Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>

Kristen Booth (Pre-College)	Zip Krummel (Social Sci)	Ashley Michels (CTE)
P.K. Hoffman (Arts & Hum)	Emilie Miller (Science)	Abel Wolman (MTH)
Katy Jablonski (Wr/FL/Eng)	Mimi Pentz (Nurs/Hlth Occ)	
Linnea Jaeger (ESOL)	Stephen Shwiff (Inst Dean)	

<u>Non-Voting Committee Members</u>

Susan Lewis (Curriculum)   Monica Pope (Student Services)

<u>Support Staff</u>   <u>Guests</u>

Gail Gilliland (Curriculum)   Tina Ontiveros, Pam Morse, Rhonda Hull

October 3, 2019 3:30 pm – 5:00 pm
The Dalles Campus, room 2.106 (Instructional Services conference room)
Hood River Indian Creek Campus, room 1.209 (conference room)
Zoom link https://cgcc.zoom.us/j/878702780

<u>Welcome</u>:

1. New member: Abel Wolman (MTH representative)

<u>Business</u>:

1. Approval of September 19, 2019 minutes [1]
2. Representative responsibilities of position
3. Reminder of Nov 7 RI sub-committee work assignments

<u>Submissions</u> [2]:

1. Tina Ontiveros
   - WR 240 Creative Writing – Nonfiction (New LDC Course)
     i. WR 240 Opt Out Request

2. Pam Morse
   - MTH 243 Statistics I (Course Revision: Req, Des)

3. Rhonda Hull
   - HEC 226 Child Development (CLO update)

4. Katy Jablonski
   - ENG 201 Shakespeare's Early Works (CLO update)
   - ENG 202 Shakespeare's Later Works (CLO update)

5. Zip Krummel
   - PSY 215 Human Development (Course Revision: Out, Con, Texts)

<u>Discussion Item</u>:

1. Creation of guidelines for sunsetting/suspending programs [3, 4, & 5]
   - New Program Adoption Guidelines

Next Meeting: October 17, 2019
Attachments: [1] September 19, 2019 Minutes; [2] Submissions: 1 New Course, 1 Opt Out, 2 Course Revisions, 3 CLO updates; [3] Degree Suspension form; [4] Teach Out Plan; [5] Termination of Program Checklist

Curriculum Committee Minutes
September 19, 2019 1:00 pm – 3:00 pm
Location: TDC Boardroom

PRESENT
Voting Committee Members

Kristen Booth (VChair) (Pre-College)   Emilie Miller (Science)
Linnea Jaeger (ESOL)   Pam Morse (Math)
Zip Krummel (Social Science)   Mimi Pentz (Nurs/Hlth Occ)
Ashley Michels (CTE)   Stephen Shwiff (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum)   Monica Pope (Student Services)

Support Staff   **Guests**
Gail Gilliland (Curriculum)   Lori Ufford

Absent
Voting Committee Members   **Non-Voting Committee Members**
P.K. Hoffman (Arts and Hum)
Katy Jablonski (WR/FL/Eng)

Item	Discussion	Action
Call to Order	Meeting called to order at 1:07 pm by Kristen Booth, Chair.	
Informational item: None	Welcome Ashley Mickels as new member representing CTE department.	
Business:		
Election – Committee Vice Chair	New president, Kristen Booth, thanks Katy Jablonski for her service as 2018-19 Curriculum Committee chair and opens the nominations for 2019-20 vice chair. Mimi Pentz is nominated for vice chair positon. **Motion: Mimi Pentz to serve as Vice Chair for 2019-20.**	Motion: Zip 2nd: Linnea Action: 7 in favor –0 opposed – 0 abstention

2019-20 CC meeting schedule	2019-20 meeting schedule is posted on the Curriculum Committee webpage. Reminder, please e-mail Kristen, cc Gail if unavailable to attend.	
Member responsibilities (time commitment, attendance, location, preparation, engagement	Kristen began the review of duties by reading the CC duties to the committee. Responsibilities: - Adjuncts are encouraged to charge for the total 5 hours per meeting, per Susan. There may be some agendas that require less time for prep and some agendas that require more time. It should balance. - Be an expert for your department when questions arise about your respective department submissions. - There will be times when members will need to be on a sub-committee. - Meeting location - Zoom will be the only option available for linking Hood River Campus and The Dalles campus. - Stephen will work with Gail to instruct about Zoom - Stephen would like to Include Zoom link on calendar appointment e-mail - Extensive discussion regarding changing location of The Dalles campus location for Curriculum Committee meetings ensued. - Stephen moved to hold 2019-20 Curriculum Committee meetings in the Instructional Service conference room (TDC room 2.106). The committee agreed. Official vote was not required.	

Submission responsibilities review	Kristen briefly reviewed Submission responsibilities
	• Susan reviewed lec/lab, lecture, and lab. Extensive discussion ensued.
	    ○ Lec/lab division can be found on the CCOGs.
	    ○ The value assigned to lecture, lec/lab and lab are federal designations.
	• Gen Ed
	    ○ Requirements
	        ▪ For a course to qualify for Gen Ed status, CLO #1 and CLO #2 must have major designation and at least 1 additional CLO must have a minor designation.
	        ▪ Major: this body of knowledge is being taught throughout the class.
	        ▪ Minor: This body of knowledge is taught as one section or a chapter (It has to actually be taught, not just exposed to the class).
	        ▪ Gen Ed also has the responsibility of teaching to the AAOT discipline outcomes. This is critical as this is how we ensure that our courses are eligible for transfer to colleges and universities under the AAOT, OTM,	

| | | Core Transfer Map, and Major Transfer Maps.
    o Gen Ed Request forms should speak to content rather than assignments as assignments are specific to instructors and content is agreed upon by the department and is taught by all instructors of the course. Exception may be the Communication CLO, as this is more skill based and hard to avoid addressing in the form of assignments.
• Cultural Literacy Designation: AAOT outcome and criteria
• Requisites
    o Pre/co is a course that can be taken at the same time or prior to the course.
• Repeatability will generally always be zero, except for PE courses.
• Course Descriptions: it was noted that the links to the description and outcomes writing guidelines are not working. Susan will fix.
• Text and materials are mandatory
• Course Activities and Design: the standard statement that was voted on last year by CC has been added to all CCOGs.
• Related Instruction: Human Relations, Communication and Computation.
    o Only needed in certificates of 45 credits or more.
    o State requirement for accreditation that can be found in the Oregon Administrative Rules.
    o If it is a standalone class, it can be only one category. | |

