

# 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

Leigh Hancock, Mandy Webster, Gretchen Gebhardt

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**November 21, 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/467398296> phone in: 1-669-900-6833

## Business:

1. Approval of November 7, 2019 minutes <sup>1</sup>

## Submissions <sup>2</sup>

1. Leigh Hancock and Mandy Webster (3:35 – 4:05 pm)
  - WS 101 Women's Studies (Course Revision: title, des, out, cont)
    - i. WS 101 Gen Ed Request
    - ii. WS 101 Cultural Literacy Request
  - WS 201 Women of the World (Course Revision: title, des, out, cont)
    - i. WS 201 Gen Ed Request
    - ii. WS 201 Cultural Literacy Request
  - WS 202 Activism and Social Change (Course Revision: des, out, cont)
    - i. WS 202 Gen Ed Request
2. Gretchen Gebhardt (4:05 – 4:15 pm)
  - G 184 Global Climate Change (New Course)
    - i. G 184 Gen Ed Request
3. Zip Krummel (4:15 – 4:25 pm)
  - PSY 215 Human Development (Course Revision: out, cont)
    - i. PSY 215 Gen Ed Request
4. Kristen Booth (4:25 – 4:35 pm)
  - HEC 202 Contemporary Families in US (Gen Ed Request)

## Discussion Item:

1. Related Instruction: Standalone courses approved for Communication, Computation, & Human Relations <sup>3 & 4</sup>

Next Meeting: February 13, 2019

Attachments: <sup>1</sup> November 7, 2019 Minutes; <sup>2</sup> Submissions: 1 New Course, 4 Course Revisions, 5 Gen Ed Requests, 2 Cultural Literacy Requests; <sup>3</sup> Standalone Options for Related Instruction; <sup>4</sup> OP Related Instruction

## Curriculum Committee Minutes

November 7, 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 log-in <https://cgcc.zoom.us/j/284542510> Zoom Phone [+16699006833](tel:+16699006833)

### PRESENT

#### Voting Committee Members

Kristen Booth (Chair) (Pre-College)  
Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ) (phone)  
P.K. Hoffman (Arts and Hum)  
Katy Jablonski (WR/FL/Eng)  
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) (phone)

Monica Pope (Student Services)

#### Support Staff

Gail Gilliland (Curriculum)

#### Guests

### Absent

#### Voting Committee Members

#### Non-Voting Committee Members

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order at 3:35 pm by Kristen (Chair).	
<b>Information Items: None</b>		
<b>Business:</b>		
1. Approval of October 17, 2019 minutes	<b>Motion: Approve October 17, 2019 minutes as written</b>	Motion: Mimi 2 <sup>nd</sup> : P.K Action: 8 in favor – 0 opposed – 0 abstention
<b>Submissions: none</b>		

<b>Discussion Item:</b>		
1. Related Instruction: Standalone courses approved for Communication, Computation, & Human Relations	<p>Kristen opens discussion. Katy's group did meet. Susan provides more in-depth information about Related Instruction (RI) and clarifies the task of the Curriculum Committee (CC)</p> <ul style="list-style-type: none"> <li>• RI is only required for certificates of 45 credits or more</li> <li>• If a course title clearly states Communication, Computation or Human Relations, then the course is easier to expect that it would be a good stand-alone course.</li> <li>• It is not necessary that the stand-alone list becomes larger, the list does need to be clarified that all courses on the list are appropriate.</li> <li>• The 3 areas, Communication, Computation and Human Relations are terms used by NWCCU, State and national standards and accreditation.</li> <li>• The State looks closely at RI when the certificate is submitted in Webforms and approved by the CCWD specialist. <ul style="list-style-type: none"> <li>○ CCWD does not have a definition for Communication, Computation and Human Relations</li> </ul> </li> <li>• Does the course have evidence in the CCOGs that speaks to the area? <ul style="list-style-type: none"> <li>○ Communication: <ul style="list-style-type: none"> <li>▪ does the course have evidence of speaking, reading, and writing in the CCOGs</li> <li>▪ What do we think would be the best communication course for our college?</li> </ul> </li> <li>○ Computation:</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Falls under “Math”</li> <li>▪ A broader definition can be used, like quantitative literacy</li> <li>▪ Accounting is highly computational, but is computation taught or is it a byproduct of the course.</li> <li>▪ An applied math class will work as a stand-alone RI</li> <li>▪ Students earning certificates have trouble with completing 100 level math classes</li> <li>▪ EM-Tech would like an applied math class for the AAS, but currently applied math doesn’t fulfill AAS degree requirements.</li> </ul> <ul style="list-style-type: none"> <li>• Be careful about getting caught up with the RI area names</li> <li>• Sources for definitions: <ul style="list-style-type: none"> <li>○ For communication and math could make use of the outcomes from the AAOT</li> <li>○ Check CLO outcomes</li> <li>○ Check various community colleges and get a couple outcomes that would match</li> </ul> </li> <li>• Embedded Instruction pitfalls <ul style="list-style-type: none"> <li>○ Is the instructor qualified to teach the embedded instruction area?</li> <li>○ RI also applies to the AAS degree. However, the AAS degree is covered by Gen Ed.</li> </ul> </li> <li>• Most certificates are geared to workforce, consider the language that would speak to workforce.</li> <li>• <b>Task:</b> <ul style="list-style-type: none"> <li>○ Create a definition for each area <ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Computation</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>▪ Human Relations <ul style="list-style-type: none"> <li>○ Create a list of appropriate stand-alone courses for each area</li> <li>○ Bring to next CC meeting</li> </ul> </li> </ul> <p>Stephen leaves 3:54.</p> <p>Action Item: Each group is to meet again and create a definition for Communication, Computation, and Human Resources; bring the information back to the CC; definitions are to be 3-4 learning outcomes</p>	
<b>Adjourn: 4:35 pm</b>	<b>Motion to adjourn</b>	<p>Motion: Zip</p> <p>2<sup>nd</sup>: PK</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
<b>Next Meeting: November 21, 2019</b>		

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number

X Title

X Description

☐ Requisites

X Outcomes

☐ Repeatability

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Social Sciences	Submitter name Phone Email	Leigh Hancock 541-506-6171 lhancock@cgcc.edu
Current prefix and number	WS 101	Proposed prefix and number	No change
Current course title	Women's Studies	Proposed title (60 characters max)	Women's and Gender Studies
Current Repeatability	0	Proposed Repeatability	no change
Current transcript title (30 characters max)	Women's Studies	Proposed transcript title (30 characters max)	Women's and Gender Studies
Reason for above proposed changes	To update the class to reflect changing gender realities and to attract a wider range of students		

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

Current Description (required whether being revised or not)	Proposed Description
Examines the diverse experiences, status, and contributions of women in the United States both current and historically since the early 1900's. Covers social construction of gender, race, sexualities, work, religion, class, violence, and health. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Examines the diverse gender-related experiences, status, and contributions of people across the gender spectrum in the United States, both current and historically since the early 1900s. Covers social construction of gender, race, sexualities, intersectionality, work, religion, class, violence, and health. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	WS 101, with its focus on a binary system of two genders (male and female) is woefully out of date with 21 <sup>st</sup> century realities where gender is viewed more as a spectrum of multiple possibilities. An additional reason (or bonus) is that a Gender Studies class is likely to draw more students from across the gender spectrum.

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

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

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

☐ Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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	
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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
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events.</li> <li>2. Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces</li> <li>3. Recognize the influences that systems of oppression have on diverse women's lives.</li> <li>4. Identify and analyze social processes that construct gender roles.</li> <li>5. Communicate effectively by writing, speaking, and collaborating.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.</li> <li>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces</li> <li>3. Describe the influences that systems of oppression have on people across the gender spectrum.</li> <li>4. Identify and analyze social processes that construct gender role.</li> <li>5. Communicate effectively by writing, speaking, and collaborating.</li> </ol>

Reason for outcomes change	Two of the outcomes (#1 and 3) have changed to reflect our move from a binary gender system to a system that recognizes multiple gender possibilities
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.  CONTENT: In support of this outcome, we offer an overview of the three waves of feminism as well as movements related to the LGBTQ+ movement. We explore issues of body image and media representation of women and other non-dominant genders, as well as family and intimate relationship dynamics, including violence against women and other non-dominant genders. We spend time analyzing sexuality and sexual identity and we look at the role of women, LGBTQ+ and non-dominant genders in the arts and media</li> <li>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces  CONTENT: This is the backbone of the course and begins with a conceptualization of “Structures of Power.” We draw on and theorize about our own lived experiences as we question traditional binary Systems (sexualities, race, and class) in light of new paradigms of intersectionality. We look at institutions, Cultures, and Structures as agents that support and maintain dominant power groups. We look at the causes, effects and realities of violence Against women, media oppression of women and racialized, gendered, and sexualized labor in the global economy.</li> <li>3. Describe the influences that systems of oppression have on people across the gender spectrum.  CONTENT: WR 121 begins by identifying terms like patriarchy, sexism, oppression, racism, classism, and homophobia, among many others. We look at social control, socialization, conformity, and health and reproductive rights as tools and systems of oppression. We also look at gender-based oppression through the lenses of economics, religion, the judicial system, politics, sports and other societal structures.</li> <li>4. Identify and analyze social processes that construct gender role.  CONTENT: Again, this is one of the foundational points of WS 101. Early in the course we examine what gender roles are, how they arise (gender socialization), how they operate and are perpetuated (through language, communication and media) and ways to address oppression from gender expectations. We take an in-depth look at identity terms related to gender and intersectionality, and we explore the difference between gender and Sex. We explore and promote alternatives to binary systems.</li> <li>5. Communicate effectively by writing, speaking, and collaborating.  CONTENT: We provide instruction and support in critical writing skills including summary, analysis, effective research and citation of courses, plagiarism avoidance and MLA format. We also model and promote strong, respectful communication skills and collaboration through our in-class and onsite discussion forums and activities.</li> </ol>



Suggested Texts & Materials updates (specify if any texts or materials are required):	<i>Introduction to Women, Gender, Sexuality Studies</i> by Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken and Kang, Miliann. It may be found at <a href="http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=461">http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=461</a> and accessed as a pdf, ePub or online text.
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department 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>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	11.14.19
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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 \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Sciences	Submitter Name: Phone: Email:	Leigh Hancock 541-506-6171
Course Prefix and Number:	WS 101	Course Title:	Women's and Gender Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the diverse gender-related experiences, status, and contributions of people across the gender spectrum in the United States, both current and historically since the early 1900s. Covers social construction of gender, race, sexualities, intersectionality, work, religion, class, violence, and health. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum. 2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces 3. Describe the influences that systems of oppression have on people across the gender spectrum. 4. Identify and analyze social processes that construct gender role. 5. Communicate effectively by writing, speaking, and collaborating.		

