settings until recent years. As of late, Google Drive is becoming adopted as the productivity suite of choice in an increasing number of settings. Administrative Assistants need to have a working knowledge of both suites in order to be fully prepared to enter the workforce.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 2/11/19 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<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
Andrea Ware	aware@cgcc.edu	
Department Chair (enter name of department chair): Andrea Ware (Lead)		
Department Dean (enter name of department dean):		

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.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Andrea Ware	Email: aware@cgcc.edu	Phone: 509 768-6557	Department: Computer Applications and Web Technologies
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Administrative Assistant AAS	Proposed Title:	Administrative Assistant AAS
Current Credits:	95	Proposed Credits:	103
Overview and rationale for proposed changes:	<p>This degree currently has a hidden math prerequisite and there is some discrepancy in the number of actual credits shown in the degree in the catalog when compared to what is actually required to graduate. In this revision we have included the math requirement, accounted for all electives needed to transfer over from the Medical Office Professional certificate (which is a pathway to the Admin Asst AAS) and added a much-needed Google Drive course (CAS 134) to update the skills acquired when completing this degree.</p>		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Included the degree math requirement in the course sequence to eliminate the hidden pre-req. 2. Added CAS 134 Intro to Google Drive. 3. Credits increased from 95 as shown in the catalog to 103. 4. Changed suggested course sequence to reflect current offerings and enable the degree to be completed 100% online as well as balance credit load per term. Also moved CAS 170 to Fall year 2 so students complete the math-related classes before taking CAS 170 as per the instructor's recommendation. 		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s) Administrative Assistant Certificate (related) Entry-Level Accounting Clerk (Career Pathway) Basic Computer Skills (Career Pathway) Entry-Level Administrative Assistant (Career Pathway) Office Assistant (Career Pathway) Spreadsheet Support (Career Pathway) Word Processing Support (Career Pathway) Medical Office Professional (Career Pathway)	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting: 10/26/19
Requested Implementation Term	Summer 2019		

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4
CAS 121	Beginning Keyboarding	Placement into or keyboarding by touch	3

PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Does the revision involve changing degree outcomes?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)			
<i>Students who successfully complete this degree will be able to:</i>			
1. Produce professional, error-free, timely documents by using current and emerging software and hardware technology.			
2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.			
3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.			
4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.			
5. Establish and follow procedures to manage digital and hard copy office documents.			
6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives			
7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.			
8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.			
9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.			
PROPOSED DEGREE OUTCOMES			
<i>Students who successfully complete this degree will be able to:</i>			

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Fall, Yr 1					
CAS 170	Beginning Spreadsheets using Excel Rec: Place into RD 115, WR 115, MTH 20 (Move to Fall Yr 2)	3		General Education Electives MTH 20 or equiv place test. Pre / Co: WR 121 (moved from winter, Yr 1)	4
CAS 133 or Elective (REMOVE "or elective")	Intro to Office Software Rec: RD 115, WR 115, CAS 121 or keybrdg by touch or Administrative Ass Cert Elective varied (REMOVE "or Administrative Assistant Certificate Elective")	4	CAS 133	Intro to Office Software Rec: RD 115, WR 115, CAS 121 or keybrdg by touch	4
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115	4	WR 121	English Composition Place into WR 121, or completion of WR 115 & RD 115	4
				Administrative Assistant Degree Electives varied (ADD)	3
Winter, Yr 1					
BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115, and MTH 20 or test Rec Pre/co: WR 121 and BA 101	3
CAS 216	Beginning Word Rec: Place into RD 115; CAS 103W or CAS 104; keybrdg 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into RD 115; CAS 103W or CAS 104; keybrdg 25 wpm or CAS 122	3