	- Embedded Instruction: Susan strongly encourages that the CC avoid embedded instruction due to instructor qualification issues. - Speak up when problems are seen. <mark>Action Item: Susan will fix links on writing guidelines for outcomes and descriptions.</mark>	
Other	No other business	
Submissions:		
HEC 202 Contemporary Families in US (New LDC Course)	Kristen Booth presents HEC 202 new LDC course. A brief discussion of "Activity & Design Statement" ensued. It is noted that the Activity and Design Statement is currently a standardized statement that the Curriculum Committee established in 2018-19. Extensive discussion ensued regarding Learning Outcomes and their fulfillment of OSU uses Bacc Core requirements; SPI or DPD. They are similar outcomes but not identical. HEC 202 has its own learning outcomes. The Bacc Core requirements are made explicit in the Department Notes to help clarify transferability. See page 8 of the new course form. This course will transfer. Determined that ED 101 is not needed as a recommended prerequisite. Since this course is not reserved for the ED Pathway, it wasn't appropriate to have it even as a recommended prereq. **Motion: Approve as amended** **Amendment: remove ED 101 as a recommended prerequisite.**	Motion: Mimi 2nd: Pam Action: 7 in favor – 0 opposed – 0 abstention

	After the vote Monica arrived and expresses concerns about the elective status of HEC 202. If it is an elective there may be problems with transferability. Monica advises the Curriculum Committee that that it will not transfer. Kristen will apply for a Gen Ed designation at CGCC this term. Susan reassures Monica that OSU is already on board with this course. The development of this course has been in collaboration with OSU and we have included OSU Bacc Core outcomes on our CCOG. It is noted that acceptance of the Gen Ed designation is up to the institution that the course is transferring into. Therefore, CGCC designation is not relevant to the accepting university. Gen Ed should be viewed from CGCC perspective; what we accept as Gen Ed. This course will be offered in winter. <mark>Action Item: Susan will correct page 7, Section #4 Transferability, line 11, "EOR".</mark>	
Discussion Items:		
Standalone course Options for Related Instruction • Review of proposed course list	Susan presents discussion item about the identification of courses that may be used as Related Instruction standalone courses. Currently there are four certificates of 45 credits or more that require the inclusion of Related Instruction. Susan would like the Curriculum Committee to review the courses that are not highlighted on the Related Instruction handout to see if they can be used as standalone courses in Related Instruction. • See AR on page 2, definitions of standalone and embedded instruction; how it should be taught.	Motion: 2nd: Action: in favor – opposed – abstention

	Monica enters 2:20pm
	What is needed:
	
	- Create definition that will answer the question "What would be the requirements for a course to fulfill a Related Instruction Standalone requirement?" (CLOs and AAOT definitions may help)
	- Create a good solid list of courses that CC is comfortable with as fulfilling standalone Related Instruction requirements.
	- Divided CC into the following 3 sub-committees:
	  - Computation: Emily and Pam
	  - Communication (written and oral): Linnea, Kristen and Katy
	  - Human Relations: Zip, Ashley and Mimi
	- Sub-committee work to be completed and discussed further at the Nov 7th meeting.
	
	==Action Item: Sub-committees will report at the November 7th CC meeting, establishing requirements for a course to fulfill a Related Instruction Standalone requirement for each area:==	

- Review and approval of new Administrative Rule and New Operating Procedure for Related Instruction	Related Instruction is required for a certificate of 45 credits or more. MA is the only certificate with embedded Related Instruction. **Motion: Approve as written**	Motion: Kristen 2nd: Stephen Action: 7 in favor – 0 opposed – 0 abstention
New program adoption guidelines	The New program adoption guidelines refer to programs, not courses. Guidelines to course development still needs to be developed and attached. It was noted that Curriculum Committee Chair attends the New Program Review Board. The first meeting of this new board happened last month. Three programs were reviewed	Motion: Pam 2nd: Mimi Action: 7 in favor – opposed – abstention

	and approved for further development: Aviation Maintenance, Construction Technology and Welding Technology. The guidelines are meant to encourage pre-planning instead of last minute fixes. The timeline is all sequential, good visual. <mark>Action Item: Susan will post this on the Curriculum Office webpage.</mark> **Motion: Approve as written**	
• Review and approval of revised Administrative Rule and Operating Procedure for Curriculum Development and Approval	Susan presents AR & OP revision of Curriculum Development and Approval. Significant revision was made to the AR and OP in order to include new requirements described in the New Program Adoption Guidelines. **Motion: Approve as written**	Motion: Pam 2nd: Mimi Action: 7 in favor – 0 opposed – 0 abstention
Discussion items for this year	The following discussion items are suggested for Curriculum Committee for 2019-20: • Sunsetting programs • Course Adoption guidelines • COMM requirement for the AAOT. Stephen Shwiff, Leigh Hancock, Diane Uto and Susan Lewis will be discussing and likely making a recommendation to the committee for revision to the AAOT requirement. • Related Instruction – identification of appropriate standalone courses	
Adjourn: 3:00 pm	Susan informed the Curriculum Committee that she will be out for surgery Oct 23 thru December 3rd.	Motion: Mimi 2nd: Pam Action: 7 in favor – 0 opposed – 0 abstention
Next Meeting: October 3, 2019		

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Writing, Literature, & Foreign Language	Submitter name: phone: email:	Tina Ontiveros 541-340-3927 tontiveros@cgcc.edu
Prefix and Course Number:	WR 240	Credits:	4
Course Title: (60 characters max, including spaces)	Creative Writing – Nonfiction	Transcript Title: (30 characters max, including spaces)	Creative Writing – Nonfiction

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: 0 Lab: 0
Reason for the new course	To add a nonfiction option to the Creative Writing catalog selections.			