### 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.**

<b>SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:</b>	
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 <a href="#">CLO rubric</a> .	
<b>Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”</b>	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<p>Course Outcomes:</p> <p>5. Communicate effectively by writing, speaking, and collaborating.</p> <p>Course Content:</p> <p>We provide instruction and support in critical writing skills including summary, analysis, effective research and citation of courses, plagiarism avoidance and MLA format. We also model and promote strong, respectful communication skills and collaboration through our in-class and onsite discussion forums and activities.</p> <p>Outcome Assessment Strategies:</p> <p>Graded online discussions. Weekly Summary/Analysis Essays. Final essay.</p>
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<p>Upon successful completion of this course, students will be able to:</p> <p>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.</p> <p>CONTENT: In support of this outcome, we offer an overview of the three waves of feminism as well as movements related to the LGBTQ+ movement. We explore issues of body image and media representation of women and other non-dominant genders, as well as family and intimate relationship dynamics, including violence against women and other non-dominant genders. We spend time analyzing sexuality and sexual identity and we look at the role of women,</p>

	<p>LGBTQ+ and don-dominant genders in the arts and media.</p> <p>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces</p> <p>CONTENT: This is the backbone of the course and begins with a conceptualization of “Structures of Power.” We draw on and theorize about our own lived experiences as we question traditional binary Systems (sexualities, race, class) in light of new paradigms of intersectionality. We look at institutions, Cultures, and Structures as agents that support and maintain dominant power groups. We look at the causes, effects and realities of violence Against women, media oppression of women and racialized, gendered, and sexualized labor in the global economy.</p> <p>3. Describe the influences that systems of oppression have on people across the gender spectrum.</p> <p>CONTENT: WR 121 begins by identifying terms like patriarchy, sexism, oppression, racism, classism, and homophobia, among many others. We look at social control, socialization, conformity, and health and reproductive rights as tools and systems of oppression. We also look at gender-based oppression through the lenses of economics, religion, the judicial system, politics, sports and other societal structures.</p> <p>4. Identify and analyze social processes that construct gender role.</p> <p>CONTENT: Again, this is one of the foundational points of WS 101. Early in the course we examine what gender roles are, how they arise (gender socialization), how they operate and are perpetuated (through language, communication and media) and ways to address oppression from gender expectations. We take an in-depth look at identity terms related to gender and intersectionality, and we explore the difference between gender and Sex. We explore and promote alternatives to binary systems.</p> <p>5. Communicate effectively by writing, speaking, and collaborating.</p> <p>CONTENT: We provide instruction and support in critical writing skills including summary, analysis, effective research and citation of courses, plagiarism avoidance and MLA format. We also model and promote strong, respectful communication skills and collaboration through our in-class and onsite discussion forums and activities.</p> <p>Outcome Assessment Strategies: We assess students’ ability to “creatively solve problems....information” through our online discussion forums which require weekly research and analysis of a topic; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of community service related to it, then communicate the experience through an essay.</p>
	<p><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p><b>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, “minor” or “major.”</b></p>

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:  <input type="checkbox"/> major <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>n/a</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:  <input checked="" type="checkbox"/> major <input type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>We do not directly address the workplace, as this is not a CTE course...but everything we cover has direct applications to work place dynamics and realities.</p> <p>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.  CONTENT: In support of this outcome, we offer an overview of the three waves of feminism as well as movements related to the LGBTQ+ movement. We explore issues of body image and media representation of women and other non-dominant genders, as well as family and intimate relationship dynamics, including violence against women and other non-dominant genders. We spend time analyzing sexuality and sexual identity and we look at the role of women, LGBTQ+ and don-dominant genders in the arts and media</p> <p>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces  CONTENT: This is the backbone of the course and begins with a conceptualization of "Structures of Power." We draw on and theorize about our own lived experiences as we question traditional binary Systems (sexualities, race, class) in light of new paradigms of intersectionality. We look at institutions, cultures, and structures as agents that support and maintain dominant power groups. We look at the causes, effects and realities of violence against women, media oppression of women and racialized, gendered, and sexualized labor in the global economy.</p> <p>3. Describe the influences that systems of oppression have on people across the gender spectrum.  CONTENT: WR 121 begins by identifying terms like patriarchy, sexism, oppression, racism, classism, and homophobia, among many others. We look at social control, socialization, conformity, and health and reproductive rights as tools and systems of oppression. We also look at gender-based oppression through the lenses of economics, religion, the judicial system, politics, sports and other societal structures.</p> <p>4. Identify and analyze social processes that construct gender role.</p>



	<p>CONTENT: Again, this is one of the foundational points of WS 101. Early in the course we examine what gender roles are, how they arise (gender socialization), how they operate and are perpetuated (through language, communication and media) and ways to address oppression from gender expectations. We take an in-depth look at identity terms related to gender and intersectionality, and we explore the difference between gender and Sex. We explore and promote alternatives to binary systems.</p> <p>5. Communicate effectively by writing, speaking, and collaborating. CONTENT: We provide instruction and support in critical writing skills including summary, analysis, effective research and citation of courses, plagiarism avoidance and MLA format. We also model and promote strong, respectful communication skills and collaboration through our in-class and onsite discussion forums and activities.</p> <p>Outcome Assessment Strategies: We assess students' ability to "Use an understanding of cultural differences to constructively address issues that arise in community" through our online discussion forums which require weekly research and analysis of a topic, and communication in a collaborative, congenial manner; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of community service related to it, then communicate the experience through an essay.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  <input type="checkbox"/> major <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: This course does not address the consequences of human activity on our natural world. But it definitely addresses the consequences of human activity, in the guise of oppression, upon our social world through the following outcomes and content.</p> <p>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.          CONTENT: In support of this outcome, we offer an overview of the three waves of feminism as well as movements related to the LGBTQ+ movement. We explore issues of body image and media representation of women and other non-dominant genders, as well as family and intimate relationship dynamics, including violence against women and other non-dominant genders. We spend time analyzing sexuality and sexual identity and we look at the role of women, LGBTQ+ and non-dominant genders in the arts and media</p> <p>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces          CONTENT: This is the backbone of the course and begins with a conceptualization of "Structures of Power." We draw on and theorize about our own lived experiences as we question traditional binary Systems (sexualities, race, class) in light of new paradigms of intersectionality. We look at institutions, cultures, and structures as agents that support and maintain</p>

	<p>dominant power groups. We look at the causes, effects and realities of violence against women, media oppression of women and racialized, gendered, and sexualized labor in the global economy.</p> <p>3. Describe the influences that systems of oppression have on people across the gender spectrum.</p> <p>CONTENT: WR 121 begins by identifying terms like patriarchy, sexism, oppression, racism, classism, and homophobia, among many others. We look at social control, socialization, conformity, and health and reproductive rights as tools and systems of oppression. We also look at gender-based oppression through the lenses of economics, religion, the judicial system, politics, sports and other societal structures.</p> <p>4. Identify and analyze social processes that construct gender role.</p> <p>CONTENT: Again, this is one of the foundational points of WS 101. Early in the course we examine what gender roles are, how they arise (gender socialization), how they operate and are perpetuated (through language, communication and media) and ways to address oppression from gender expectations. We take an in-depth look at identity terms related to gender and intersectionality, and we explore the difference between gender and Sex. We explore and promote alternatives to binary systems.</p> <p>Outcome Assessment Strategies:</p> <p>We assess students' ability to "recognize the consequences of human activity on our social world" through our online discussion forums which require weekly research and analysis of a topic related to this question; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of <i>community service</i> related to it, then communicate the experience through an essay.</p>
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### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

**Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.**

Social Sciences
<p><b>Outcomes:</b></p> <p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>
<p><b>Criteria:</b></p> <p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other</li> </ol>

<p>methods of inquiry.</p> <p>3. Utilize appropriate information literacy skills in written and oral communication.</p> <p>4. Understand the diversity of human experience and thought, individually and collectively.</p> <p>5. Apply knowledge and skills to contemporary problems and issues.</p>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum.</li> <li>2. Articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces</li> <li>3. Describe the influences that systems of oppression have on people across the gender spectrum.</li> <li>4. Identify and analyze social processes that construct gender role.</li> <li>5. Communicate effectively by writing, speaking, and collaborating</li> </ol>
<p><b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	Students are asked each week to analyze, research and articulate (orally and in writing) points related to the roles of diverse groups of women and non-dominant genders in America, and how various institutions affect and propagate those roles. In individual and group work, they apply these skills to better understand how social phenomena (in the guise of gender issues of oppression, discrimination, defiance and progress toward equality) occur in America, and to look at these phenomena through various theoretical framework: social constructivism, feminism, intersectionality, etc.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	A key tenet of feminism is that the “personal is political,” meaning that what people of oppressed groups experience personally has its roots in political, social and institutional structures and ideology. Students are encouraged to make these connections throughout this course, applying course concepts and skills to their personal lives and experiences through discussions, essays and their final service learning project. At the same time, students are required to conduct weekly research on relevant, contemporary topics, relying on compelling, empirical evidence to ground their experiences. Throughout the course, students utilize solid information literacy skills to research, annotate, analyze and respond to weekly topics in onsite and online discussions and through weekly essays and one final summative essay project.

SECTION #4 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
Leigh Hancock	<a href="mailto:lhancock@cgcc.edu">lhancock@cgcc.edu</a>	11/01/2019
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).



**Cultural Literacy Designation Request Form**

(Double click on check boxes to activate dialog box)

**SECTION #1 GENERAL & COURSE INFORMATION:**

Department	Social Sciences	Submitter Name:	Hancock
		Phone:	541-506-6171
		Email:	lhancock@cgcc.edu
Course Prefix and Number:	WS 101	Course Title:	Women's and Gender Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the diverse gender-related experiences, status, and contributions of people across the gender spectrum in the United States, both current and historically since the early 1900s. Covers social construction of gender, race, sexualities, intersectionality, work, religion, class, violence, and health. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum. 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social, cultural forces 3. Describe the influences that systems of oppression have on people across the gender spectrum. 4. Identify and analyze social processes that construct gender roles. 5. Communicate effectively by writing, speaking, and collaborating.		

**Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:**

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*
- 3. Meet the state-wide AAOT Cultural Literacy Criteria:**  
A course with the Cultural Literacy designation will:
  1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
  2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

**SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:**

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum. 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social, cultural forces 3. Describe the influences that systems of oppression have on people across the gender spectrum. 4. Identify and analyze social processes that construct gender roles.
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**Note:** It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.

This revision of WS 101 enables a student to "identify and analyze complex practices, values and beliefs...defined meanings of difference" through its exploration of systems of power, privilege and oppression that have been imposed on women and non-dominant genders for millennium. In addition, it "explores how culturally based assumptions influence perceptions..." through its focus on how gender roles are created, maintained and manipulated to perpetuate gender stereotypes and cultural expectations that disempower women and non-dominant genders. This course also examines social institutions and structures such as religion, education and the judicial system that further "meanings of difference" in America.

WS 101 explores the "historical bases and evolution of diverse cultural ideas...." through its study of all three waves of feminism and gender rights movements, from Seneca Falls (1849) to present initiatives in LGBTQ+ rights and the emerging emphasis on intersectionality.