OS 220	Business Editing Skills CAS 216, CAS 121 or instr permit. Rec: WR 115 or test	4	OS 220	Business Editing Skills CAS 216, CAS 121 or instr permit. Rec: WR 115 or test	4
	General Education Elective MTH 20 or equiv place test. Pre / Co: WR 121 (moved to fall, Yr 1)	4	BA 104	Applied Business Math WR 115, RD 115, MTH 20 (moved from summer, Yr 2)	4
Spring, Yr 1					
BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4	BA 205	Business Communication WR 115, RD 115, and MTH 20 or test. Rec: WR 121, BA 101 and BA 131 or CAS 133	4
CAS 123	Production Keyboarding CAS 216 or instructor permission Rec: OS 220, CAS 122, keying 40 wpm	3	CAS 123	Production Keyboarding CAS 216 or instructor permission Rec: OS 220, CAS 122, keying 40 wpm	3
CAS 217	Intermediate Word CAS 216. Rec: Place into RD 115, WR 115.	3	CAS 217	Intermediate Word CAS 216. Rec: Place into RD 115, WR 115.	3
OS 240	Filing & Records Management Rec: RD 115, WR 115; CAS 133 or CAS 140	4	OS 240	Filing & Records Management Rec: RD 115, WR 115; CAS 133 or CAS 140	4
OS 245	Office Systems & Procedures CAS 216, OS 220 (moved to spring, Yr 2)	4			
Summer, Yr 2					
BA 104	Applied Business Math WR 115, RD 115, MTH 20 (moved to winter, Yr 1)	4		General Education Electives MTH 20 or equiv place test. Pre / Co: WR 121 (moved from fall, Yr 2)	4
BA 111	Introduction to Accounting WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (move to fall, Yr 2)	3	MTH 65 or MTH 98 or higher	Beginning Algebra II MTH 60 or equivalent placement test scores Or Quantitative Math place into RD 90 and WR 90; MTH 20 or test. (ADD)	4
OS 280F	CE: Administrative Assistant Satisfact prog thru at least 15 cr of CAS/OS courses, or instr permit. Pre/co: OS 280G. Rec: RD 115, WR 115.	4	OS 280F	CE: Administrative Assistant Satisfact prog thru at least 15 cr of CAS/OS courses, or instr permit. Pre/co: OS 280G. Rec: RD 115, WR 115.	4
OS 280G	CE: Administrative Assistant Seminar Satisfact prog thru at least 15 cr of CAS/OS courses, or instr permit. Pre/co: OS 280F. Rec: RD 115, WR 115.	1	OS 280G	CE: Administrative Assistant Seminar Satisfact prog thru at least 15 cr of CAS/OS courses, or instr permit. Pre/co: OS 280F. Rec: RD 115, WR 115.	1

Fall, Yr 2					
	Administrative Assistant Business Electives varied (REMOVE)	3		Administrative Assistant Degree Electives (ADD) varied	2
	General Education Electives (move 4 credits to summer, Yr 2) MTH 20 or equiv place test. Pre / Co: WR 121	8		General Education Electives MTH 20 or equiv place test. Pre / Co: WR 121	4
			BA 111	Introduction to Accounting WR 115, RD 115, and MTH 20 or test; Rec: MTH 60, BA 111 (moved from summer, Yr 2)	3
			CAS 170	Beginning Spreadsheets using Excel Rec: Place into RD 115, WR 115, MTH 20 (moved from fall, Yr 1)	3
			CAS 134	Introduction to Google Docs (ADD)	3
Winter, Yr 2					
CAS 140	Beginning Databases Rec: place into RD 115, WR 115 or higher	4	CAS 140	Beginning Databases Rec: place into RD 115, WR 115 or higher	4
	Administrative Assistant Degree Electives varied	6		Administrative Assistant Degree Electives varied (moved 3 credits from spring, Yr 2) (ADD 2 credits)	11
	General Education Elective MTH 20 or equiv place test. Pre / Co: WR 121 (move to spring, Yr 2)	4			
	Administrative Assistant Business Electives varied (REMOVE)	3			
Spring, Yr 2					
CAS 246	Integrated Computer Projects CAS 216, CAS 140, CAS 170. Rec: CAS 109, CAS 231.	4	CAS 246	Integrated Computer Projects CAS 216, CAS 140, CAS 170. Rec: CAS 109, CAS 231.	4
	Administrative Assistant Degree Electives varied (move 3 credits to winter, Yr 2)	7		Administrative Assistant Degree Electives varied	4
			OS 245	Office Systems & Procedures CAS 216, OS 220 (moved from spring, Yr 1)	4
				General Education Elective MTH 20 or equiv place test. Pre / Co: WR 121 (moved from winter, Yr 2)	4

	Credit Total	95		Credit Total	103
ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Administrative Assistant Degree Electives			Administrative Assistant Degree Electives		
Any CAS/OS course in addition to the required CAS/OS courses from the Administrative Assistant degree or certificate. The following specific courses also qualify as Administrative Assistant Degree electives:			Any BA course in addition to the required BA courses from the Administrative Assistant degree or certificate. May not include BA 131 if CAS 133 was taken.		
BA 188	Customer Service Skills WR 115, RD 115, or test	2	Any CAS/OS course in addition to the required CAS/OS courses from the Administrative Assistant degree or certificate. The following specific courses also qualify as Administrative Assistant Degree electives:		
CG 209	Job Finding Skills none	1	BA 188	Customer Service Skills WR 115, RD 115, or test	2
MA 117*	Medical Office Procedures Coreq: MA 118	3	CG 209	Job Finding Skills none	1
MA 118*	Medical Office Administrative Procedures Lab Coreq: MA 117	2	MA 117*	Medical Office Procedures Coreq: MA 118	3
MA 180*	Coding and Reimbursement MP 111	2	MA 118*	Medical Office Administrative Procedures Lab Coreq: MA 117	2
MP 111	Medical Terminology Place into RD 90 & WR 90	2	MA 180*	Coding and Reimbursement MP 111	2
MP 140	Introduction to Health Law and Ethics WR 115, RD 115, MTH 20 or test	3	MP 111	Medical Terminology Place into RD 90 & WR 90	2
* Courses are limited to students with a declared major of Administrative Assistant AAS or Medical Assisting.			MP 140	Introduction to Health Law and Ethics WR 115, RD 115, MTH 20 or test	3
Administrative Assistant Business Electives			* Courses are limited to students with a declared major of Administrative Assistant AAS or Medical Assisting.		
Any BA course in addition to the required BA courses from the Administrative Assistant degree or certificate. May not include BA 131 if CAS 133 was taken.					