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
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]().	
Focuses on writing short creative nonfiction for class discussion and analysis in a workshop setting. Includes study and writing of personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis. Prerequisite/concurrent: WR121. 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. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content.
	2. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction.
	3. Write original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft, leading to the development and revision of at least one complete piece.
	4. Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community.
	5. Engage with socially important issues and/or the people impacted by them throughout the writing process.
Outcomes assessment strategies:	Assessment may include in-class and out-of-class writing, appraisal of the student writing, revision efforts, and participation in the workshop process, including contribution to discussion and the quality of written comments on the work of others. Students may be asked to demonstrate their understanding of reading assignments, technique and craft through written and verbal responses, journals, quizzes, exams, portfolios 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 will be incorporated in the assessment process. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Read a diverse range of established creative nonfiction authors in order to learn techniques demonstrated in their work. Write critical responses discussing elements of the craft and reflecting on cultural content:
	
	• Close reading and analysis of a diverse range of creative nonfiction such as a combination of:
	
	    a. Works by women
	    b. Works by people of color
	    c. Works that contribute to current cultural and social conversations
	    d. Works that explore relationships between cultures
	    e. Recent publications
	    f. Older publications
	
	• Critical responses demonstrate knowledge of craft terms and awareness of cultural impacts
	• Implied thesis
	• Genres
	• Author intent
	• Consideration for impact of writer's cultural experience on self-expression
	• Consideration of own cultural experience and bias in response to reading
	
	Outcome #2: Employ creative writing techniques drawn from fiction, poetry, and scriptwriting. Use these techniques to write original nonfiction and to inform peer responses and critical responses to assigned reading:
	
	• Demonstrate, in written responses, thorough understanding of craft terms
	• Use craft terms to write effective responses to assigned reading and to peer work.
	• Use knowledge of craft terms and techniques to define and revise problems in own writing.
	• Elements which create voice: metaphors, images, choice of dialogue to quote, quality of reflection, humor, irony, allusion, symbol

- Methods of handling time: flashbacks, frames, juxtaposition and interweaving, straight and reverse chronology
- Study of other craft terms and techniques such as; Narrative voice and distance, Scene vs. summary,

  Point of view: first, second, third person, Structure: segmented or associative, Conflict, Tone/Language, Text/Subtext, Figurative language, Pacing, Theme, Characterization, Setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality, alternate narrative

Outcome #3: Write original creative nonfiction that effectively uses self-reflection and the elements of craft, leading to the development and revision of at least one complete piece.
- Draft essays that interweave research on issue(s) facing society with personal experience:
- Illustrate understanding of complicated subjects and consideration for varying points of view
- Demonstrate consideration of audience/reader
- Demonstrate ability to interrogate own bias, assumptions, and cultural influences
- Reflect on writer's own impact/contribution to issue
- Writer considers consequences of proposed solutions and interrogates own position
- Credible sources inform work
- Local research
- Global research
- Revision

Outcome #4: Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community:
- Close reading and analysis
- Use of craft terms to write effective critical responses to peers
- Sentence level revision: diction, sentence length, punctuation, unnecessary words, invisible modifiers, overuse of adverbs and adjectives, sentence structure, use of "to be" verbs.
- Passive and active voice
- Global revision: tense issues, balance between scene and summary, imagery, structure, voice, point of view, specific detail, tension
- Writing as a process
- Constructive feedback

	<u>Outcome #5</u>: Engage with socially important issues and/or the people impacted by them throughout the writing process: • Directly participating in the action being written about • Interviews or research in community • Designing an experience that will be the basis of an essay • Writing to confront issues of significance to culture at large • Writing that demonstrates careful consideration of opposing viewpoints • Writing that interrogates writer's own perspective • Research to build a knowledge base writer uses to articulate issues and solutions while effectively engaging reader • Sources of material: personal experience, interview, research using resources online, in print and in person (interviews), walking the ground, meditation and reflection • Documentation • Paraphrasing and quoting • Evaluating sources • Multiple interpretations • Audience, Purpose, and Occasion • Satire • Plagiarism
Suggested Texts & Materials (specify if any texts or materials are required):	The following items are intended as descriptions of instructors' choices of texts in the past as an aid to choosing texts in the future. This is not intended as a prescribed or recommended list of texts. 1. Many instructors use "how to write" texts designed for college level creative writing courses, such as: • Lynn Z. Bloom, <u>Fact and Artifact: Writing Nonfiction</u> • Theodore A. Rees Cheney. <u>Writing Creative Nonfiction: How to Use Fiction Techniques to Make Your Nonfiction More Interesting, Dramatic and Vivid</u> • Lydia Fakundiny. <u>The Art of the Essay</u> • Carolyn Forche and Philip Gerard (ed), <u>Writing Creative Nonfiction</u> • Philip Gerard. <u>Creative Nonfiction: Researching and Crafting Stories of Real Life</u> • Vivian Gornick, <u>The Situation and the Story</u> • Lee Gutkind. <u>The Art of Creative Nonfiction: Writing and Selling the Literature of Reality</u> • Iversen, Kristen. <u>Shadow Boxing: Art and Craft in Creative Nonfiction</u> • Mary Karr, <u>The Art of Memoir</u> • Patsy Sims, <u>Literary Nonfiction</u> • William Zinsser. <u>On Writing Well: An Informal Guide to Writing Nonfiction</u> 2. Along with a textbook and sometimes as the only text, instructors often use anthologies of creative nonfiction, such as:

