

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)

Zip Krummel (Social Sci)

Ashley Michels (CTE)

Katy Jablonski (Wr/FL/Eng)

Emilie Miller (Science)

Abel Wolman (MTH)

Linnea Jaeger (ESOL)

Stephen Shwiff (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Monica Pope (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Mary Kramer

October 17, 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 log-in: <https://cgcc.zoom.us/j/602002013> Zoom call-in: 1.669.900.6833

Information items (no voting or discussion required):

1. Course inactivation: COMM 130.

Business:

1. Approval of October 3, 2019 minutes ¹

Submissions ²:

1. Mary Kramer (3:35 – 3:45 pm)
 - RET 223 Power Generation (Course Revision: req, des)
 - Electro-Mechanical Technology AAS (Degree Revision: cred, coursework)
 - Administrative Office Professional SAAS (Degree Revision: cred, coursework, req)
2. Kristen Booth (3:45 – 4:00 pm)
 - ED 293 Elementary Educator Practicum (New LDC)
 - ED 294 Education Practicum Seminar (New LDC)

Discussion Item:

1. Creation of guidelines for sunseting/suspending programs ^{3, 4, & 5}
 - [New Program Adoption Guidelines](#)

Next Meeting: November 7, 2019

Attachments: ¹ October 3, 2019 Minutes; ² Submissions: 2 New Courses, 1 Course Revision, 2 Degree Revisions; ³ Degree Suspension form; ⁴ Teach Out Plan; ⁵ Termination of Program Checklist

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	COMM 130	Course title	Business and Professional Speech Communication
Department	WRFLC	Submitter name: phone: email:	Leigh Hancock 6171 lhancock@cgcc.edu
Reason for Inactivation	BA 205 Business Communications has similar descriptions and outcomes		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	Discussed with Business Administration who have not used this course in their program offerings.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Leigh Hancock	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/10/19
Department Dean	Approved	Date
Stephen Shwiff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/10/19

Next steps:

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

**Curriculum Committee Minutes
October 3, 2019 3:30 pm – 5:00 pm**

Location: TDC Room 2.106 (Instructional Services conference room) and Hood River Room 1.209 (conference room)

Zoom meeting link: <https://cqcc.zoom.us/j/878702780>

PRESENT

Voting Committee Members

Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ)
P.K. Hoffman (Arts and Hum)
Katy Jablonski (WR/FL/Eng) (phone)
Linnea Jaeger (ESOL)
Zip Krummel (Social Science)

Ashley Mickels (CTE)
Emilie Miller (Science)
Stephen Shwiff (Inst Dean)
Abel Wolman (Math)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Monica Pope (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

Tina Ontiveros
Pam Morse

Absent

Voting Committee Members

Kristen Booth (Chair) (Pre-College)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order	Meeting called to order at 3:45 pm by Mimi, (Vice Chair).	
Welcome new member Abel Wolman (MTh representative)	Mimi welcomes Abel Wolman as new Math representative, replacing Pam Morse. Pam Morse will no longer be a member of the Curriculum Committee due to her new responsibilities as Math Department Chair.	
Business:		
1. Approval of September 19, 2019 minutes	Motion: Approve September 19, 2019 minutes as written	Motion: Linnea 2 nd : Stephen Action: 6 in favor – 0 opposed – 0 abstention

2. Representative responsibilities of position	Brief reminder that each Curriculum Committee member is a representative of their respective department.	
3. Reminder of November RI sub-committee work assignments	Susan reviews stand-alone courses and imbedded instruction. Medical Assisting is the only program that currently has imbedded instruction. Susan reminds the Curriculum Committee that sub-committees will report at the November 7 th CC meeting, establishing requirements for a course(s) to fulfill a Related Instruction Standalone requirement for each area. Emilie enters 3:40	
Submissions:		
1. Tina Ontiveros <ul style="list-style-type: none"> • WR 240 Creative Writing – Nonfiction (New LDC Course) 	Tina reviews WR 240 submission. <ul style="list-style-type: none"> • WR 240 <ul style="list-style-type: none"> ○ This course is considered a bedrock nonfiction course. ○ Course does not conflict with concurrent WR 121. ○ Goal is to build a simple creative writing course that is focused on the logistics of writing • Questions <ul style="list-style-type: none"> ○ Title – extensive discussion <ul style="list-style-type: none"> ▪ Why is “Creative” in the title? ▪ The course is nonfiction that uses the tools of fiction. ○ Enrollment <ul style="list-style-type: none"> ▪ Creative Writing has traditionally been taught in Hood River. It is now being taught in The Dalles. The plan is to rotate campuses each year. ○ Lecture <ul style="list-style-type: none"> ▪ This is a workshop which provides a safe community for writers. The workshop format falls under lecture not lab. ○ Outcome #3 discussed in-depth <ul style="list-style-type: none"> ▪ The CC would like to revise the outcome to not include the assessment process. 	Motion: P.K. 2 nd : Zip Action: 8 in favor – 0 opposed – 0 abstention