WS "critically examines the impact of cultural filters on social interactions" through its emphasis on "theorizing lived experiences," a key tenet of Second Wave feminism, which holds that the "personal is political," i.e., that our personal experiences are deeply, if invisibly, affected by cultural filters related to gender, race, class and power.

WS 101 "investigates how discrimination arises from culturally defined meanings attributed to difference" through its look at identity terms, intersectionality, gender roles and expectations" and the application of these cultural biases in institutions of education, the law, the workplace, the media, the health industry, and many others.

WS 101 "analyzes how social institutions perpetuate systems of privilege and discrimination" through its in-depth look of gender discrimination and oppression in America's media, educational system, legal system, health care system, family structure and religious institutions."

WS 101 "explores social constructs in terms of power relationships" through all of the above-mentioned chapters, and especially in modules related to the three feminist movements, the concept of intersectionality, the male-dominated media which oppresses women and non-dominant genders, and domestic violence against women.

### 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
Leigh Hancock	lhancock@cgcc.edu	11.14.19

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

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

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number

X Title

X Description

☐ Requisites

X Outcomes

☐ Repeatability**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Social Sciences	Submitter name Phone Email	Mandy Webster 541-490-0796 mwebster@cgcc.edu
Current prefix and number	WS 201	Proposed prefix and number	No change
Current course title	Women of the World	Proposed title (60 characters max)	Intercultural Gender Studies
Current Repeatability	0	Proposed Repeatability	no change
Current transcript title (30 characters max)	Women of the World	Proposed transcript title (30 characters max)	Intercultural Gender Studies
Reason for above proposed changes	To update the class to changing gender realities and to attract a wider range of students.		

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

Current Description (required whether being revised or not)	Proposed Description
Examines the position of women in developing countries, using foundational understandings of patriarchy, oppression and the concept that women's rights are human rights. Explores the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic status and sexual preference that contribute to the power dynamic. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Examines the power structures related to women, men, and across the gender spectrum in developing countries, using foundational understandings of patriarchy, oppression, gender bias, and the social construction of gender. Explores intersectionality and the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic-status, and sexual preference that contribute to power dynamics across societies. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Reason for description change	WS 201, with its focus on a binary system of two genders (male and female) is woefully out of date with 21 <sup>st</sup> century realities where gender is viewed more as a spectrum of many gender possibilities. To better understand the systems, cultures, and institutions focused on in the class, students must examine society's expectations for all genders across the spectrum. An additional reason (or bonus) is that a Gender Studies class is likely to draw more students from across the gender spectrum.
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**REQUISITES:** Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
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<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues related to women.</li> <li>2. Analyze how cultural differences define variations in gender roles and use that analysis to develop sensitivity and empathy towards different cultures.</li> <li>3. Apply service learning experience and self-reflection to enhance community and environmental responsibility.</li> <li>4. Apply written, oral and advocacy skills to analyze problems women face in different cultures and work towards their solutions.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations.</li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol>
<p>Reason for outcomes change</p>	<p>These have changed to reflect our move from a binary gender system to a system that recognizes multiple gender possibilities. In addition, it's impossible to study "women's" issues without looking at the way that gender is socially constructed within a society.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality. <ul style="list-style-type: none"> <li>• gender enculturation</li> <li>• define "socio-cultural", including sociocultural explanations for patriarchal societies</li> <li>• define gender inequality</li> <li>• gender enculturation theories and research</li> <li>• cultural relativism, ethnocentrism, acculturation</li> <li>• international feminism and human rights</li> <li>• historical feminist movements</li> <li>• roles based on gender in foraging, herding and agricultural societies</li> <li>• cross-cultural concepts of body ownership and control</li> <li>• female circumcision</li> <li>• dowry/honor deaths</li> <li>• infanticide (pre and post-natal infant selection)</li> <li>• child marriage</li> <li>• intersectionality</li> <li>• social and political institutions in societies (gender &amp; society, gender &amp; politics)</li> <li>• gender-related issues related to work</li> <li>• economic impacts of gender</li> <li>• gender-based violence</li> <li>• health outcomes related to gender</li> <li>• family and other intimate relationship dynamics, including violence and other non-dominant genders</li> <li>• workplace rights based on gender and sexual orientation</li> <li>• male preference</li> <li>• women as property</li> <li>• transnational feminist movements</li> <li>• multiculturalism</li> <li>• global feminism</li> <li>• reproductive health &amp; health care systems around the world</li> <li>• queer theory</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• micro-loans</li> <li>• trafficking and prostitution</li> </ul> <ol style="list-style-type: none"> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations. <ul style="list-style-type: none"> <li>• gender enculturation</li> <li>• gender enculturation theories and research</li> <li>• cultural relativism, ethnocentrism, acculturation</li> <li>• intersectionality</li> <li>• economic impact of gender roles and expectations as it relates to work and family</li> <li>• male preference</li> <li>• women as property</li> <li>• private vs. public sphere</li> <li>• sexual double standards</li> <li>• sexual &amp; reproductive health</li> <li>• gender binary</li> <li>• women's work (including gender perspective on unpaid work)</li> <li>• gender gap in unpaid care work</li> <li>• maternal health care</li> <li>• gender wage gap, including the human capital approach</li> <li>• gender &amp; religion</li> </ul> </li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility. <ul style="list-style-type: none"> <li>• Observe, analyze, and reflect on service learning</li> <li>• Use observations, analysis, and reflection to evaluate the community problem in light of concepts and theories presented in class</li> <li>• Demonstrate relevance of community experience to course content</li> </ul> </li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions. <ul style="list-style-type: none"> <li>• review solutions, including organizations addressing some of the issues discussed as a model of potential solutions</li> </ul> </li> </ol>
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>Suggested Text: <i>Women Across Cultures: A Global Perspective</i> , Shawn Meghan Burn</p> <p>*There have been a few suggestions around choosing a title with "Gender Studies" in the title that I want to address here. Although the textbook options are certainly expanding with the academic conversation moving towards Gender Studies, rather than specifically Women's Studies, I would argue this text -- and most of the texts generally -- covers gender enculturation, gender roles theory, cultural relativism, intersectionality etc. Basically you cannot study "women's" issues without looking at other genders in societies. The revisions for this course simply reflect a changing understanding of gender in our culture and are more inclusive, so even though the text may still say "women" the concepts of gender studies have always been included in all of these texts.</p>

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



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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department 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>		
Submitter	Email	Date
Mandy Webster	mwebster@cgcc.edu	10.16.19
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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 \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	SOCIAL SCIENCES	Submitter Name: Phone: Email:	Mandy Webster <a href="mailto:mwebster@cgcc.edu">mwebster@cgcc.edu</a> 541.490.0796
Course Prefix and Number:	WS 201	Course Title:	Intercultural Gender Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the power structures related to women, men, and across the gender spectrum in developing countries, using foundational understandings of patriarchy, oppression, gender bias, and the social construction of gender. Explores intersectionality and the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic-status, and sexual preference that contribute to power dynamics across societies. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations.</li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol>		

### 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 <a href="#">CLO rubric</a> .	
Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol> <p>Course Content:</p> <p>Both of these outcomes require that students write, listen, and speak effectively as students must participate in a professional setting in which they serve the community for a local community organization. Students are required to write articulately and effectively to articulate their learning. Communication is necessary to be an effective advocate and to effectively communicate in order to evaluate and advocate for solutions to issues discussed in the course.</p> <p>Outcome Assessment Strategies:</p> <p>Research essays, reflection essays, discussion forums, class discussion, service learning project, which requires effective communication.</p>

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>3. Apply service learning experience and self- reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol> <p><b>Course Content:</b> All three of these course outcomes meet this CLO. Course content covered include an assigned service learning project, followed by reflection on the project's connection with the course outcomes and its relevance.</p> <p>The first outcomes require critical thinking and the third outcome requires using critical thinking and evaluation of information in order to evaluate solutions for the issues addressed. Students must demonstrate that they can effectively research to solve these problems and that they can reflect on these issues using appropriate, relevant, current information from their research in order to present their findings and present innovative solutions.</p> <p><b>Assessment Strategies:</b> Research Essays. Online forums. Reflection Essays. Class Discussions.</p>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b> <b>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, "minor" or "major."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:  <input type="checkbox"/> major   <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>n/a</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:  <input checked="" type="checkbox"/> major   <input type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>We do not directly address the workplace, as this is not a CTE course...but everything we cover has direct applications to work place dynamics and realities.</p> <p><b>Course Content:</b> The service learning project is an effective example of this outcome. Students are required to participate in service learning. In this situation, they must be able to effectively address issues that arise and they need to be able to understand and articulate how the organization they are working for addresses cultural or societal issues in their communities.</p> <p><b>Outcome Assessment Strategies:</b> We assess students' ability to "Use an understanding of cultural differences to constructively address issues that arise in community" through our online discussion forums which require weekly research and analysis of a topic, and</p>

	communication in a collaborative, congenial manner; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of community service related to it, then communicate the experience through an essay.
<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: This course does not address the consequences of human activity on our natural world. But it definitely addresses the consequences of human activity, in the guise of oppression, upon our social world through the following outcomes and content.</p> <ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> </ol> <p>Course Content: Through service learning and assigned reading and discussion topics, students focus on community involvement and ways in which communities are affected by human activity, including social policies.</p> <p>Outcome Assessment Strategies: We assess students' ability to "recognize the consequences of human activity on our social world" through our online discussion forums which require weekly research and analysis of a topic related to this question; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of <i>community service</i> related to it, then communicate the experience through an essay.</p>

### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences
<p><b>Outcomes:</b></p> <p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>
<p><b>Criteria:</b></p> <p>An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:</p> <ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations.</li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol>
<p><b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Students are asked each week to analyze, research and articulate (orally and in writing) points related to the roles of diverse groups of women and non-dominant genders in America, and how various institutions affect and propagate those roles. In individual and group work, they apply these skills to better understand how social phenomena (in the guise of gender issues of oppression, discrimination, economic inequality, racial inequality, etc) ) occur globally , and to look at these phenomena through various theoretical frameworks: social constructivism, feminism, intersectionality, etc. in order to understand, evaluate, and propose innovative solutions to these issues.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	<p>A key tenet of feminism is that the "personal is political," meaning that what people of oppressed groups experience personally has its roots in political, social and institutional structures and ideology. Students are encouraged to make these connections throughout this course, applying course concepts and skills to their personal lives and experiences through discussions, essays and their final service learning project. At the same time, students are required to conduct weekly research on relevant, contemporary topics, relying on compelling, empirical evidence to ground their experiences. Throughout the course, students utilize solid information literacy skills to research, annotate, analyze and respond to weekly topics in onsite and online discussions and through weekly essays and one final summative essay project.</p> <p>Specifically, the service learning project requires that students apply their knowledge from the foundational concepts and issues studied in class and apply it in their work, while further reflecting on this experience in their final reflection.</p>