	[Current Editor] <u>Best American Essays</u> [particular year] - Mark Kramer and Norman Sims, eds. <u>Literary Journalism: A New Collection of the Best American Nonfiction</u> - Phillip Lopate, ed. <u>The Art of the Personal Essay: An Anthology from the Classical Era to the Present</u> - Robert L. Root and Michael Steinberg, eds. <u>The Fourth Genre: Contemporary Writers of/on Creative Nonfiction</u> 3. Instructors also sometimes choose books by individual writers, the choice depending upon the instructor's tastes, inclinations, and intentions for the class. - Eula Biss, <u>Notes from No Man's Land</u> - Lacy M Johnson, <u>The Reckonings</u> - William Kittredge. <u>Owning It All</u> - Roxanne Gay, <u>Bad Feminist</u> - Leslie Jamison, <u>The Empathy Exams</u> - Claudia Rankine, <u>Citizen</u> - Terry Tempest Williams. <u>Refuge: An Unnatural History of Family & Place</u> - Ryan Van Meter, <u>If You Knew Then What I Know Now</u> - Mary Clearman Blew: <u>Bone Deep in Landscape: Writing, Reading and Place</u> Instructors new to the course should contact the chair for further information.
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	See list of comparables below. Further transferability work will be completed prior to Gen Ed submission
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☒ General elective ☐ Other (provide details)

Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☐ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	PCC, WR240, Creative Writing (Nonfiction) COCC, WR240, Introduction to Creative Writing: Nonfiction MHCC WR 240, Creative Writing: Nonfiction Clackamas CC, WR240, Introduction to Creative Writing: Nonfiction Oregon State University, WR240, Introduction to Nonfiction Writing
Are special designations being sought at this time?	☐ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AS, AGS, AAS	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 9.23.19 ☐ No	

Implementation term:	☐ Start of next academic year (summer term)
	☒ Specify term (if BEFORE start of next academic year): Winter, 2020

Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #6 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	9.23.19

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 number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION

Department:	Writing, Literature, & Foreign Language	Submitter name: Phone: Email:	Tina Ontiveros 541-340-3927 tontiveros@cgcc.edu
Course Prefix and Number	WR 240	Credits:	4
Course Title	Creative Writing – Nonfiction		
Course Description Including prerequisites	Focuses on writing short creative nonfiction for class discussion and analysis in a workshop setting. Includes study and writing of personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis. Prerequisites/concurrent: WR121. Audit available.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING

Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	Course requires writing proficiency but math proficiency is not required for student success. Other creative writing courses at CGCC have no math pre-requisite.

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Math
The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.**
Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.

Prerequisite Requested	None

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.

Math is not relevant to material covered in this course
What instructional materials and other teaching methods are used in this course?
What assessments are used to measure outcomes?
What strategies do you employ to support students whose math skills are deficient?

SECTION #3 OTHER CONSIDERATIONS:
Is there any other information you would like the committee to consider regarding this request?
In keeping with other courses/all current creative writing courses at CGCC are exempt from math prerequisite

SECTION #4 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	9.23.19

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 OptOut.course prefix and course number (e.g. OptOut.HST 204). 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 dean. 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

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Requisites
☐ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Current prefix and number	MTH 243	Proposed prefix and number	
Current course title	Statistics I	Proposed title (60 characters max)	
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Statistics I	Proposed transcript title (30 characters max)	
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives. Graphing calculator required. Prerequisite: MTH 95. Prerequisite/concurrent: WR 121. Audit available.	Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives. Graphing calculator required. Prerequisite: MTH 95 or MTH 98. Prerequisite/concurrent: WR 121. Audit available.

Reason for description change	The prerequisite for this course will now include MTH 98. The Math 98/105 is a different pathway.

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: MTH 95	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: MTH 95 or MTH 98	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/con
Reason for requisite changes	The current prerequisite precludes students in the non-stem track from being able to take statistics		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same. 2. Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems. 3. Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

	(required if revising outcomes)

	Outcomes:
	Upon successful completion of this course, students will be able to:
	
	1. Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same.
	
	    Sections: 1.0 through 8.0
	
	2. Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems.
	
	    Sections: 1.0 through 8.0
	
	3. Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.
	
	    Sections: 1.0, 7.0, 8.0

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**1.0 Introduction**
	
	The instructional goal is to explore how an understanding of statistics is beneficial to jobs in business, industry, government, medicine, and other fields.
	
	    1.1 Describe and discuss descriptive and inferential statistics.
	
	    1.2 Identify and describe common statistical terminology:
	
	        1.2.1 Population
	
	        1.2.2 Sample
	
	        1.2.3 Variable
	
	        1.2.4 Statistical inference
	
	2.0 Describing Sets of Data
	
	The instructional goal is to explore, analyze, and describe a set of data using graphical and numerical methods.
	
	    2.1 Identify qualitative and quantitative data.
	
	    2.2 Construct pie charts and bar charts.
	
	    2.3 Construct frequency and relative frequency distributions.
	
	    2.4 Construct frequency and relative frequency histograms.
	
	    2.5 Construct a stem-and-leaf display.
	
	    2.6 Construct a dotplot.
	
	    2.7 Describe the shape of a distribution as symmetric, skewed left, or skewed right.
	
	    2.8 Calculate and interpret the numerical measures of central tendency:
	
	        2.8.1 Mean
	
	        2.8.2 Median
	
	        2.8.3 Mode
	
	    2.9 Calculate and interpret the numerical measures of dispersion:
	
	        2.9.1 Range
	
	        2.9.2 Variance
	
	        2.9.3 Standard deviation
	
	    2.10 Interpret the meaning of the standard deviation using the Empirical Rule

and/or Chebyshev's Rule.