	<p>This course in connection with WR 246 will have an objective of a publication of student writings. It is noted that Shared Voices has been published by Gorge Literacy for about 17 years. It is open for WR 90 students to participate. Tina said that Matt has been contacted and there is discussion about combining the two publications.</p> <p style="text-align: center;">Motion: Approve as amended Amendment: Change outcome #3 to read “Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft.”</p>	
<ul style="list-style-type: none"> ○ WR 240 Opt Out Request 	<p>It is noted that opting out of the Math prerequisites does not affect university transferability.</p> <p style="text-align: center;">Motion: Approve as written</p>	<p>Motion: Katy 2nd: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
	Pam Morse	
<p>2. Pam Morse</p> <ul style="list-style-type: none"> ● MTH 243 Statistics I (Course Revision: Req, Des) 	<p>Pam Morse presents the MTH 243 course revision and explains why MTH 95 or MTH 98 is an adequate prerequisite for Statistics. Extensive discussion ensues regarding the change in prerequisites:</p> <ul style="list-style-type: none"> ● Other Oregon community colleges have moved to these prerequisites ● The State is supporting MTH 98 - MTH 105 – MTH 243 for a non-stem math tract for liberal arts majors. ● Transferability <ul style="list-style-type: none"> ○ The registrar voices concern that statistics needs an intermediate algebra component to transfer. ○ The requested change is accepted in the AAOT ○ Registrar is good with the prerequisite since it is accepted in the AAOT, it should be accepted here. ● Noted that the ASOT requires 3 courses of MTH 111 or higher and one needs to be statistics. <p style="text-align: center;">Motion: Approve as written</p>	<p>Motion: Stephen 2nd: Zip Action: 8 in favor – 0 opposed – 0 abstention</p>

<p>3. Ronda Hull</p> <ul style="list-style-type: none"> • HEC 226 Child Development (CLO update) 	<p>Susan, Zip and Ashley present HEC 226 submission for Ronda, who is not available for this meeting. This is a Core Learning Outcome (CLO) update. The only revision is to CLO #4 (Cultural Awareness) designation which was previously marked as “major” but not content was entered on the form. Content has now been entered.</p> <ul style="list-style-type: none"> • Brief information about HEC courses: <ul style="list-style-type: none"> ○ HEC is Consumer and Family Studies ○ Other colleges use HEC. ○ At CGCC the HEC courses with Gen Ed designations (HEC 226 and HEC 202) are under Social Science. These are not CTE courses so they need to fall under a Gen Ed department. • Objections to HEC 226, CLO #4 major designation per ECE department chair: <ul style="list-style-type: none"> ○ The content within the course is no longer relevant. ○ Community responsibility is not addressed in the course at all. ○ This does not align with the CLO #4 Cultural Awareness rubric. ○ This CLO should have a minor designation. <p>It is noted that the CTE department chair would like the course to be revised before being voted on.</p> <p>4:30 Linnea leaves temporarily.</p> <p style="text-align: center;">Motion: Postpone submission until course is revised.</p>	<p>Motion: Zip 2nd: Stephen Action: 7 in favor – 0 opposed – 0 abstention</p>
<p>4. Katy Jablonski</p> <ul style="list-style-type: none"> • ENG 201 Shakespeare’s Early Works (CLO update) 	<p>Shakespeare’s Works is only being offered in literature at this time, not in CGCC’s theater listings.</p> <p style="text-align: center;">Motion: Approve as written</p>	<p>Motion: Stephen 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention</p>