#### 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
Mandy Webster	<a href="mailto:mwebster@cgcc.edu">mwebster@cgcc.edu</a>	11/04/2019
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Sciences	Submitter Name: Phone: Email:	Mandy Webster 541- 490 - 0796 mwebster@cgcc.edu
Course Prefix and Number:	WS 201	Course Title:	Intercultural Gender Studies
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the power structures related to women, men, and across the gender spectrum in developing countries, using foundational understandings of patriarchy, oppression, gender bias, and the social construction of gender. Explores intersectionality and the reality that it is often the complex interaction of various factors including sex, gender, race, socio-economic-status, and sexual preference that contribute to power dynamics across societies. Includes the following topics: the process of gender enculturation, male preference, sexual violence, female circumcision, infanticide, child brides and honor/dowry deaths, economic empowerment, education, ethnocentrism, advocacy, literacy, trafficking and prostitution. Recommended: WS 101. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations.</li> <li>3. Apply service learning experience and self-reflection to enhance community participation and responsibility.</li> <li>4. Apply advocacy skills to analyze problems resulting from gender inequalities and work towards their solutions.</li> </ol>		

### Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.
2. Meet the state-wide AAOT Cultural Literacy Outcome: As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

### 3. Meet the state-wide AAOT Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ol style="list-style-type: none"> <li>1. Apply critical thinking skills to the investigation of international issues that focus on the historical and socio-cultural phenomenon of gender inequality.</li> <li>2. Recognize and analyze how cultural differences define and impact gender roles and expectations.</li> </ol>
<p><b>Note:</b> It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.</p>	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<p>WS 201's course outcomes require that students focus on how to "identify and analyze complex practices" -- including a range of cultural practices, traditions, and customs that demonstrate belief systems proving gender inequalities based on the concept of "difference" in society. For example, students first must identify how boys and men have held higher status historically in order to understand how these concepts of "difference" between men and women lead to a value placed on men's work, where more social status, economic power and political power is granted to males in the society. A more specific example of this is looking at societies that value this "difference" that awards power to men by using either prenatal or postnatal sex selection (gender-based sex selection) that reinforces a son preference in cultures where a son has more economic advantages and power potential for the family.</p> <p>#1: Explore how culturally-based assumptions influence perceptions, behaviors, and policies.</p> <p>The course examines culturally-based expectations and determines how these expectations reinforce inequalities within society which influence "perceptions, behaviors, and policies". Students examine how these "culturally-based assumptions" impact and affect societal institutions, and how oppression can be perpetuated by institutions in different societies. First, students have to be able to identify these culturally-based assumptions, and then they analyze the ways these assumptions impact society through social norms, perceptions, behaviors, and the social and legal policies.</p> <p>#2: Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.</p> <p>The course is based on an understanding of history as students have to first have background and context about how these began and are rooted in history. For example, the course first explains materialistic explanations for gender inequality in which the oppression of women and non-dominant genders are social and historical realities <i>before</i> students can begin analyzing how these are alterable when cultural ideas and behaviors, as well as social and legal policies shift.</p>

SECTION #3 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
Mandy Webster	<a href="mailto:mwebster@cgcc.edu">mwebster@cgcc.edu</a>	11/4/19
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Stephen Shwiff		



**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number☐ Title☒ Description☐ Requisites☒ Outcomes☐ Repeatability**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Social Sciences	Submitter name Phone Email	Mandy Webster 541-490-0796 mwebster@cgcc.edu
Current prefix and number	WS 202	Proposed prefix and number	No change
Current course title	Activism and Social Change	Proposed title (60 characters max)	no change
Current Repeatability	0	Proposed Repeatability	no change
Current transcript title (30 characters max)	Activism and Social Change	Proposed transcript title (30 characters max)	no change
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
Examines how women and men have worked to empower their communities and to improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Examines how people in society work to empower their communities and to improve the conditions of their lives. Explores ways that feminist theoretical perspectives have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective citizens, able to analyze societal issues from a variety of perspectives. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	To better understand the systems, cultures, and institutions focused on in the class, students must examine society's expectations for all genders across the spectrum, as well as how all people contribute to their communities in a society.

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

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

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

☐ Placement into:

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</li> <li>2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women.</li> <li>3. Use feminist theoretical perspectives to analyze social change efforts.</li> <li>4. Communicate effectively in writing, collaborating, and speaking.</li> <li>5. Apply service learning experience and self-reflection to enhance community and environmental responsibility and advocacy skills.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</li> <li>2. Evaluate effective strategies for empowering communities and working toward positive change to alleviate social and institutional injustices and oppression.</li> <li>3. Use feminist, gender, and queer theoretical perspectives to analyze social change efforts.</li> <li>4. Communicate effectively in writing, collaborating, and speaking.</li> <li>5. Apply service learning experience and self-reflection to enhance community and environmental responsibility and advocacy skills.</li> </ol>



Reason for outcomes change	Two of the outcomes slightly changed to reflect that the class is focused on how communities work to alleviate injustice and oppression, not just how women work to affect change.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> <li>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice. <ul style="list-style-type: none"> <li>• Dynamics of power and privilege in societies</li> <li>• Sexism, ageism, racism, heterosexism, homophobia</li> <li>• LGBTQ rights</li> <li>• patriarchy</li> <li>• first, second, and third wave feminist movements</li> <li>• global feminism</li> <li>• economics through a gendered lens</li> <li>• politics through a gendered lens</li> <li>• marginalization based on sex, gender, race, disability</li> <li>• gender enculturation</li> <li>• social roles theory</li> <li>• reproductive health care</li> <li>• court cases as a reflection of changing patterns related to class <ul style="list-style-type: none"> <li>• topics: <ul style="list-style-type: none"> <li>• religion</li> <li>• work and economics</li> <li>• interpersonal violence</li> <li>• media portrayal of gender as it relates to systemic oppression</li> <li>• politics and law</li> <li>• education, including Title IX</li> <li>• medical research</li> <li>• review health outcomes from an intersectional perspective</li> </ul> </li> </ul> </li> </ul> </li> <li>2. Evaluate effective strategies for empowering communities and working toward positive change to alleviate social and institutional injustice and oppression. <ul style="list-style-type: none"> <li>• explore dynamics of social change movements</li> <li>• case studies of organizations, initiatives, laws, etc. that affect change to alleviate oppression and injustice</li> <li>• equity programs in health care</li> <li>• social justice movements</li> </ul> </li> <li>3. Use feminist, gender, and queer theoretical perspectives to analyze social change efforts. <ul style="list-style-type: none"> <li>• overview of feminist theory</li> <li>• overview of queer theory</li> <li>• overview of gender theory</li> </ul> </li> <li>4. Communicate effectively in writing, collaborating, and speaking. <ul style="list-style-type: none"> <li>• clear expectations for writing, collaborating, speaking, and research in the gender studies discipline</li> </ul> </li> <li>5. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills. <ul style="list-style-type: none"> <li>• Observe, analyze, and reflect on service learning</li> <li>• Use observations, analysis, and reflection to evaluate the community problem in light of concepts and theories presented in class</li> <li>• Demonstrate relevance of community experience to course content</li> </ul> </li> </ol>

Suggested Texts & Materials updates (specify if any texts or materials are required):	Suggested texts: <i>Grassroots: A Field Guide to Feminist Activism</i> by Jennifer Baumgardner and Amy Richards
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department 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>		
Submitter	Email	Date
Mandy Webster	mwebster@cgcc.edu	10.16.19
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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 \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	SOCIAL SCIENCES	Submitter Name:	Mandy Webster
		Phone:	<a href="mailto:mwebster@cgcc.edu">mwebster@cgcc.edu</a>
		Email:	541.490.0796
Course Prefix and Number:	GS 202	Course Title:	Activism and Social Change
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines how people in society work to empower their communities and to improve the conditions of their lives. Explores ways that feminist theoretical perspectives have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective citizens, able to analyze societal issues from a variety of perspectives. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</li> <li>2. Evaluate effective strategies for empowering communities and working toward positive change to alleviate social and institutional injustices and oppression.</li> <li>3. Use feminist, gender, and queer theoretical perspectives to analyze social change efforts.</li> <li>4. Communicate effectively in writing, collaborating, and speaking.</li> <li>5. Apply service learning experience and self-reflection to enhance community and environmental responsibility and advocacy skills.</li> </ol>		

### 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 <a href="#">CLO rubric</a> .	
Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<b>Course Outcome:</b> 4. Communicate effectively in writing, collaborating, and speaking. <b>Course Content:</b> In this course students receive instruction and support in writing skills including summary, analysis, effective research and citation of courses, plagiarism avoidance and MLA format. We also model and promote strong, respectful communication skills and collaboration through in-class and onsite discussion forums and activities. <b>Outcome Assessment Strategies:</b> Research essays, reflection essays, discussion forums, class discussion, service learning project, which requires effective communication.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<b>Course Outcomes:</b> 1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice. <b>Course Content:</b> Students must constantly evaluate sources as they research and write in the course. Students must also personally reflect on the information they gain through research in order to evaluate the effectiveness of various solutions for the social issues covered.

	<p>Assessment Strategies:</p> <p>Research Essays. Online forums. Reflection Essays. Class Discussions.</p>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p><b>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, "minor" or "major."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>n/a</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>We do not directly address the workplace, as this is not a CTE course...but everything we cover has direct applications to work place dynamics and realities.</p> <p>5. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.</p> <p>Course Content:</p> <p>The service learning project is an effective example of this outcome. Students are required to participate in service learning. In this situation, they must be able to effectively address issues that arise and they need to be able to understand and articulate how the organization they are working for addresses cultural or societal issues in their communities.</p> <p>Outcome Assessment Strategies: We assess students' ability to "Use an understanding of cultural differences to constructively address issues that arise in community" through our online discussion forums which require weekly research and analysis of a topic, and communication in a collaborative, congenial manner; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of community service related to it, then communicate the experience through an essay.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: This course does not address the consequences of human activity on our natural world. But it definitely addresses the consequences of human activity, in the guise of oppression, upon our social world through the following outcomes and content.</p> <p>5. Apply service learning experience and self-reflection to enhance community participation and responsibility.</p> <p>Course Content: Through service learning and assigned reading and discussion topics, students focus on community involvement and ways in which communities are affected by human activity, including social policies and organizations.</p> <p>Outcome Assessment Strategies: We assess students' ability to "recognize the consequences of human activity on our social world" through our online discussion</p>

	forums which require weekly research and analysis of a topic related to this question; through our weekly essays which require students to choose quote from the readings, ask an analytic question and then offer their response; and through our final essay/service learning project, which require students to choose a topic related to our study; research it; perform 5-10 hours of <i>community service</i> related to it, then communicate the experience through an essay.
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### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences	
<b>Outcomes:</b>	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.</li> <li>2. Evaluate effective strategies for empowering communities and working toward positive change to alleviate social and institutional injustices and oppression.</li> <li>3. Use feminist, gender, and queer theoretical perspectives to analyze social change efforts.</li> <li>4. Communicate effectively in writing, collaborating, and speaking.</li> <li>5. Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.</li> </ol>
<p><b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Students must consistently demonstrate their analytical skills when they examine social issues in society in order to better understand human behavior, as well as to evaluate and suggest solutions. Students review goals of local organizations that use their understanding of the issues they focus on with their understanding of how to affect social change in order to better understand how to be successful in creating innovative solutions to everyday, community problems.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social	A key tenet of feminism is that the "personal is political," meaning that what people of oppressed groups experience personally has its roots in political, social and institutional structures and ideology. Students are encouraged to make these connections throughout this course, applying course concepts and skills to their personal lives and experiences through discussions, essays and their final service