2.11 Calculate and interpret measures of relative standing:

    2.11.1 Percentile ranking

    2.11.2 Z-scores

2.12 Construct a modified boxplot.

2.13 Look for relationships between two variables:

    2.13.1 Identify response and explanatory variables.

    2.13.2 Construct a scatterplot.

    2.13.3 Determine whether the two variables have a positive or negative association.

    2.13.4 Calculate and interpret the correlation coefficient, r, and the coefficient of determination, r2.

    2.13.5 Calculate and interpret the least-squares regression line.

    2.13.6 Predict values of the dependent variable using the least-squares regression line.

    2.13.7 Discuss cautions about regression and correlation including:

        2.13.7.1 Residuals

        2.13.7.2 Lurking variables

        2.13.7.3 Causation

2.14 Using technology

    2.14.1 Input and edit data

    2.14.2 Draw dotplots, histograms, boxplots, scatterplots, and residual plots.

    2.14.3 Calculate one-variable summary statistics.

3.0 Producing Data

The instructional goal is to explore the design of statistical samples and experiments.

3.1 Identify the elements of experiments and observational studies including:

    3.1.1 Experimental units

    3.1.2 Factors

    3.1.3 Placebo

    3.1.4 Bias

    3.1.5 Randomization

3.2 Identify the differences between experiments and observational studies.

3.3 Identify sample designs including:

    3.3.1 Voluntary response sample

    3.3.2 Simple random sample

    3.3.3 Stratified sample

    3.3.4 Multistage sample

    3.3.5 Systematic sample

    3.3.6 Cluster sample

3.4 Using technology or a table of random numbers select a simple random

sample.

4.0 Elementary Probability

The instructional goal is to explore the concepts of probability.

    4.1 Identify and describe standard probability terms:

        4.1.1 Experiment

        4.1.2 Simple event

        4.1.3 Sample space

        4.1.4 Disjoint events

        4.1.5 Independent events

        4.1.6 Complementary events

    4.2 Calculate and interpret marginal, joint, and conditional probabilities.

    4.3 Calculate and interpret probabilities using:

        4.3.1 Venn diagrams

        4.3.2 Contingency tables

        4.3.3 Tree diagrams

        4.3.4 Additive rule

        4.3.5 Multiplicative rule

    4.4 Calculate and interpret probabilities using Bayes' Theorem.

5.0 Random Variables and Probability Distributions

The instructional goal is to explore and analyze various random variables and probability distributions.

    5.1 Identify and describe terminology:

        5.1.1 Random variable

        5.1.2 Probability distribution

        5.1.3 Expected value

        5.1.4 Variance and standard deviation

        5.1.5 Probability density function

    5.2 Identify a random variable as discrete or continuous.

    5.3 Explore the binomial discrete probability distribution.

    5.4 Explore the normal continuous probability distribution.

    5.5 Approximate a binomial probability using a normal distribution.

    5.6 Using technology, input a probability density function and its appropriate parameters.

        5.6.1 Compute and interpret the probability that a discrete random variable is equal to a specified value.

        5.6.2 Compute and interpret the probability that a discrete random variable lies within an interval of values.

        5.6.3 Compute and interpret the probability that a continuous random variable lies within an interval of values.

5.7 Using technology, simulate probability distributions by generating random data.

    5.7.1 Binomial

    5.7.2 Normal

5.8 Compute and interpret the mean and standard deviation of:

    5.8.1 A discrete random variable

    5.8.2 A linear transformation of a random variable

    5.8.3 The sum or difference of two independent random variables

6.0 Sampling Distributions

The instructional goal is to explore and analyze sampling distributions.

6.1 Identify and describe terminology:

    6.1.1 Parameter

    6.1.2 Statistic

    6.1.3 Point estimator

    6.1.4 Biased vs. unbiased

6.2 Calculate and interpret a sample mean and its standard deviation.

6.3 Explore the distribution of the means of samples drawn from a population.

6.4 Identify the properties of sampling distributions.

6.5 Explore the Central Limit Theorem.

6.6 Solve probability problems involving the standardized sample mean.

7.0 Estimation

The instructional goal is to estimate a population parameter by calculating a confidence interval.

7.1 Identify and describe terminology:

    7.1.1 Point estimator

    7.1.2 Confidence level

    7.1.3 Confidence interval

7.2 Calculate and interpret a large-sample estimation of a population mean or proportion.

7.3 Calculate a sample size to attain a desired margin of error and confidence level.

8.0 Significance Testing

The instructional goal is to understand the logic, formal structure, appropriate use, and proper interpretation of significance testing.

8.1 Identify and describe terminology:

    8.1.1 Null hypothesis (as an equation)

    8.1.2 Alternative hypothesis (one-sided vs two-sided)

    8.1.3 Significance level (alpha-value)

    8.1.4 P-value

	8.1.5 Statistical significance
	8.2 Performance and interpretation:
	8.2.1 Specify an appropriate parameter of interest
	8.2.2 Identify/produce data, and properly set up a basic significance test
	8.2.3 Be able to compute a P-value:
	(a) Using a single (context-specific) significance test software function and/or
	(b) Using a calculated test statistic and a software Cdf function, and/or
	(c) Using a normal distribution table.
	8.2.4 Assess results for statistical significance against a predetermined significance level.
	8.2.5 Distinguish between statistical vs. practical significance.
	8.3 Compare the information a confidence interval provides versus a significance test.
	8.4 Verify required conditions for the test of significance.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) **Suggested** textbook: • Introduction to the Practice of Statistics 7th ed. W.H.Freeman & Moore, McCabe

Is this course used for related instruction?	☐	Yes
	☒	No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	8/16/19
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Stephen Shwiff		

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 dean. 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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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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:	Ronda Hull 541-993-4855 rhull@cgcc.edu
Course Prefix and Number:	HEC 226	Course Title:	Child Development
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Evaluates basic theories, research and principles of physical, cognitive, language, social and emotional development of children from the prenatal period through adolescence. Includes observation and classroom processes. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles. 2. Understand and apply the Domains of Development of children from prenatal to adolescence. 3. Recognize and evaluate social/culture environment and heredity influences on children's development. 4. Demonstrate professional values and responsibilities inherent in the field of early childhood education and family studies.		