<ul style="list-style-type: none"> ENG 202 Shakespeare's Later Works (CLO update) 	Motion: Approve as written	Motion: P.K. 2 nd : Emilie Action: 7 in favor – 0 opposed – 0 abstention
5. Zip Krummel <ul style="list-style-type: none"> PSY 215 Human Development (Course Revision: Out, Con, Texts) 	Zip presents PSY 215 submission. This course will be postponed in order to have the required Gen Ed Request accompany the submission. A revised Gen Ed Request is required when courses outcomes are revised. Would like to have revised version in place for winter term 2020. Motion: Postpone submission so that it may be reviewed with the Gen Ed Request	Motion: P.K. 2 nd : Ashley Action: 7 in favor – 0 opposed – 0 abstention
Discussion Items:		
1. Creation of guidelines for sunseting/suspending programs	Linnea returns 4:45 Susan reminds the Curriculum Committee that Lori has asked them to create guidelines for sunseting/suspending programs. Currently there is no criteria for program suspension. Programs are dropped primarily due to low enrollment and/or lack of money. Guidelines would promote a more transparent and collaborative process. Avoiding the potential for a program to be dropped without due consideration. This does not link to Guided Pathways. An AR/OP will ultimately be needed, as we have an AR/OP for developing/adopting programs. Katy would like examples of sunseting policy from other colleges. Susan will ask the curriculum group she is a part of for their sunseting policy. What are the parameters/criteria for program suspension? <ul style="list-style-type: none"> Clarification Degree/Certificate suspension - the end goal is to suspended. 	

	<ul style="list-style-type: none"> • Courses are also suspended and documented on the current suspension form. • Teach-out is required by the State and NWCCU • How long should a program be successful before it is changed or let go? • Focus on the “why” a program needs to be suspended <p>Action Item: Susan will ask the curriculum group she is a part of for other colleges’ sunseting policies.</p>	
<ul style="list-style-type: none"> • New Program Adoption Guidelines 	New Program Adoption Guidelines are posted on the CGCC website.	
	Susan informed the Curriculum Committee that she will be out for surgery Oct 23 thru December 3 rd	
Adjourn: 5:00 pm	Motion to adjourn	Motion: Zip 2 nd : Katy Action: 8 in favor – 0 opposed – 0 abstention
Next Meeting: October 17, 2019		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply			
<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability		

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE	Submitter name Phone Email	Mary Kramer 541-506-6033 mkramer@cgcc.edu
Current prefix and number	RET 223	Proposed prefix and number	
Current course title	Power Generation	Proposed title (60 characters max)	
Current Repeatability	0	Proposed Repeatability	
Current transcript title (30 characters max)	Power Generation	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 the principles of distributed and centralized power generation. Introduces motor/generator principles for asynchronous, synchronous, DFIG, and PM synchronous generators. Discusses photovoltaic module and utility interactive inverter specifications, array sizing, and orientation. Prepares individuals to perform solar resource assessment and solar site analysis using publicly available resources, instrumentation, and software simulation. Introduces power electronics circuits to perform rectification/inversion functions. Includes a 3-hour per week laboratory session. Prerequisite: EET222. Audit available.	Introduces the principles of distributed and centralized power generation. Introduces motor/generator principles for asynchronous, synchronous, DFIG, and PM synchronous generators. Discusses photovoltaic module and utility interactive inverter specifications, array sizing, and orientation. Prepares individuals to perform solar resource assessment and solar site analysis using publicly available resources, instrumentation, and software simulation. Introduces power electronics circuits to perform rectification/inversion functions. Includes a 3-hour per week laboratory session. Audit available.
Reason for description change	Update requisites in description.

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: EET 222	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Reason for requisite changes	Based on faculty evaluation of RET 223 and student recommendations, it is not necessary to take EET 222 in order to be successful in RET 223, so the prereq is being removed.
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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. Apply intermediate electronics principles to analyze the behavior of motors, generators, power electronics, and transmission circuits.
2. Perform a solar site analysis using publicly available resources, instrumentation, and software simulation.
3. Write technical reports using collected experiment data.