world in which we live”?	learning project. At the same time, students are required to conduct weekly research on relevant, contemporary topics, relying on compelling, empirical evidence to ground their experiences. Students also reflect on and evaluate the purpose, mission, and effectiveness of various social change efforts that ultimately reflects their understanding of the diverse social world in which we live. Throughout the course, students utilize solid information literacy skills to research, annotate, analyze and respond to weekly topics in onsite and online discussions and through weekly essays and one final summative essay project. Specifically, the service learning project requires that students apply their knowledge from the foundational concepts and issues studied in class and apply it in their work, while further reflecting on this experience in their final reflection.
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#### 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
Mandy Webster	<a href="mailto:mwebster@cgcc.edu">mwebster@cgcc.edu</a>	11/04/2019
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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:	Science		Submitter name: phone: email:	Gretchen Gebhardt <a href="mailto:ggebhardt@cgcc.edu">ggebhardt@cgcc.edu</a> cell: 315-857-4001
Prefix and Course Number:	G 184	Credits:	4	
Course Title: (60 characters max, including spaces)	Global Climate Change		Transcript Title: (30 characters max, including spaces)	Global Climate Change
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 33
Reason for the new course	This course will directly address the College's 5 <sup>th</sup> CLO – Community and Environmental Responsibility. Similar courses are also offered at other 2 and 4 year colleges and would make for a great addition to our offerings. It will also help us address current science related topics that impact humans as well as our community in The Gorge. Based of my experience at PCC, this course fills every term – it was slow to start, but has a wait list each term now!			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> 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 checked="" 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 checked="" 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co



SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Explores the various aspects of the Earth's climate system. Includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere as well as how the climate system has varied over time (past present and future) and efforts to mitigate and adapt to these changes. Includes weekly lab. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent WR 121. Audit available.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain past, present and future climate patterns using an Earth systems approach (Earth Systems include the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere).
	2. Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.
	3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.
	4. Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.
	5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.
	6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.
Outcomes assessment strategies:	At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Methods may include: exams, quizzes, homework assignments, research papers, oral presentations, small group work, required weekly lab assignments, field trips, etc.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<b>Activity &amp; Design:</b> 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):	<p>The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Some commonly used methods include: lectures, in class and/or online discussions, required weekly lab activities, videos, podcasts, guest lectures, field trips, service learning projects, cooperative learning, computer aided instruction, etc. It is necessary to successfully complete the lab portion of the course in order to pass the course. Missing or not completing too many labs will make it impossible to pass the course.</p>
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> <li>1. Explain past, present and future climate patterns using an Earth systems approach (Earth Systems include the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere).             <ol style="list-style-type: none"> <li>a. Discuss the nature and history of climate science</li> <li>b. Basic overview of the atmosphere, lithosphere, Carbon Cycle, oceans, energy and the Earth System, nutrient cycles, etc.</li> </ol> </li> <li>2. Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.             <ol style="list-style-type: none"> <li>a. Discuss Feedback loops, the carbon cycle, albedo and ice coverage, permafrost, human influence, etc.                 <ol style="list-style-type: none"> <li>i. Human influence: CO<sub>2</sub> emissions through fossil fuel combustion for power and transportation, food production, land use changes (deforestation/farming/urban use), etc. This leads to ocean acidity, rising temps, glacial melt, sea level rise, permafrost melting, etc.</li> <li>ii. Non-human Influence: The carbon cycle - Seasonal CO<sub>2</sub> flux due to forests and decomposition, volcanoes, rock formation, marine systems, erosion, etc.</li> <li>iii. Feedback loops – negative and positive (positive example: increased Green House Gas levels cause increased temperatures which cause permafrost to melt which releases more Green House Gasses which causes temperatures to rise, etc.)</li> </ol> </li> </ol> </li> <li>3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system             <ol style="list-style-type: none"> <li>a. Introduce and explain how climate models work, where and how data is collected, where to get data, etc.</li> <li>b. Discuss and practice scientific reasoning through interpreting data together as a class and discussing the interpretation of the data as well as what the overall implications of results are– could be practiced in small group discussions and labs.</li> <li>c. Practice collecting, graphing and interpreting data in labs, projects, in-class activities, etc.</li> <li>d. Discuss past climate patterns, scales as well as current patterns and future possibilities.</li> </ol> </li> <li>4. Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.             <ol style="list-style-type: none"> <li>a. Students will have gained the understanding of climate science through outcomes 1, 2, and 3 and related content.</li> <li>b. Examples of effective communication given in lecture, videos, guest lectures. Student practice in labs, discussions, presentations, etc.</li> <li>c. Discuss the role of 'climate denial' in our response to climate change including how data is manipulated and cherry picked to suit opinions.</li> </ol> </li> <li>5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</li> </ol>

	<ol style="list-style-type: none"> <li>a. Discuss global climate zones and characteristics and controls of these zones.</li> <li>b. Discuss global impacts of climate change: sea level rise, changing and extreme weather patterns, ocean acidity, sea ice and glacier coverage, droughts, wildfires, heat waves, flooding, etc.</li> <li>c. Discuss specific impacts to the PNW of climate change</li> <li>d. Discuss mitigation techniques, geoengineering, adaptation, etc.</li> </ol> <ol style="list-style-type: none"> <li>6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.             <ol style="list-style-type: none"> <li>a. Discuss mitigation vs. adaptation, local and global policies, what the UNFCCC is and its history, carbon footprints, geoengineering and energy basics (oil, gas, renewables, etc.), personal actions that can be taken to make change, etc.</li> </ol> </li> </ol> <p>Other related topics as desired by the instructor.</p>
Suggested Texts & Materials (specify if any texts or materials are required):	<p>Suggested materials:</p> <ul style="list-style-type: none"> <li>• Yearly IPCC report (Intergovernmental Panel on Climate Change: <a href="https://www.ipcc.ch">https://www.ipcc.ch</a>)</li> <li>• Most recent Oregon Climate Assessment Report (<a href="http://www.occri.net/publications-and-reports/fourth-oregon-climate-assessment-report-2019/">http://www.occri.net/publications-and-reports/fourth-oregon-climate-assessment-report-2019/</a>)</li> </ul> <p>Textbook suggestions:</p> <ul style="list-style-type: none"> <li>• Mathez, Edmond A. (2018). <i>Climate Change: The Science of Global Warming and our Energy Future</i>. 2nd Edition. New York, NY: Columbia University Press. ISBN: 9780231172837</li> <li>• Kolbert, Elizabeth, (2014). <i>The Sixth Extinction: An Unnatural History</i>. New York, NY: Henry Holt and Company. ISBN: 9780805092998</li> </ul>
Department Notes: (optional)	<p>Columbia Gorge Community College Science Department stands by the following statement about regarding science instruction:</p> <p>Science is a fundamentally nondogmatic and self-correcting investigatory process. Theories (such as biological evolution and geologic time scale) are developed through scientific investigation are not decided in advance. As such, scientific theories can be and often are modified and revised through observation and experimentation. "Creation science", "Intelligent design" or similar beliefs are not considered legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004).</p> <p>The Science Department at Columbia Gorge Community College therefore stands with organizations such as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula except to reference and/or clarify its invalidity.</p>

#### 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 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.	
Which Oregon universities will the course transfer to? List all	<b>PSU:</b> Geology Lower Division( G LD) with lab science credit. It will count towards GEN for lab science <b>OSU:</b> ATS 210 Climate Science <b>UO:</b> GEOL 120T Science <b>EOU:</b> 180, Gen Ed & Science Requirements
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input checked="" type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" 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.	<ul style="list-style-type: none"> <li>• PCC G184 Global Climate Change</li> <li>• OCCC (Oregon Coast CC) G184 Global Climate Change</li> <li>• Clark College is currently developing a G184 course similar to PCC's</li> <li>• WWCC (Wala Wala CC) GEOG 211 Intro to Climate and Climate Change &amp; GEOG 212, Intro to Climate w/Lab,</li> <li>• SOCC (Southern OregonCC) GEOG209: Physical Geography Weather/Climate</li> <li>• CCC (Clackamas CC) GS141: General Science: Earth Systems Science</li> </ul>
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> 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:	GS 108 Form: AAOT, AS, AGS, ASOT-BUS, AAS: General education lab science elective RET: 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	No	

reached.	
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?	<input checked="" type="checkbox"/> Yes – date: Mentioned desired E-Book via email 9/20/2019, plans to discuss other potential resources winter term. <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
Gretchen Gebhardt	ggebhardt@cgcc.edu	10/20/2019
Department Chair (enter name of department chair): Rob Kovacich		
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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 \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Science	Submitter Name: Phone: Email:	Gretchen Gebhardt 315-857-4001 ggebhardt@cgcc.edu
Course Prefix and Number:	G 184	Course Title:	Global Climate Change
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores the various aspects of the Earth's climate system. Includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere as well as how the climate system has varied over time (past present and future) and efforts to mitigate and adapt to these changes. Includes weekly lab. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent WR 121. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Explain past, present and future climate patterns using an Earth systems approach (Earth Systems include the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere).</li> <li>2. Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.</li> <li>3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.</li> <li>4. Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.</li> <li>5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</li> <li>6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.</li> </ol>		

### 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 <a href="#">CLO rubric</a> .	
Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain past, present and future climate patterns using an Earth systems approach (Earth Systems include the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere).</li> <li>4. Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.</li> </ol> <p><b>Course Content:</b>            Discuss the nature and history of climate science            Basic overview of the atmosphere, lithosphere, Carbon Cycle, oceans, energy and the Earth System, nutrient cycles, etc.             Students will have gained the understanding of climate science through outcomes 1, 2, and 3 and related content.            Examples of effective communication given in lecture, videos, guest lectures. Student practice in labs, discussions, presentations, etc.</p> <p><b>Outcome Assessment Strategies:</b>            Examples: Presentations, group projects, Lab reports, papers, role-play, etc.</p> <p>Role-play: UN Climate Negotiation Project:            In this activity, each student chooses a different country or region as is asked to</p>