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. (*Communication*) ☒ major designation **REQUIRED**	☒ no changes ☐ revised Course Outcomes: 1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles. Course Content: Through a variety of assessment tools such as discussion, reflective writings and a research paper, students will be asked to effectively communicate their understanding of course topics. Students are required to conduct observations of each child age group, provide analysis, and communicate their findings in parent interviews. Students create a child development portfolio.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	☒ no changes ☐ revised Course Outcomes: 1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles. 2. Understand and apply the Domains of Development of children from prenatal to adolescence.

	3. Recognize and evaluate social/culture environment and heredity influences on children's development.
	Course Content:
	Students are required to evaluate and structure the physical environment of the early childhood classroom according to National Association of Education for Young Children (NAEYC). They have to design and develop lesson plans based on research of current trends and practices as well as direct observation of children and families. They are presented with specific scenarios for which they are required to assess and provide resolution using their knowledge gained of ages and stages, family partnership agreements, and conflict resolution.

Provide a response for each of the following three CLOs that your course addresses.
At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO,
please provide a response for all applicable CLOs, "major" or "minor."

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) ☒ major ☐ minor ☐ not addressed significantly	☐ no changes ☒ revised Course Outcomes: 3. Recognize and evaluate social/culture environment and heredity influences on children's development. Course Content: Students study the different domains of development, including: social-emotional, cognitive-creative, physical, and language. Through this work, students gain a knowledge of societal trends as related to child development. Cultural difference is an integral part of this study. In addition, the course provides and in-depth exploration of the environment of education, equity in the classroom and parenting, as well as the social/cultural and inherited factors that influence an individual's interpretation and everyday practices. Students study how the family structure has evolved, economic impacts on families, as well as social and cultural norms. Each person's individual experience influences and creates biases regarding how the world is viewed and children's position in families, education and society as a whole. equity

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ major ☒ minor ☐ not addressed significantly	☒ no changes ☐ revised Course Outcomes: 3. Recognize and evaluate social/culture environment and heredity influences on children's development. Course Content: The changing nature of family structure (economic, parental, etc.) over history is studied, as well as its impact on society/cultural norms, the rearing of children, and tolerance.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Ronda Hull	rhull@cgcc.edu	4.24.2019

Department Chair (enter name of department chair): Zip Krummel
Department Dean (enter name of department dean): Stephen Shwiff

NEXT STEPS:
1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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:	Katy Jablonski mjablonski@cgcc.edu
Course Prefix and Number:	ENG 201	Course Title:	Shakespeare's Early Works
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the early comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his influence on Western and world literature and culture including the Shakespearean dramatic forms of history, comedy and tragedy. 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. 6. Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.		

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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.*
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   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.
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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. (*Communication*) ☒ major designation **REQUIRED**	☒ no changes ☐ revised Course Outcomes: 1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. - The course covers at least four of Shakespeare's early plays and corresponding film adaptations, as well as a poem. Students are expected to read (or view) each work carefully and be able to communicate their understanding of these works through class discussion, assigned writings, and/or projects. 4. Engage in close reading, thoughtful discussion and self-reflection about the

complex questions the plays and poems present regarding the human experience.

- Students will be given opportunities to explore the complex questions raised by Shakespeare's works through reading, writing, and discussion. Questions may be presented as assigned writing prompts, quizzes, or exams, or they may be student generated through class discussion. Students also may explore these questions individually though journaling.

5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
   - Each Shakespeare play studied will be paired with a modern film adaptation. Through focused discussion and writing students will evaluate the effectiveness of these visual representations. Is understanding of the "original" Shakespearean work enhanced or detracted by this medium?

6. Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.
   - Students will be asked to choose from a selection of specific passages from the assigned plays and poem and identify striking features of the text, including rhetorical features, structural elements, and/or significant themes. Students will use their observations of particular details of the text to develop and argue for an interpretation of the passage. Students will complete four 2-3 page close reading essays.

Course Content:
See above.

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 	
☒ major designation
  REQUIRED
	☒ no changes ☐ revised
	Course Outcomes:
	
	1. Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.
	
	    • Students will be expected to read each of Shakespeare's works carefully, identifying and evaluating the use of literary elements, as well as making thematic comparisons among all the texts. Students will demonstrate these skills through writing, discussion, and/or creative projects.
	
	4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.
	
	    • Students will be expected to think critically about the assigned texts and make connections between their own experiences and those of Shakespeare's characters. Through writing and discussion, students will gain an appreciation of Shakespeare's ability to span generations and continents.
	
	5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
	
	    • Students will be introduced to elements of film and be expected to apply that knowledge to their viewing of the assigned films. They will also be expected to evaluate the films' effectiveness as representations of Shakespeare's work.
	
	6. Compose thoughtful, critical, close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.
	    • Students will apply knowledge of literary elements, especially theme and motif, rhetorical features, and structural elements to develop and argue for a unique interpretation of assigned passages.
	
	Course Content:
	See above.

Provide a response for each of the following three CLOs that your course addresses.
At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO,
please provide a response for all applicable CLOs, "major" or "minor."