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

Reason for outcomes change	No change.
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<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Apply intermediate electronics principles to analyze the behavior of motors, generators, power electronics, and transmission circuits.</p> <p>Power Electronics – chopper circuits, rectification/inversion. Motors – torque, speed, RHR, LHR, asynchronous, synchronous, wound rotor induction motor, permanent magnet synchronous motor. Generators - asynchronous, synchronous, DFIG, permanent magnet synchronous generation, synchronizing events, synchroscope. Transmission - loaded generator and transmission circuits, HVDC transmission.</p> <p>Outcome #2: Perform a solar site analysis using publicly available resources, instrumentation, and software simulation.</p> <p>Solar site analysis – NREL, PVWatts, solar site analysis using the SolarPathfinder, Solmetric SunEye210, and Google SketchUp.</p> <p>Outcome #3: Write technical reports using collected experiment data.</p> <p>Photovoltaic module and inverter specification reading – STC, Voc, Isc, Pstc, calculate Voc max given temperature conditions.</p>
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>No texts or materials are required for this course.</p>

<p>Is this course used for related instruction?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>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.</p>	

<p>SECTION #2 IMPACT ON OTHER DEPARTMENTS</p>	
<p>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?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Please provide details, who was contacted and the resolution.</p>	
<p> </p>	
<p>Implementation term</p>	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
<p>Allow 2-6 months to complete the approval process before scheduling the course.</p>	

<p>SECTION #3 DEPARTMENT REVIEW</p>	
<p><i>“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.”</i></p>	

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	09-13-2019
Department Chair (enter name of department chair): Jim Pytel and Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department 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.
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

REVISION of AAS DEGREE REQUEST

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

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	103	Proposed Credits:	99
Overview and rationale for proposed changes:	Beginning fall 2019, CGCC will be offering a 12-credit certificate in UAS applications and operations. Because UAS 101, currently in the EM-Tech program, is part of a new program, we are removing it from EM-Tech to reduce student credit load. We are adding the language “or higher” to the MTH 95 requirement for students who test out of MTH 95.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Delete UAS 101 2. Add “or higher” to MTH 95 3. Reduce overall credits from 103 to 99 		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	3-13-19
Requested Implementation Term	Winter 2020			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

**CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)**

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

**PROPOSED PREREQUISITES
(No change, leave blank.)**

Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES

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

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

Does the revision involve changing degree outcomes?

Yes No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Qualify for employment in the electro-mechanical field as technicians.
2. Service/repair electro-mechanical systems and assist engineers with the design of electro-mechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.
3. Apply basic operations management practices and principles in an advanced manufacturing environment.
4. Control computer-driven devices through programming in the C language.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information

Proposed Degree Information

Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
First Term:			First Term:		
EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5	EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5
MEC 123	Industrial Mechanical Systems Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5	MEC 123	Industrial Mechanical Systems Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5
SAF 188	Industrial Safety and OSHA 10 No requisites	2	SAF 188	Industrial Safety and OSHA 10 No requisites	2
MTH 95	Intermediate Algebra	4	MTH 95	Intermediate Algebra or higher (ADD “or higher” option)	4
EET 170	Industrial Computing (New) Prerequisite: MTH 20 or test; Pre/Co: WR 121	3	EET 170	Industrial Computing (New) Prerequisite: MTH 20 or test; Pre/Co: WR 121	3
Second Term:			Second Term:		
CG 209	Job Finding Skills No requisites	1	CG 209	Job Finding Skills No requisites	1
EET 112	AC Circuits Prerequisite: EET 111	5	EET 112	AC Circuits Prerequisite: EET 111	5
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems Prerequisite: MTH 65	5	MEC 120	Fluid Power & Electrical Control of Fluid Power Systems Prerequisite: MTH 65	5
WR 121	English Composition WR 115, RD 115 or test	4	WR 121	English Composition WR 115, RD 115 or test	4
Third Term:			Third Term:		
EET 113	AC Power Prerequisites: EET 112 or dept appr	5	EET 113	AC Power Prerequisites: EET 112 or dept appr	5
EET 141	Motor Control Prerequisites: EET 112	5	EET 141	Motor Control Prerequisites: EET 112	5
MEC 124	Mechatronics (New) No requisites	3	MEC 124	Mechatronics (New) No requisites	3
	General Education Elective (ADD) Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective (ADD) Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fourth Term:			Fourth Term:		
EET 251	Digital Electronics 1: Programmable Logic Devices Prerequisites: EET 113	5	EET 251	Digital Electronics 1: Programmable Logic Devices Prerequisites: EET 113	5