	<p>research the area, priorities, finances, climate and emission action, etc. (using the <a href="#">climate action tracker website</a> among others) and then come up with emission goals (growth stop, decline and rate of declines, deforestation, etc.) that best suit their country/region and presents the information to the class. The instructor then runs the numbers through an <a href="#">online climate interactive simulation C-Roads</a>, to see what the outcomes are (the goal being certain carbon missions that would lead to 1.2-2 degree Celsius temperature rise). The students then 'negotiate' with one another while staying in country character to attempt to bargain lower emissions overall to reach the emissions and temperature goals set. The students then re-evaluate and present new numbers as well as why numbers have or haven't changed and the process repeats. Upon conclusion of the activity students are asked to evaluate the process, strengths, weaknesses, achievability, etc.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.</li> <li>5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</li> <li>6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.</li> </ol> <p><b>Course Content:</b></p> <p>Introduce and explain how climate models work, where and how data is collected, where to get data, etc.</p> <p>Practice collecting, graphing and interpreting data in labs, projects, in-class activities, etc.</p> <p>Discuss past climate patterns, scales as well as current patterns and future possibilities.</p> <p>Discuss global climate zones and characteristics and controls of these zones.</p> <p>Discuss global impacts of climate change: sea level rise, changing and extreme weather patterns, ocean acidity, sea ice and glacier coverage, droughts, wildfires, heat waves, flooding, etc.</p> <p>Discuss specific impacts to the PNW of climate change</p> <p>Discuss mitigation techniques, geoengineering, adaptation, etc.</p> <p>Discuss mitigation vs. adaptation, local and global policies, what the UNFCCC is and its history, carbon footprints, geoengineering and energy basics (oil, gas, renewables, etc.), personal actions that can be taken to make change, etc.</p> <p><b>Outcome Assessment Strategies:</b></p> <p>Examples: In class discussions, labs, research and reflection paper, oral presentations, etc.</p> <p>Lab: Climate impacts, hazards and responses. (may take place over two class periods or could be done as a project).</p> <p>Students are asked to choose a hazard of climate change, research that hazard, explain the impacts to the environment and humans, then discuss any actions that have taken place, how effective those actions have been, etc. Students are also asked include what other actions could be made besides what was done or is</p>

	<p>planned, and what the success or struggles they foresee in implementation. Students are then asked to share a brief summary of their findings and suggestions with the class and then compare and contrast their own findings with their classmates in a reflection.</p>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>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, “minor” or “major.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:  <input checked="" type="checkbox"/> major   <input type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><b>Course Outcomes:</b>  3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.</p> <p><b>Course Content:</b>  Introduce and explain how climate models work, where and how data is collected, where to get data, etc.  Practice collecting, graphing and interpreting data in labs, projects, in-class activities, etc.  Discuss past climate patterns, scales as well as current patterns and future possibilities.</p> <p><b>Outcome Assessment Strategies:</b>  Examples: Labs, field work, exams, etc.  Lab - The Carbon Cycle:  Students are asked to gather atmospheric CO<sub>2</sub> data from various NOAA collection sites around the US (ex: Mauna Loa) and compare the graphs found at each. What is the overall net change in CO<sub>2</sub>? What is the change per year? Do they see a difference? Why or why not? (They should see a difference in the yearly change due to location – ice cover, vegetation cover, type of vegetation cover, etc. but should see the same overall net change over the entire sampling period). Students are then asked to compare the rate of change seen today to what can be found in paleoclimate studies (ice cores, ocean sediment cores, tree rings, etc.) to look for similarities and differences. Students are then asked to explain what they think will happen to CO<sub>2</sub> levels in the future and explain why they think those changes or lack of changes will occur using data as well as content learned in the course.</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:  <input type="checkbox"/> major   <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><b>Course Outcomes:</b>  5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</p> <p><b>Course Content:</b>  Discuss global climate zones and characteristics and controls of these zones.  Discuss global impacts of climate change: sea level rise, changing and extreme weather patterns, ocean acidity, sea ice and glacier coverage, droughts, wildfires, heat waves, flooding, etc.  Discuss specific impacts to the PNW of climate change  Discuss mitigation techniques, geoengineering, adaptation, etc.</p> <p><b>Outcome Assessment Strategies:</b>  Examples: Discussions, in class activities, projects  Discussion – Climate Equity:  Students are provided with various examples of populations impacted by climate change (Tuvalu, Miami, New York, Indonesia, etc.) and are asked to compare the</p>

	impacts seen in each area as well as responses that local governments have taken to mitigate and/or adapt. They are also asked if these areas experience the same impacts and the same intensity or severity of the impacts? Why or why not? And then they are asked to compare the level of response and their own general knowledge – was this a surprise? Why or why not?
<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><b>Course Outcomes:</b></p> <p>5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</p> <p>6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.</p> <p><b>Course Content:</b></p> <p>Discuss global climate zones and characteristics and controls of these zones. Discuss global impacts of climate change: sea level rise, changing and extreme weather patterns, ocean acidity, sea ice and glacier coverage, droughts, wildfires, heat waves, flooding, etc. Discuss specific impacts to the PNW of climate change Discuss mitigation techniques, geoengineering, adaptation, etc.</p> <p>Discuss mitigation vs. adaptation, local and global policies, what the UNFCCC is and its history, carbon footprints, geoengineering and energy basics (oil, gas, renewables, etc.), personal actions that can be taken to make change, etc.</p> <p><b>Outcome Assessment Strategies:</b></p> <p>Examples: Labs, discussions, project, paper, service learning project, etc. Lab – PNW Climate Change: Students are asked to choose a chapter of the Most recent Oregon Climate Assessment Report (<a href="http://www.occri.net/publications-and-reports/fourth-oregon-climate-assessment-report-2019/">http://www.occri.net/publications-and-reports/fourth-oregon-climate-assessment-report-2019/</a>) and then choose 3 key points that stuck out to them, explain those key points and discuss the implications and impacts related to those points (ex: a chapter discusses water – as temperature warms, we get less snow, more rain in the mountains, this means smaller snow pack and lower discharge in rivers in the spring/summer causing droughts and issues with irrigation rights). Some chapters discuss action that has taken place or is planned in the future, students are asked to include this or if no action is discussed in the chapter, they are asked to provide ideas themselves. Students are then asked to discuss their findings with one another and find areas where their chapters overlap.</p>

### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Science or Computer Science
<p><b>Outcomes:</b></p> <p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;</li> <li>• Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and</li> </ul>

- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

#### Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

- 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.
- 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.\*

#### Course outcomes that reflect above outcomes:

- #3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.
- #5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.
- #6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.

#### Course outcomes that reflect above criteria:

Criteria #1:

- #2. Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.
- #3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.

Criteria #2:

- #3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.
- #5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.
- #6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.

Criteria #3:

- #5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.
- #6. Evaluate the human and individual role in the climate system, identifying areas

	<p>of personal responsibility as well as ways to mitigate and adapt to future climate patterns.</p> <p>Criteria #4:</p> <p>#3. Collect and interpret real climate data and information using field, lab and web based observations. Use scientific reasoning to compare and contrast these observations with current models of the climate system.</p> <p>#5. Identify and analyze the local and global impacts and associated hazards of climate change as they relate to the environment and society: evaluate societal response to these impacts and hazards.</p> <p>#6. Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.</p>
<p><b>*Note:</b> It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you also need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?	<p>Students are introduced to climate data, models and data collection and through the required lab sections of this course, students are required to gather data, perform tests and/or experiments and make observations. They may also practice collecting and graphing data as well as comparing their own results climate models. They will also be presented with and asked to explain the multiple aspects of the climate system as well as how they interact with one another as well as how each area changes as the climate system changes (typically through data such as sea level, ice cover, ocean acidity, global ocean temperature and global air temperature). They will also interpret paleoclimate data, and compare to the current climate and future climate predictions.</p>
How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?	<p>As a lab science course, during weekly lab meetings, students practice proper lab techniques, collect data, discuss problems in lab groups and research questions posed in the lab materials.</p> <p>Students are also expected to understand the hazards and impacts to the earth and climate system associated with climate change (mentioned in previous section) and through discussion in class (lecture, video, discussions) students learn about mitigation techniques, geoengineering, and adaptation that could be applied to various scenarios. Ex: As CO<sub>2</sub> levels rise in the atmosphere more infrared radiation is trapped, causing global temperatures to rise both in the atmosphere and the oceans, this causes glaciers to melt, which adds water to the oceans and warmer water expands leading to sea level rise. This sea level rise then has many implications to coastal regions that students can examine and evaluate the response that is taking place or should take place (new flood maps, sea walls, vegetation, changing building codes, etc.) The response may vary depending on the area – population density, geology, available funds, etc.</p>



How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?	<p>Students are expected to understand the hazards and impacts associated with climate change as stated previously. As well as the response to these hazards. Part of the course involves addressing how various populations are impacted by the changes currently taking place and what areas will be impacted in the future. By viewing case studies such as Tuvalu, hurricanes and flooding in the Gulf, droughts and heat waves, etc. students can see the variety of impacts and responses that have already taken place.</p> <p>Students are also taught about the PNW specifically, what we can expect and what we have seen already by viewing and discussing the Oregon Climate Assessment Reports.</p> <p>Students are also asked to evaluate the human and individual role in the climate system and discuss how they can impact or change the system as well as various policy and international efforts that have taken place (ex: UNFCCC)</p>
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#### 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
Gretchen Gebhardt	<a href="mailto:ggebhardt@cgcc.edu">ggebhardt@cgcc.edu</a>	10/20/2019
Department Chair (enter name of department chair): Rob Kovacich		
Department Dean (enter name of department dean): Mary Kramer		

#### 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

## Transfer/Articulation of Individual CGCC Courses

### Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: [curriculum@cqcc.edu](mailto:curriculum@cqcc.edu) or [slewis@cqcc.edu](mailto:slewis@cqcc.edu).

**In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education.** While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: G184\_\_\_\_\_ Title: Global Climate Change\_\_\_\_\_

Credits: 4.0\_\_\_\_\_ Total Contact Hours: Lec: 33\_\_\_\_\_ Lab: 33\_\_\_\_\_ Lec-Lab: \_\_\_\_\_

**Course Description:** Explores the various aspects of the Earth's climate system. Includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere as well as how the climate system has varied over time (past present and future) and efforts to mitigate and adapt to these changes. Includes weekly lab. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent WR 121. Audit available.