3.	Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) ☐ major ☐ minor ☒ not addressed significantly	☐ no changes ☒ revised Course Outcomes: Course Content:
4.	Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) ☒ major ☐ minor ☐ not addressed significantly	☒ no changes ☐ revised Course Outcomes: 2. Describe Shakespeare and his influence on Western and world literature and culture including the Shakespearean dramatic forms of history, comedy and tragedy. • This course will familiarize students with who Shakespeare was to the best of our knowledge, as there are little known facts about him, and his influence on world literature. We will examine the literary forms he introduced to our culture—Shakespearean history, comedy and tragedy—and notice how they have been appropriated across time and place. 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. • We will position Shakespeare in the context of Elizabethan England and the broader Renaissance movement to gain a deeper understanding of the content and form of his works. 5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. • All of the films we will view have been created in a very different culture than the one Shakespeare envisioned. Some of the films place Shakespeare's work in a completely different socio-historical setting, while others try to recapture Shakespeare's original intent to the best of their ability. Students will gain an appreciation of cultural diversity and have the opportunity to dialogue about issues that develop from cultural difference through this class activity. Course Content: See above

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ major ☒ minor ☐ not addressed significantly	☒ no changes ☐ revised Course Outcomes: 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. - In the process of studying Elizabethan England, students will be able to recognize the consequence of human activity on our social world. For example, the confidence and patriotism inspired by Queen Elizabeth I inspired major cultural achievements and made it possible for playwrights like William Shakespeare to flourish. Moreover, William Shakespeare has greatly impacted Western language, as he is credited with inventing over 1700 of our common words. The combined actions of Queen Elizabeth I and Shakespeare profoundly influenced Western culture. 4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. - Ben Jonson famously said that Shakespeare's works are "not for an age, but for all time." Truly, the themes Shakespeare tackles in his works— the nature of love, hate, family, war, power etc. resonate with us today. By thoughtful discussion and self-reflection about the literature, students will begin to recognize the consequences of human activity on the social world. Hopefully, they will internalize the lessons learned to improve themselves and our world. Course Content: See above.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Katy Jablonski	mjablonski@cgcc.edu	8.1.19

Department Chair (enter name of department chair): Leigh Hancock
Department Director (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.

Columbia Gorge Community College

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:	Katy Jablonski mjablonski@cgcc.edu
Course Prefix and Number:	ENG 202	Course Title:	Shakespeare's Later Works
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Provides a sampling of Shakespeare's contributions to the three primary genres of early modern theater with a focus on the later comedies, tragedies, histories, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language. Explores interpretations of Shakespeare's works by contemporary filmmakers. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 2. Describe Shakespeare and his influence on Western and world literature and culture highlighting the Shakespearean dramatic forms of history, comedy and tragedy. 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. 4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. 6. Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.		

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. (*Communication*)
 	
☒ major designation
   REQUIRED
	☒ no changes ☐ revised
	Course Outcomes:
	
	1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.
	   - The course covers at least four of Shakespeare's early plays and corresponding film adaptations, as well as a poem. Students are expected to read (or view) each work carefully and be able to communicate their understanding of these works through class discussion, assigned writings, and/or projects.
	4. Engage in close reading, thoughtful discussion and self-reflection about the

complex questions the plays and poems present regarding the human experience.
- Students will be given opportunities to explore the complex questions raised by Shakespeare's works through reading, writing, and discussion. Questions may be presented as assigned writing prompts, quizzes, or exams, or they may be student generated through class discussion. Students also may explore these questions individually though journaling.

5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
- Each Shakespeare play studied will be paired with a modern film adaptation. Through focused discussion and writing students will evaluate the effectiveness of these visual representations. Is understanding of the "original" Shakespearean work enhanced or detracted by this medium?

6. Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.
- Students will be asked to choose from a selection of specific passages from the assigned plays and poem and identify striking features of the text, including rhetorical features, structural elements, and/or significant themes. Students will use their observations of particular details of the text to develop and argue for an interpretation of the passage. Students will complete four 2-3 page close reading essays.

Course Content:
See above.

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation 　**REQUIRED**	☒ no changes　☐ revised Course Outcomes: 1. Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them. 　• Students will be expected to read each of Shakespeare's works carefully, identifying and evaluating the use of literary elements, as well as making thematic comparisons among all the texts. Students will demonstrate these skills through writing, discussion, and/or creative projects. 4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. 　• Students will be expected to think critically about the assigned texts and make connections between their own experiences and those of Shakespeare's characters. Through writing and discussion, students will gain an appreciation of Shakespeare's ability to span generations and continents. 5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. 　• Students will be introduced to elements of film and be expected to apply that knowledge to their viewing of the assigned films. They will also be expected to evaluate the films' effectiveness as representations of Shakespeare's work. 6. Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. 　• Students will apply knowledge of literary elements, especially theme and motif, rhetorical features, and structural elements to develop and argue for a unique interpretation of assigned passages. Course Content: See above.

Provide a response for each of the following three CLOs that your course addresses.
At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO,
please provide a response for all applicable CLOs, "major" or "minor."