EET 221	Semiconductor Devices and Circuits Prerequisites: EET 113	5	EET 221	Semiconductor Devices and Circuits Prerequisites: EET 113	5
RET 223	Power Generation Prerequisite: EET 222	5	RET 223	Power Generation Prerequisite: EET 222	5
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fifth Term:			Fifth Term:		17
EET 252	Digital Electronics 2: Programmable Logic Devices Prerequisites: EET 251	5	EET 252	Digital Electronics 2: Programmable Logic Devices Prerequisites: EET 251	5
EET 222	Operational Amplifier Circuits Prerequisites: EET 221	5	EET 222	Operational Amplifier Circuits Prerequisites: EET 221	5
EET 219	Programmable Logic Controllers Prerequisites: EET 251	3	EET 219	Programmable Logic Controllers Prerequisites: EET 251	3
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Sixth Term:			Sixth Term:		12
EET 242	Microcontroller Systems Prerequisites: EET 252, EET 222	5	EET 242	Microcontroller Systems Prerequisites: EET 252, EET 222	5
EET 273	Electronic Control Systems Prerequisites: EET 222	3	EET 273	Electronic Control Systems Prerequisites: EET 222	3
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
UAS 101	Introduction to Unmanned Aircraft Systems (REMOVE)	4			
	Credit Total	103		Credit Total	99

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	9-13-19
Department Chair (enter name of department chair): Jim Pytel and Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

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

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

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

SECTION #1 OVERVIEW			
Current Title:	Administrative Office Professional	Proposed Title:	No change
Current Credits:	90	Proposed Credits:	94
Overview and rationale for proposed changes:	<p>The Administrative Office Professional is a statewide degree. The changes being made here are consistent with changes colleges across the state are making. The option to take CAS 170 “or” 270 seems to be confusing for students, so CAS 270 is being removed as an option. Students are required to complete MTH 65 to earn an AAS degree. Because MTH 65 is not currently part of the AOP degree, it becomes a hidden requirement that often takes students by surprise. Remove MTH 20 as a prerequisite since it is no longer offered at CGCC and add MTH 60.</p>		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Delete CAS 270 as a course option for the degree 2. Add MTH 65 or MTH 98 or higher as a required course 3. Change prerequisite from MTH 20 to MTH 60 4. Increase overall credits from 90 to 94 		
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Are there any career pathway(s) or related certificates attached to this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Office Assistant is a CPC for the Administrative Assistant AAS not the AOP	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	5-15-19
Requested Implementation Term	Winter, 2020			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

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

CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
WR 115 (placement into)	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
MTH 20 (placement into)	Basic Math	Placement into MTH 20 and RD 90	4
CAS 121 (or keyboarding by touch)	Beginning Keyboarding	Recommended: Placement into RD 90 and WR 90; CAS 103W	4

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
MTH 60	Beginning Algebra	MTH 20 or equiv. placement test score	4
CAS 121 (or keyboarding by touch)	Beginning Keyboarding	Recommended: Placement into RD 90 and WR 90; CAS 103W	4

DEGREE OUTCOMES

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

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

Does the revision involve changing degree outcomes?

Yes
 No

CURRENT DEGREE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Produce professional, error free, timely documents by using current and emerging software and hardware technology. Evaluate and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.
2. Perform general office tasks: plan and participate in meetings; coordinate travel arrangement; schedule appointments; greet clients/customer; process mail; manage equipment, supplies, and other resources in a timely manner to maintain workplace efficiency.
3. Work effectively in a team and group setting by understanding roles within teams, work units, departments, and organizations. Exhibit effective people skills to deal with a variety of personalities and diverse individuals,
4. Effectively communicate creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others. Collaborate with others to develop and implement company vision, goals, and tasks.
5. Analyze the effectiveness of office practices and procedures and recommend and implement necessary changes. Use planning and time management principles to accomplish workplace efficiency and achieve company objectives.
6. Use critical thinking, organization, and problem solving to effectively manage numeric, alphabetic, and digital data. Apply knowledge of basic accounting procedures to the basic record-keeping requirements of a business using applicable technology.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

No changes.