**Course Prerequisites:** Prerequisite: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121.

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☒ Gen Ed/Distribution req. in: (Science/Computer Science, Math) EOU (180, Gen Ed & Science Requirements)
- ☐ Requirement in major: (list major) \_\_\_\_\_
- ☐ Elective for major: (list major) \_\_\_\_\_
- ☒ Course Equivalency: UO: GEOL 120T Science, OSU: ATS 201 Climate Science
- ☒ Other: PSU: Geology Lower Division( G LD) w/lab sci. credit & GEN for lab science
- ☐ Elective only

**Rationale, college/university departments contacted, etc., in support of requested transfer status (include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed):**

EOU: Brooke Hewitt, [bhewitt@eou.edu](mailto:bhewitt@eou.edu), Transfer Articulation Specialist

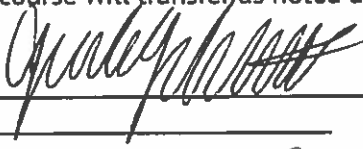
UO: Shelly Ehlers, [sehlers@uoregon.edu](mailto:sehlers@uoregon.edu), Transfer Articulation Specialist

OSU: Erin Lieuallen, [erin.lieuallen@oregonstate.edu](mailto:erin.lieuallen@oregonstate.edu), Academic Advisor

PSU: Suzanne Koedoot, [skoedoot@pdx.edu](mailto:skoedoot@pdx.edu) Transfer Articulation & Degree Maps Coordinator  
Degree Progress Technology Team (also Aaron Carper listed in emails from Suzanne)

## Transfer/Articulation of Individual CGCC Courses

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature:  Date: 11/15/2019

Printed Name: GRETCHEN GEBHARDT Title: PART-TIME INSTRUCTOR

Department: SCIENCE E-mail: ggebhardt@cgcc.edu

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## G 184 Global Climate Change

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Lieuallen, Athena Erin <Erin.Lieuallen@oregonstate.edu>

Thu, Oct 24, 2019 at 4:33 PM

To: "ggebhardt@cgcc.edu" <ggebhardt@cgcc.edu>

Cc: "Chuinard, Mary A" <Mary.Chuinard@oregonstate.edu>, "Gaid, Dawn Marie" <Dawn.Gaid@oregonstate.edu>, "Nelson, Andrea" <Andrea.Nelson@oregonstate.edu>, "Menn, Casey" <casey.menn@oregonstate.edu>, "Lee, Melissa" <melissa.lee@oregonstate.edu>, "DeBellis, Ricardo F" <rick.debellis@oregonstate.edu>, "Mc Lachlain, Terina" <Terina.McLachlain@oregonstate.edu>, "Ceja Garibay, Jose" <jose.cejagaribay@oregonstate.edu>

Hello, Gretchen!

Thank you for reaching out. I am glad to see the climate change course being offered at Columbia Gorge Community College. I sent the syllabus through the ranks, and G 184 Global Climate Change has been approved by [Dr. Karen Shell](#), our head of the undergraduate [Climate Science Program](#), to articulate as ATS 201 Climate Science.

ATS 201 is currently used in various degree programs at OSU, including [Climate Science](#), [Ocean Science](#), [Environmental Sciences](#), and [Geology](#) (although maybe not indefinitely for Geology). Degrees in other colleges use it as well ([Natural Resources](#), etc.).

I need to get verification from Admissions about it being having a Physical Science Baccalaureate Core attribute, but our ATS 201 does so this one likely will as well.

As an aside, we are currently working on the Columbia Gorge CC [transfer guides](#) for the College of Earth, Ocean, and Atmospheric Sciences (CEOAS or "see-ohhhs"). They should be done within a month or 2.

Thanks again for bringing the course to our attention. Please reach out with any questions.



Erin Lieuallen, M.S.

Academic Advisor

College of Earth, Ocean, and Atmospheric Sciences (CEOAS)

102 Wilkinson Hall

Oregon State University

Corvallis, OR 97331

541-737-1201 (main)

541-737-1267 (direct)

541-737-1200 (fax)

[erin.lieuallen@oregonstate.edu](mailto:erin.lieuallen@oregonstate.edu)

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## Transferability of a new course

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Brooke Hewitt <bhewitt@eou.edu>

Tue, Oct 22, 2019 at 10:49 AM

To: Gretchen Gebhardt <ggebhardt@cgcc.edu>

Hello!

I have built the course in our system for future acitualations. This course will count towards the 180, Gen Ed & Sci requirements.

Global Climate Change GEOL 184 LDT Lower Division Transfer Gen Ed-Nat/Math/Info Sciences

Please let me know if you need any other information!

Thanks!

Brooke Hewitt, MBA

(PRONOUNS: She/Her/Hers)

Transfer Articulation Specialist

Registrar's Office - 541.962.3936

[bhewitt@eou.edu](mailto:bhewitt@eou.edu)

Check out how your classes will transfer over [HERE!](#)

[Quoted text hidden]

[Quoted text hidden]

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## Transferability for a new course

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Shelly Ehlers <sehlers@uoregon.edu>  
To: "ggebhardt@cgcc.edu" <ggebhardt@cgcc.edu>

Wed, Oct 23, 2019 at 5:39 PM

Good afternoon Gretchen,

Thank you for your email. Here is how this course would transfer to the University of Oregon:

***Columbia Gorge Community College 041519***

G 184 = GEOL 120T Science

Quick question: when do you think CGCC will begin offering this course? Please let me know if there is anything further I can assist with.

Sincerely,

Shelly Ehlers

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Shelly Ehlers

Transfer Articulation Specialist

Office of the Registrar

University of Oregon

(541) 346-2935

<http://registrar.uoregon.edu/>

[Quoted text hidden]

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## Fwd: <.FW.>Transferability of a new course

RO Articulation <articulation@pdx.edu>  
To: ggebhardt@cgcc.edu

Tue, Nov 5, 2019 at 1:32 PM

Hi Gretchen,

This course will transfer to PSU as Geology Lower Division( G LD) with lab science credit. It will count towards GEN for lab science.

Thanks,  
Suzanne

----- Forwarded message -----

From: **Office of Degree Requirements** <degrees@pdx.edu>  
Date: Mon, Oct 28, 2019 at 2:56 PM  
Subject: <.FW.>Transferability of a new course  
To: [articulation@pdx.edu](mailto:articulation@pdx.edu) <[articulation@pdx.edu](mailto:articulation@pdx.edu)>

## How are we doing? Please take 30 seconds to tell us!

The Office of the Registrar has relocated to the Student Services Lounge on the ground floor of [FMH - 724 Harrison](#)

Degree Requirements  
Office of the Registrar  
Portland State University  
(503)725-8340  
[askdars@pdx.edu](mailto:askdars@pdx.edu)

## Interaction - {001-437-188}

### Interaction History

E-mail received from Contact Gretchen Gebhardt on October 26 2019, 06:46 PM

**From:** Gretchen Gebhardt ([ggebhardt@cgcc.edu](mailto:ggebhardt@cgcc.edu))  
**To:** [careers@pdx.edu](mailto:careers@pdx.edu) ([careers@pdx.edu](mailto:careers@pdx.edu)); [askadm@pdx.edu](mailto:askadm@pdx.edu) ([askadm@pdx.edu](mailto:askadm@pdx.edu)); [registrar@pdx.edu](mailto:registrar@pdx.edu) ([registrar@pdx.edu](mailto:registrar@pdx.edu)); [askdars@pdx.edu](mailto:askdars@pdx.edu) ([askdars@pdx.edu](mailto:askdars@pdx.edu))  
**Date:** Saturday, October 26, 2019 06:41 PM  
**Subject:** Transferability of a new course

Hello!

My name is Gretchen Gebhardt, I am a part-time geology/general science instructor at Columbia Gorge Community College. I hope I am contacting the correct people/person - if not, could you point me in the right direction? It was difficult for me to locate on your website exactly who to contact.

I am in the process of developing a new course for our college, G184 Global Climate Change (course description listed below). This course will be similar to those G184 courses taught at Portland Community College and Oregon Coast Community

College.

I am wondering how this course would transfer to your college (Gen Ed, elective for specific major, course equivalency, elective only, etc.)

I have also attached some development paperwork containing further course information. Please let me know if you need anything else from me!

Course Description: Explores the various aspects of the Earth's climate system. Includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere and lithosphere as well as how the climate system has varied over time (past present and future) and efforts to mitigate and adapt to these changes. Includes weekly lab. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent WR 121. Audit available.

Thanks!

—

Gretchen Gebhardt  
She/Her/Hers  
Part Time Geology/General Science Instructor

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<<CCOG DEVELOPMENT G184 Global Climate Change 2019.doc>>

Assigned to Aaron Carper by Aaron Carper on October 28 2019, 09:34 AM

Transferred from REG: Registration & Records to REG: Degree Requirements by Aaron Carper on October 28 2019, 01:36 PM

Assigned to (None) by Aaron Carper on October 28 2019, 01:36 PM



CCOG DEVELOPMENT G184 Global Climate Change 2019.doc  
47K

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Gretchen Gebhardt <ggehardt@cgcc.edu>  
To: RO Articulation <articulation@pdx.edu>

Tue, Nov 5, 2019 at 4:24 PM

Thank you!

[Quoted text hidden]

# 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<br><input type="checkbox"/> Title<br><input type="checkbox"/> Description | <input type="checkbox"/> Requisites<br><input checked="" type="checkbox"/> Outcomes<br><input type="checkbox"/> 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
Surveys 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)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	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
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</li> <li>Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.</li> <li>Utilize knowledge of prenatal and child</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.</li> <li>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.</li> <li>Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.</li> <li>Contrast and explain the key points of typical and atypical development across stages of the lifespan.</li> <li>Demonstrate knowledge of the research and</li> </ol>

development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.	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):	<p>(required if revising outcomes)</p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Grand or Major Theories including psychodynamic theories, learning theories, and cognitive developmental theory.</li> <li>• Emergent Theories including ecological, socio-cultural, and epigenetic theories.</li> </ul> </li> <li>3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change. CC: Issues in human development: <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Prenatal development and infancy</li> <li>• Early childhood</li> <li>• Middle childhood</li> <li>• Adolescence</li> <li>• Young adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> <li>• Death</li> </ul> </li> <li>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:</li> </ol>



	<ul style="list-style-type: none"> <li>• Experimental</li> <li>• Correlational</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) <ul style="list-style-type: none"> <li>• Recommended: Lifespan Development, Lumen Learning (OER Text)</li> <li>• Second Option: Rathus, S. A. (2013). HDEV 3. Belmont, CA.: Cengage Learning.</li> </ul>

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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>"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>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	8.23.19
Department Chair (enter name of department chair): Dr. 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 215	Course Title:	Human Development
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys 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.		
Course Outcomes:	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.</li> <li>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.</li> <li>3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.</li> <li>4. Contrast and explain the key points of typical and atypical development across stages of the lifespan.</li> <li>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.</li> </ol>		

### 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](#).

**Gen Ed designated courses are required to address CLOs 1 and 2 as having a "major designation."**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills.  
(*Communication*)

☒ major designation  
\*\*REQUIRED\*\*

Course 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.
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.

Course Content:

CC: Issues in human development:

- Nature versus Nurture issue in human development.
- Continuity versus Discontinuity in human development.
- Universal versus Context-specific development issue.