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	2/25/19
Department Chair (enter name of department chair): Andrea Ware (Lead)		
Department Director (enter name of department director):		

Next steps:

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

Columbia Gorge Community College

DEGREE SUSPENSION

Submitted by: Stephen Shwiff	Email: sshwiff@cgcc.edu	Phone: 541-506-6045	Department: BA
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Degree Title:	Management		Credits:	92
Overview and rationale for suspension:	Replaced by the Entrepreneurship/Small Business Management Degree			
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)		
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.				
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Discussed issues which affected CTE other certificate and degrees and agreed to adjust course offerings with CTE Dean Mary Kramer and CAWT Lead Andrea Ware. We worked out any issues by adjusting schedules and courses.		Date of Advisory Committee meeting:
Requested term for start of suspension	Fall, 2019			

SECTION #2 DEGREE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
BA 111	Introduction to Accounting	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 101	Introduction to Business	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 211	Principles of Accounting I	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 208	Business Ethics	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 131	Introduction to Technology	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 223	Principles of Marketing	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 212	Principles of Accounting II	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 121	English Composition	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 206	Management Fundamentals	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 233	Integrated Marketing Communications	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
BA 285	Human Relations in Organizations	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 205	Business Communications	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 207	Introductions to E-Commerce	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 280A	CE: Business Experience	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 280B	CE: Business Experience Seminar	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 203	Introduction to International Business	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
BA 224	Introduction to Human Resource Management	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 226	Business Law I	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 131	10-Key for Business	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 250	Small Business Management	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EC 201	Principles of Economics: Microeconomics	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
EC 202	Principles of Economics: Macroeconomics	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CAS 140	Beginning Databases	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 170	Beginning Spreadsheets with Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 216	Beginning Word	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

CAS 217	Intermediate Word	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
CAS 231	Desktop Publishing	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
CAS 270	Intermediate Spreadsheets using Excel	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
OS 240	Filing and Records Management	4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
BA 213	Managerial Accounting	4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
BA 228	Computer Accounting Applications	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
BA 242	Fundamentals of Investments	3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other*
BA 256	Income Tax	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Other*
*Provide explanation of "Other"					

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 Degree or Certificate Signature Form signed by the department chair and director."

Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	2/8/19
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Stephen Shwiff		

Next steps:

1. Save the completed Degree Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Teach Out Planning Document

Certificate/Degree Title: Management AAS	Date 2/28//19		
Section 1: Instructional Department			
<p>The Business Administration Department recommends that Management degree be officially suspended.</p> <p>Rationale: After a thorough review of the Business Administration offerings and program, the department believes the student and general population will be best served by the expanded offerings in the newly created Entrepreneurship/Small Business Degree. While many of the course offerings are the same in the two degrees, the new degree offers the student a perspective from the inception of an idea to the management of the business.</p>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	All the courses for Management will be offered in 2019-20 as a teach out year. We will offer alternatives from other BA offerings not in the Degree as replacements.	Instructional Dean	3/1/19
	For students who will not be able to complete, PCC offer the necessary courses online and our Student Services will work to provide students access to these courses.		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist		March 14, 2019 meeting
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to CASAO, college president and Board of Education	Email with appropriate documentation attached	April 30, 2019
Section 2: Curriculum Office			
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	April 30, 2019
Revise/update the webpage		email	April 30, 2019
Letter to CCWD		Instructional Director and Curriculum office	April 30, 2019

Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	April 30, 2019
Update webforms			April 30, 2019
Notify NWCCU			April 30, 2019
Section 3: Registrar’s Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send a letter and email to each student	April 30, 2019
Catalog Information	Teach out statement	website	April 30, 2019
	Deleted from the catalog	Catalog	April 30, 2020
Documentation of contact with students	Advisors will work with students and document in student record		April 30, 2019
	Registrar’s office will scan letters to student record		April 30, 2019
			April 30, 2019

¹ Teach Out details for students who will not complete prior to suspension:

Most of the courses necessary for the Degree will continue at the college. Any class which is not taught at PCC online, students will either be able to take an Independent Study from our faculty. Currently, PCC offers all the required courses online except BA 233 Integrated Marketing Communications and BA 280 A CE: Business Experience and BA 280 B CE: Business Experience Seminar.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Management