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
First Term:			First Term:		
CAS 133	Intro to office Software Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch	4	CAS 133	Intro to office Software Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch	4
CAS 170 or CAS 270	Beginning Spreadsheet using Excel Rec: place into RD 115, WR 115 and MTH 20 or Intermediate Spreadsheets using Excel (REMOVE CAS 270 OPTION)	3	CAS 170	Beginning Spreadsheet using Excel Rec: place into RD 115, WR 115 and MTH 20	3
OS 131	10-key on Calculators Prereq: MTH 20 or test	1	OS 131	10-key on Calculators Prereq: MTH 20 or test	1
BA 101	Introduction to Business Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	4	BA 101	Introduction to Business Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	4
WR 121	English Composition WR 115, RD 115 or test	4	WR 121	English Composition WR 115, RD 115 or test	4
Second Term:			Second Term:		
CAS 122	Keyboarding for Speed and Accuracy Rec: OS 220, CAS 122 and key 40 wpm by touch. Prereq: CAS 216 or instructor permission.	3	CAS 122	Keyboarding for Speed and Accuracy Rec: OS 220, CAS 122 and key 40 wpm by touch. Prereq: CAS 216 or instructor permission.	3
CAS 109	Digital Presentations Prereq: CAS 121 or equivalent typing skills	1	CAS 109	Digital Presentations Prereq: CAS 121 or equivalent typing skills	1
CAS 216	Beginning Word Rec: Place into RD 115 & WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into RD 115 & WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3

OS 220	Business Editing Skills Rec: WR 115 or equiv test scores. Prereq: CAS 216, CAS 121 or instruct perm	4	OS 220	Business Editing Skills Rec: WR 115 or equiv test scores. Prereq: CAS 216, CAS 121 or instruct perm	4
	Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4		Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4
Third Term:			Third Term:		17
BA 226	Business Law I Prereq: WR 115, RD 115 & MTH 20 or equiv test scores	4	BA 226	Business Law I Prereq: WR 115, RD 115 & MTH 20 or equiv test scores	4
CAS 217	Intermediate Word Rec: Place into RD 115 & WR 115. Prereq: CAS 216 or instruct perm	3	CAS 217	Intermediate Word Rec: Place into RD 115 & WR 115. Prereq: CAS 216 or instruct perm	3
OS 240	Filing and Records Management Rec: RD 115, WR 115; & CAS 133 or CAS 140	4	OS 240	Filing and Records Management Rec: RD 115, WR 115; & CAS 133 or CAS 140	4
	Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4		Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4
Fourth Term:			Fourth Term:		19
OS 280 F	CE: Administrative Assistant Rec: RD 115, WR 115. Prereq: Satisfactory progress through at least 15 crt hrs of CAS/OS courses, or instruct perm. Pre/co: OS 280G	4	OS 280 F	CE: Administrative Assistant Rec: RD 115, WR 115. Prereq: Satisfactory progress through at least 15 crt hrs of CAS/OS courses, or instruct perm. Pre/co: OS 280G	4
OS 280 G	CE: Administrative Assistant Seminar Rec: RD 115, WR 115. Prereq: Satisfactory progress through at least 15 crt hrs of CAS/OS courses, or instruct perm. Pre/co: OS 280F	1	OS 280 G	CE: Administrative Assistant Seminar Rec: RD 115, WR 115. Prereq: Satisfactory progress through at least 15 crt hrs of CAS/OS courses, or instruct perm. Pre/co: OS 280F	1
Fifth Term:			Fifth Term:		17
BA 111	Introduction to Accounting Prereq: WR 115, RD 115 & MTH 20 or equiv test scores	3	BA 111	Introduction to Accounting Prereq: WR 115, RD 115 & MTH 20 or equiv test scores	3
BA 224	Introduction to Human Resource Mgmt. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	3	BA 224	Introduction to Human Resource Mgmt. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	3