3.	Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) ☐ major ☐ minor ☒ not addressed significantly	☐ no changes ☒ revised Course Outcomes: Course Content:
4.	Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) ☒ major ☐ minor ☐ not addressed significantly	☒ no changes ☐ revised Course Outcomes: 2. Describe Shakespeare and his influence on Western and world literature and culture including the Shakespearean dramatic forms of history, comedy and tragedy. • This course will familiarize students with who Shakespeare was to the best of our knowledge, as there are little known facts about him, and his influence on world literature. We will examine the literary forms he introduced to our culture—Shakespearean history, comedy and tragedy—and notice how they have been appropriated across time and place. 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. • We will position Shakespeare in the context of Jacobean England and the broader Renaissance movement to gain a deeper understanding of the content and form of his works. 5. View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. All of the films we will view have been created in a very different culture than the one Shakespeare envisioned. Some of the films place Shakespeare's work in a completely different socio-historical setting, while others try to recapture Shakespeare's original intent to the best of their ability. Students will gain an appreciation of cultural diversity and have the opportunity to dialogue about issues that develop from cultural difference through this class activity. Course Content: See above

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) ☐ major ☒ minor ☐ not addressed significantly	☒ no changes ☐ revised Course Outcomes: 3. Identify significant events, developments, and/or ideas in the Western cultural experience and context emphasizing relevant cultural, historical, and political information to interpret Shakespeare's purpose, perspective, and use of rhetorical, literary and dramatic techniques. • In the process of studying Jacobean England, students will be able to recognize the consequence of human activity on our social world. For example, the disillusionment during James I reign uncovered social ills hidden by the golden age of Elizabeth and prompted playwrights like Shakespeare to write some of his darkest plays. It was during this time that the tragicomedy developed. The combined actions of James I and Shakespeare profoundly influenced Western culture. 4. Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience. • Ben Jonson famously said that Shakespeare's works are "not for an age, but for all time." Truly, the themes Shakespeare tackles in his works—the nature of love, hate, family, war, power etc. resonate with us today. By thoughtful discussion and self-reflection about the literature, students will begin to recognize the consequences of human activity on the social world. Hopefully, they will internalize the lessons learned to improve themselves and our world. Course Content: See above.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Katy Jablonski	mjablonski@cgcc.edu	8.1.19

Department Chair (enter name of department chair): Leigh Hancock

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

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

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
☐ Course number	☐ Requisites
☐ Title	☒ Outcomes
☐ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Social Science	Submitter name Phone Email	Zip Krummel zkrummel@cgcc.edu
Current prefix and number	PSY 215	Proposed prefix and number	
Current course title	Human Development	Proposed title (60 characters max)	
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Human Development	Proposed transcript title (30 characters max)	
Reason for above proposed changes	No changes		
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.			
Current Description (required whether being revised or not)		Proposed Description	
This course will survey major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.			
Reason for description change	No change		

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

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural	Upon successful completion of this course, students will be able to: 1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan. 2. Identify and explain key issues and concepts relevant to the understanding of how human behavior develops over the life span and be able to explain them to a layperson. 3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural

	perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.	perspectives — as an ongoing set of processes, involving both continuity and change. 4. Contrast and explain the key points of typical and atypical development across stages of the lifespan. 5. Demonstrate knowledge of the research and literature on central questions in the birth-to-death developmental process, including continuity, sources of development, and individual differences.

Reason for outcomes change	Increased measurability and more current to modern research and literature.	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	
	1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.
	
	CC: Issues in human development:
	    • Nature versus Nurture issue in human development.
	    • Continuity versus Discontinuity in human development.
	    • Universal versus Context-specific development issue.
	
	2. Identify and explain key issues and concepts relevant to the understanding of how human behavior develops over the life span and be able to explain them to a layperson.
	
	CC: Developmental Theories:
	    • Grand or Major Theories including psychodynamic theories, learning theories, and cognitive developmental theory.
	    • Emergent Theories including ecological, socio-cultural, and epigenetic theories.
	
	3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.
	
	CC: Issues in human development:
	    • Nature versus Nurture issue in human development.
	    • Continuity versus Discontinuity in human development.
	    • Universal versus Context-specific development issue.
	
	4. Contrast and explain the key points of typical and atypical development across stages of the lifespan.
	
	CC: Development covered from a chronological, a topical or mixed approach to development including:
	    • Prenatal development and infancy
	    • Early childhood
	    • Middle childhood
	    • Adolescence

	• Young adulthood • Middle adulthood • Late adulthood • Death 5. Demonstrate knowledge of the research and literature on central questions in the developmental process, including continuity, sources of development, and individual differences. CC: Research Methods in Human Development: • Experimental • Correlational
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • Recommended: Lifespan Development, Lumen Learning (OER Text) • Second Option: Rathus, S. A. (2013). HDEV 3. Belmont, CA,: Cengage Learning.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No
Please provide details, who was contacted and the resolution.	
Lori Saito, Nursing Head, had two change requirements (adding lifespan); changes were made and she approved this final rendition	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	8.23.19

Department Chair (enter name of department chair): Dr. Zip Krummel

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

Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

DEGREE SUSPENSION

Submitted by:	Email:	Phone:	Department:

SECTION #1 OVERVIEW					

Degree Title:			Credits:	

Overview and rationale for suspension:	

Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☐ 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?	☐ Yes ☐ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☐ No

Does the suspension impact other areas of instruction?	☐ Yes ☐ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☐ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Requested term for start of suspension				

SECTION #2 DEGREE COURSEWORK			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
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			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
Electives			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**

		Yes	No	Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*
		☐ Yes	☐ No	☐ Other*

*Provide explanation of "Other"

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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 dean."		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

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 dean. 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:			Date

Section 1: Instructional Department

The _____ Department recommends that _____ certificate/degree be officially suspended.

Rationale:

Action	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	Instructional Dean 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]**		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	

Section 2: Curriculum Office

Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	
Update webforms			
Formal announcement	Notifying stakeholders of the official start date for suspension and the "teach out" plan	email	
Notify NWCCU	Electronic submission form		
Update Catalog	Remove degree/cert map	website	

		email	
Revise/update the webpage			
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: • 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	
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 (be specific):**

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: _____

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.)		
List the program courses that 2nd year students have not completed		
Provide enrollment comparison of the past 3-5 years of the program		
The program is being considered for termination due to low enrollment?		Yes ☐ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☐ No ☐
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 ☐ No ☐
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 budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☐
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 ☐ No ☐
Identify any potential curricular or academic consequences		