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1 st yr., 2 nd yr., within 8 credits, etc.)	17 current students have Management as Major1. Of those, 5 appear to be in the 2nd year.	
List the program courses that 2 nd year students have not completed	Most students have not followed the suggested course sequence exactly. Needed: BA-101, 131, 203, 205, 206, 207, 208, 223, 224, 226, 233, 250, 280A&B	
Provide enrollment comparison of the past 3-5 years of the program	2018/19 - 17 students hold major 2017/18 - 12 students hold major 2016/17 - 14 students hold major	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	Entrepreneurship has grown in importance in the area. Continued focus on Management in new Entrepreneurship/Small Business Management Degree	
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program	Attach spread sheet	

budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences	A few courses will be inactivated and new courses will be developed to keep up with changing trends in Business.	

Columbia Gorge Community College

CERTIFICATE SUSPENSION

Submitted by: Stephen Shwiff	Email: sshwiff@cgcc.edu	Phone: 541-502-6045	Department: BA
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Certificate Title:	Marketing		Credits:	46
Overview and rationale for suspension:	Replaced by Entrepreneurship Certificate. Lack of enrollment and interest in the community			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, what is the base degree?				
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved: Discussed issues which affected CTE other certificate and degrees and agreed to adjust course offerings with CTE Dean Mary Kramer and CAWT Lead Andrea Ware. We worked out any issues by adjusting schedules and courses.	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	April, 2018
Requested term for start of suspension	Summer, 2019			

SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
BA 111	Introduction to Accounting	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 101	Introduction to Business	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 131	Introduction to Technology	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 223	Principles of Marketing	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 121	English Composition	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 206	Management Fundamentals	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 233	Integrated Marketing Communications	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
BA 285	Human Relations in Organizations	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 205	Business Communications	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 207	Introductions to E-Commerce	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 280A	CE: Business Experience	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 280B	CE: Business Experience Seminar	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
Electives			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
BA 203	Introduction to International Business	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
BA 208	Business Ethics	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 211	Principles of Accounting I	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 224	Introduction to Human Resource Management	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 226	Business Law I	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 228	Computer Accounting Applications	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 242	Fundamentals of Investments	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
BA 250	Small Business Management	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 256	Income Tax	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

CAS 140	Beginning Databases	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 217	Intermediate Word	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 231	Desktop Publishing	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 270	Intermediate Spreadsheets using Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 240	Filing and Records Management	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
*Provide explanation of "Other"			

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 Degree or Certificate Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	2/8/19
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean): Stephen Shwiff		

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Teach Out Planning Document

Certificate/Degree Title: Marketing	Date 2/28/19		
Section 1: Instructional Department			
<p>The Business Administration Department recommends that Marketing certificate/degree be officially suspended.</p> <p>Rationale: Replaced by Entrepreneurship Certificate. Lack of enrollment and interest in the community. There have been limited enrollment in the Marketing class, BA 223, so much so, the class has been cancelled the past two years. The department has offered the basic course with two different instructors and despite growth in enrollment in other areas, Marketing has not been a successful offering.</p>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	All the courses for Marketing will be offered in 2019-20 as a teach out year. We will offer alternatives from other BA offerings not in the certificate as replacements.	Instructional Dean	3/1/19
	For students who will not be able to complete, PCC offer the necessary courses online and our Student Services will work to provide students access to these courses.		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	March 14, 2019 meeting
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VP, college president and Board of Education	Email with appropriate documentation attached	April 30, 2019
Section 2: Curriculum Office			
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	April 30, 2019
Revise/update the webpage		email	April 30, 2019
Letter to CCWD		Instructional Dean and Curriculum office	April 30, 2019

Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	April 30, 2019
Update webforms			April 30, 2019
Notify NWCCU			April 30, 2019
Section 3: Registrar’s Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send a letter and email to each student	April 30, 2019
Catalog Information	Teach out statement	website	April 30, 2019
	Deleted from the catalog	Catalog	April 30, 2020
Documentation of contact with students	Advisors will work with students and document in student record		April 30, 2019
	Registrar’s office will scan letters to student record		April 30, 2019

¹ Teach Out details for students who will not complete prior to suspension:

Most of the courses necessary for the certificate will continue at the college. Any class which is not taught at PCC online, students will either be able to take an Independent Study from our faculty. Currently, PCC offers all the required courses online except BA 233 Integrated Marketing Communications and BA 280 A CE: Business Experience and BA 280 B CE: Business Experience Seminar.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Marketing certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	0	
List the program courses that 2 nd year students have not completed	n/a	
Provide enrollment comparison of the past 3-5 years of the program	None for last 3 years.	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		No
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	No
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		Most of the courses are still in new certificate