OS 245	Office Systems and Procedures Prereq: CAS 216 and OS 220	4	OS 245	Office Systems and Procedures Prereq: CAS 216 and OS 220	4
	Gen. Ed. Elective* (move to 7 th term) Prereq: MTH 20 or test. Pre/co: WR 121	4	MTH 65 or MTH 98 or higher	Beginning Algebra or Quantitative Math or higher (ADD) Prereq: MTH 60 or test	4
Sixth Term:			Sixth Term:		12
BA 206	Management Fundamentals Rec: BA 101, WR 121, & BA 131 or CAS 133. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores.	3	BA 206	Management Fundamentals Rec: BA 101, WR 121, & BA 131 or CAS 133. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores.	3
BA 285	Human Relations in Organizations Prereq: WR 115, RD 115 & MTH 20 or equiv test scores. Rec: pre/con: WR 121 & BA 101	3	BA 285	Human Relations in Organizations Prereq: WR 115, RD 115 & MTH 20 or equiv test scores. Rec: pre/con: WR 121 & BA 101	3
CAS 140	Beginning Databases Rec: Place into RD 115 and WR 115 or higher	4	CAS 140	Beginning Databases Rec: Place into RD 115 and WR 115 or higher	4
	Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4		Gen. Ed. Elective Prereq: MTH 20 or test. Pre/co: WR 121	4
Seventh Term:			Seventh Term:		12
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, & MTH 20 or equiv test scores	4
CAS 246	Integrated Computer Projects Prereq: CAS 216, CAS 140, & CAS 170. Rec: CAS 109, & CAS 231	4	CAS 246	Integrated Computer Projects Prereq: CAS 216, CAS 140, & CAS 170. Rec: CAS 109, & CAS 231	4
BA 228	Computer Accounting Applications Pre: BA 111 or BA 211, Rec: BA 104, CAS 133	3	BA 228	Computer Accounting Applications Pre: BA 111 or BA 211, Rec: BA 104, CAS 133	3
				Gen. Ed. Elective (moved from 5 th term) Prereq: MTH 20 or test. Pre/co: WR 121	4
Credit Total		90	Credit Total		94

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.

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

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	9-13-19

Department Chair (enter name of department chair): Jim Pytel or Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Sciences	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 293	Credits:	1
Course Title: (60 characters max, including spaces)	Elementary Educator Practicum	Transcript Title: (30 characters max, including spaces)	Elementary Educator Practicum
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	
		Contact hours	Lecture: 0 Lec/lab: 0 Lab: 33
Reason for the new course	Required for Education Pathway program.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	ED 101, ED 216 & ED 219	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	HEC 202 & HEC 226	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	ED 294	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> 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 .	
Provides opportunities to observe and work with school teachers in K-5 classrooms to gain first-hand experience in the culture of schools and strategies for teaching and learning. Applies previous learning to a classroom setting. Explores required professional dispositions, skills and knowledge to become a teacher. Prerequisites: ED 101, ED 216 and 219, HEC 202 and 226. Corequisite: ED 294.	
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. Communicate effectively with school staff and children.
	2. Recognize challenges in the classroom and formulate potential solutions.
	3. Observe and recognize how issues around culture and diversity may impact learning in the classroom.
	4. Outline the common dispositions, responsibilities and duties of a K-5 teacher.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Journals with guided reflections • Self-assessment and host teacher evaluation of professional dispositions. • Portfolio (required for all Ed Pathway students)
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>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.</p> <p>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.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Communicate effectively with school staff and children. <ul style="list-style-type: none"> • Provide guidance regarding professional behavior/dress/attitude as it applies to staff, faculty, students and families at elementary school. • Follow guidelines of classroom teacher for discipline and leading group. 2. Recognize challenges in the classroom and formulate potential solutions. <ul style="list-style-type: none"> • Discuss different classroom rules, routines, and behavior plans. • Lead students in the writing in journals about classroom situations, and add a personal evaluation of procedure.

	<ul style="list-style-type: none"> Multicultural issues and cultural themes <p>3. Observe and recognize how issues around culture and diversity may impact learning in the classroom.</p> <ul style="list-style-type: none"> Discuss and write about diversity in a classroom Discuss poverty and education; preparedness for Kindergarten How does diversity impact a student's education? <p>4. Outline the common dispositions, responsibilities and duties of a K-5 teacher.</p> <ul style="list-style-type: none"> Teacher staff meetings, calendar year, weekly schedules, parent/teacher conferences, etc. Mandatory reporter (child abuse, sex abuse, emotional abuse)
Suggested Texts & Materials (specify if any texts or materials are required):	<i>Taking Sides: Clashing Views on Educational Issues, 18th Ed.</i> Koonce, Glen L. McGraw-Hill Education. 2014.
Department Notes: (optional)	1. The portfolio should be in all ED and HEC courses as a recommended assessment strategy. Since we are requiring it for the program, all ED faculty should be aware of the potential for students to incorporate materials from the course.

SECTION #4 TRANSFERABILITY	
<p>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.</p> <ol style="list-style-type: none"> Is there an equivalent lower division course at the university? Will a department accept the course for its major or minor requirements? Will the course be accepted as part of the University's distribution requirements? <p>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.</p>	
Which Oregon universities will the course transfer to? List all	OSU, PSU, waiting on EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective PSU <input checked="" type="checkbox"/> Other (provide details) OSU: ED LDT
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required.

at this time?	<input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)
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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 Elementary Educator Pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

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	
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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.	Yes. No overlap.	
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Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 9/25/19 <input type="checkbox"/> No	
--	--	--

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
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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

<i>chair and dean.”</i>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	9/26/19
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 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.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Social Sciences	Submitter name: phone: email:	Kristen Booth Kbooth@cgcc.edu
Prefix and Course Number:	ED 294	Credits:	2
Course Title: (60 characters max, including spaces)	Education Practicum Seminar	Transcript Title: (30 characters max, including spaces)	Education Practicum Seminar
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	
		Contact hours	Lecture: 22 Lec/lab: 0 Lab: 0
Reason for the new course	Required for ED Pathway		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	ED 101, ED 216 & ED 219	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	HEC 202 & HEC 226	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	ED 293	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> 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 .	
Connects observed classroom practices and student learning with previous programmatic coursework and research. Explores current educational issues and themes and their application in the K-5 classroom. Begins to formalize the concepts and expression of a professional teaching statement. Prerequisites: ED 101, 216 and 219, HEC 202 and 226. Corequisite: ED 293.	
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. Apply program coursework to educational practice in the K-5 classroom.
	2. Analyze and problem solve current issues in K-5 education.
	3. Develop a professional teacher statement that addresses professional dispositions on ethics, professionalism, diversity, equity, lifelong learning and the importance of reflective practice.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Journals - response to readings • Presentations • Portfolio - required • Classroom presentations - identify one problem of practice, do research and present strategies to address this problem of practice (connect to ED294 readings)
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>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.</p> <p>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.</p>	
Department required course activities (optional):	

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<ol style="list-style-type: none"> 1. Apply program coursework to educational practice in the K-5 classroom. <ul style="list-style-type: none"> • Explore learning goals of K-5 classroom, and communicate via journals and discussions an understanding of classroom goals and avenues to reach these goals. • Review themes and/or concepts presented in previous courses. • Engage in thoughtful discussion regarding ED 293 classroom observations. • Support students in the completion and submission of their program portfolio. 2. Understand/analyze/communicate current issues in K-5 education. <ul style="list-style-type: none"> • Have students explore current educational themes through close reading of educational journals/articles, making connections between readings and classroom observations. May include, but not limited to: <ol style="list-style-type: none"> i. No Child Left Behind ii. Homework iii. Public School funding iv. Classroom discipline v. Food and home insecurity (poverty) 3. Develop a professional teacher statement that addresses professional dispositions on ethics, professionalism, diversity, equity, lifelong learning and the importance of reflective practice. <ul style="list-style-type: none"> • Values and goals of a teacher statement <ol style="list-style-type: none"> i. Lead students in thoughtful discussion to develop their goals/values • Support students in the completion and formatting of a statement for inclusion in their program portfolio
<p>Suggested Texts & Materials (specify if any texts or materials are required):</p>	<p><i>Taking Sides: Clashing Views on Educational Issues, 18th Ed.</i> Koonce, Glen L. McGraw-Hill. 2014.</p>
<p>Department Notes: (optional)</p>	

<p>SECTION #4 TRANSFERABILITY</p>	
<p>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.</p> <ol style="list-style-type: none"> 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? <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR 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.</p>	

Which Oregon universities will the course transfer to? List all	OSU, PSU, waiting on EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective PSU <input checked="" type="checkbox"/> Other (provide details) OSU: ED LDT
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> 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 Elementary Educator Pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	
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.	Yes. No overlap	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 9/25/19 <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
<p>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.</p>	

SECTION #6 DEPARTMENT REVIEW		
<p><i>"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."</i></p>		
Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	9/25/19
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Stephen Schwiff		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department 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.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

DEGREE SUSPENSION

Submitted by:	Email:	Phone:	Department:
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Degree Title:		Credits:	
Overview and rationale for suspension:			
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)	
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.			
Is this a statewide degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:
Requested term for start of suspension			

			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
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			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

*Provide explanation of "Other"

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department 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			
<p>The _____ Department recommends that _____ certificate/degree be officially suspended.</p> <p>Rationale:</p>			
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	

Revise/update the webpage		email	
Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send a letter and email to each student	
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 (1 st yr., 2 nd yr., within 8 credits, etc.)		
List the program courses that 2 nd 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 <input type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Identify any potential curricular or academic consequences		