CC: Developmental Theories:

- Grand or Major Theories including psychodynamic theories, learning theories, and cognitive developmental theory.
- Emergent Theories including ecological, socio-cultural, and epigenetic

	<p>theories.</p> <p>Outcome Assessment Strategies:</p>
<p>3. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.</p> <p>4. Demonstrate knowledge of the research and literature on central questions in the developmental process, including continuity, sources of development, and individual differences.</p> <p>Course Content:</p> <p>CC: Issues in human development:</p> <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> <p>CC: Research Methods in Human Development:</p> <ul style="list-style-type: none"> <li>• Experimental</li> <li>• Correlational</li> </ul> <p>Outcome Assessment Strategies:</p>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p><b>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, “minor” or “major.”</b></p>	
<p>5. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>6. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.</li> <li>3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.</li> </ol> <p>Course Content:</p> <p>CC: Issues in human development:</p> <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> <p>CC: Issues in human development:</p> <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> <p>Outcome Assessment Strategies:</p>
<p>7. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.</li> <li>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</li> <li>4. Contrast and explain the key points of typical and atypical development across stages of the lifespan.</li> </ol> <p>Course Content:</p> <p>CC: Issues in human development:</p> <ul style="list-style-type: none"> <li>• Nature versus Nurture issue in human development.</li> <li>• Continuity versus Discontinuity in human development.</li> <li>• Universal versus Context-specific development issue.</li> </ul> <p>CC: Developmental Theories:</p> <ul style="list-style-type: none"> <li>• Grand or Major Theories including psychodynamic theories, learning theories, and cognitive developmental theory.</li> <li>• Emergent Theories including ecological, socio-cultural, and epigenetic theories.</li> </ul> <p>CC: Development covered from a chronological, a topical or mixed approach to development including:</p> <ul style="list-style-type: none"> <li>• Prenatal development and infancy</li> <li>• Early childhood</li> <li>• Middle childhood</li> </ul>

	<ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Young adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> <li>• Death</li> </ul> <p>Outcome Assessment Strategies:</p>
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### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences	
<b>Outcomes:</b>	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.</li> <li>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.</li> <li>3. Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive &amp; psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.</li> <li>4. Contrast and explain the key points of typical and atypical development across stages of the lifespan.</li> </ol>
<p><b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?	PSY 215 presents Human Development through the entire lifespan from multiple perspectives – historical, current, and different cultural practices. This is one class where each participant has already experienced parts of what is being taught and is invited to share, discuss, and critique their developmental experiences as compared to the social and historical norms of others as well as presented by the course materials..

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	PSY 215 is all about growth – personal, family, and cultural. Every student is an example of diversity and this course both encourages and requires the sharing of personal developmental stories with the proof of a diverse social world sitting in the same classroom sharing, discussing and critiquing stages of their own development.

#### 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
Dr. Zip Krummel	zkrummel@cgcc.edu	11/04/2019
Department Chair (enter name of department chair): Dr. 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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 \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Sciences	Submitter Name: Phone: Email:	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	HEC 202	Course Title:	Contemporary Families in the US
Course Credits:	3	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Introduces the meaning and role of "family" in the United States through the study of historic, contemporary and personal applications. Explores how diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) is relevant in family structure and processes.		
Course Outcomes:	1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family. 2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment. 3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes. 4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.		

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 OGOC 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 <a href="#">CLO rubric</a> .	
Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.</li> <li>3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.</li> </ol> <p>Course Content:</p> <p>Theories of social classes, gender socialization, causes of poverty, marriage, cohabitation, divorce, violence and exploring the history and current state of families are all explored and discussed in this class. Students will reach the above outcomes by analyzing these topics and how they apply to themselves, the family group, marriage, and traditional and no- traditional families. Students will do a number of skills to reach the course learning outcomes. They will read the course material. Second they must listen to and participate in discussion. In addition to submitting work for the class. Students will also learn about</p>

	<p>communication skills, when discussing and exploring with issues or situations that are unfamiliar. By participating in all of these skills, the student will learn how to communicate effectively through reading, writing, listening and speaking skills.</p> <p>Outcome Assessment Strategies: Journals and essays will both be good assessment strategies to evaluate the students' understanding of the topics discussed. On-line forums or classroom discussions would also be a strong way to evaluate the students' ability to comprehend their understanding of concepts and demonstrate their communication skills.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes: 1. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.</p> <p>Course Content: Topics in this class dive deep into traditional and non traditional families. Students will discuss, identify, and evaluate current and evolving terms and theories, as they apply to individuals, families and our society. Through these topics, students will learn how to solve problems (that stem from individuals, families, and society) using current research, relevant methods of research and personal reflection. By learning about family dynamics and the evolution of families and society, students will learn knowledge to help them be more creative when solving problems.</p> <p>Outcome Assessment Strategies: An essay that identifies one or two issues (individual, family, or society) and evaluates current solutions or discovers new solutions. A group presentation, with the same concept as above, would also be a solid assessment.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>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, "minor" or "major."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:  <input type="checkbox"/> major   <input type="checkbox"/> minor</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>X not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.</p> <p>Course Content:</p> <p>Marriage, divorce, parenting styles, immigration, and economic issues all affect individuals and the family unit. The theory of Social Diversity is also taught. By exploring these issues and learning about them, students will gain an understanding of how these differences change society and our communities. Thus, it will increase the students' knowledge and understanding of cultural diversity.</p> <p>Outcome Assessment Strategies:</p> <p>A quiz with short essay answers or journals would be a good assessment strategy.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</p> <p>Course Content:</p> <p>Sociological Theory, and its relation to the family, and other contemporary theories are explored and analyzed through readings, lectures, videos, and classroom discussions. Contemporary theories include, but are not limited to, Feminist Theory, Socialization, Exchange Theory, Symbolic Interactionism, Modernity Theory, Demographic Perspective and Life Course Perspective. These theories will help students to better understand the social world that we live in. Students also need to analyze the structures of government (laws, policies, media) and how they relate to families.</p> <p>Outcome Assessment Strategies:</p>

	These theories and their understanding could be assessed in presentations (group or individual) or in an essay. A compare and contrast of two theories would demonstrate knowledge.
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### SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Social Sciences	
<b>Outcomes:</b>	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:	
<ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.</li> <li>2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.</li> <li>3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.</li> <li>4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.</li> </ol>
<p><b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.</p>	
How does the course enable a student to "apply analytical skills to social phenomena in	HEC 202 enables students to analyze the family, its individuals, and our society. Students explore how individual's differences have forced the family and society to evolve; in addition, they will study how individuals helped in the

order to understand human behavior”?	development of our society’s concept of what family is. Issues such as gender, marriage, divorce, violence, immigration, parenting and poverty have all contributed to contemporary theories and evolving norms within our society. By understanding the diversity in families, our students will understand how different issues and time periods have helped to change society and human behavior.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	This course enables a student to experience personal growth, in that it teaches students to look at individuals (and an individual's diversity) and their impact on the family unit and society; in addition, the student will explore their own person and family. When learning about our society, students will analyze past and present theories. By studying and evaluating the individuals and families in our society, our students will be able to appreciate the diversity of our communities and the world we live.

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	10/24/19
Department Chair (enter name of department chair): Zip Krummel		
Department Director (enter name of department director): 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.



# Transfer/Articulation of Individual CGCC Courses

## Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

In order to obtain a **General Education** designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as **General Education**. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: HEC 202\_\_\_\_\_ Title: Contemporary Families in the US \_\_\_\_\_

Credits: 3\_\_\_\_\_ Total Contact Hours: Lec: 33\_\_\_\_\_ Lab: \_\_\_\_\_ Lec-Lab: \_\_\_\_\_

Course Description: Introduces the meaning and role of "family" in the United States through the study of historic, contemporary and personal applications. Explores how diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) is relevant in family structure and processes.

Course Prerequisites: Prerequisite/concurrent: WR 121.

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

☒ Gen Ed/Distribution req. in:

Portland State University, OSU Bacc Core Req for DPD and Bacc Core Req for SPI

☐ Requirement in major:

(list major) \_\_\_\_\_

☐ Elective for major:

OSU - Education \_\_\_\_\_

☒ Course Equivalency:

Oregon State University – HDFS 201

☐ Other:

☒ Elective only

Eastern Oregon University

Rationale, college/university departments contacted, etc., in support of requested transfer status (include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed):

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_11/17/19\_\_\_\_\_



# Transfer/Articulation of Individual CGCC Courses

Printed Name: Kristen Booth\_\_\_\_\_ Title: Instructor\_\_\_\_\_

Department: Pre College & Writing\_\_\_\_\_ E-mail: kbooth@cgcc.edu\_\_\_\_\_

**Portland State University**

Mon, Sep 23,  
12:50 PM (22  
hours ago)

**RO Articulation (sent by  
skoedoot@pdx.edu)**

to me

Hi Kristen,

The department was able to get back to me quickly. HEC 202 will transfer as CFS LD meeting Gen Ed/Distribution required in Social Science for all students. For Child, Youth and Family Studies majors, the course will also satisfy a Requirement in Major -HST 343. Note that the course **does not** directly transfer as HST 343, thereby giving upper division credit. It just satisfies the requirement in the major for that course.

Thanks,

Suzanne

**Eastern Oregon University**

**Rae Ette  
Newman**

Fri, Nov 15, 2:42 PM (2 days ago)

Hi Kristen! I just spoke with someone in the registrar's office.

I'm sorry this has taken so long, there has just been a ton of stuff going on, and I've been out traveling (it seems like all the time).

- ED 216 would be equivalent to EOU ED 130. (ED 130 is not a gen ed)
- Ed 293 would be equivalent to EOU ED 209 (ED 209 is not a gen ed)
- Ed 294 would be equivalent to EOU ED 209 (ED 209 is not a gen ed)
- **HEC 202 EOU would not have an equivalent**

I tried calling you and left a message. Please let me know if you need anything else!

**Oregon State University**



Wed, Oct 16, 2:33 PM (12 days ago)

**McGraw, Lori  
Anne**

to Richard,  
me

To the best of my knowledge, I agree. It would transfer as a replacement for HDFS 201. This course is an elective in our major, but most students take it. It also serves as a BACC CORE Difference Power & Discrimination course and a BACC CORE Social Processes and Institutions course.

Is there some process in which we can solidify this agreement?

Lori

Lori A. McGraw, PhD, MS

Senior Instructor II

Undergraduate Program Director

Program of Human Development and Family Sciences

School of Social & Behavioral Health Sciences

Oregon State University

414 Waldo Hall

Corvallis, OR 97330-5102

# 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 541.993.6858 kbooth@cgcc.edu	
Prefix and Course Number:	HEC 202	Credits:	3	
Course Title: (60 characters max, including spaces)	Contemporary Families in the US	Transcript Title: (30 characters max, including spaces)	Contemporary Families in US	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Introductory course in new ED pathway within the AAOT. Articulated with OSU.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> 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 checked="" 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:	WR 121	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/co
course prefix & number:	<del>Recommended: ED 101</del>	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Introduces the meaning and role of "family" in the United States through the study of historic, contemporary and personal applications. Explores how diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) is relevant in family structure and processes. <del>Recommended: ED 101.</del> Prerequisite/concurrent: WR 121. Audit available.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.
	2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.
	3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.
	4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Journals</li> <li>• Presentations</li> <li>• Essay</li> <li>• Portfolio</li> <li>• Final exam</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; 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):

**Outcome #1:** Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.

- Familiarize students with current and evolving terms and theories:
  - Social Construction
  - Convention of the Rights of the Child (1989)
  - Bronfenbrenner's Ecological Systems Theory
- Describe families and children as they apply to traditional families vs. non-traditional families.
- Develop students' awareness of race and ethnicity.
  - Race Science: "*Race: The Power of an Illusion*" video: <https://www.youtube.com/watch?v=V9YMCKp5myI>
- Explore and understand gender identity, gender socialization, and how social institutions influence our sexual norms and values.  
Video: <https://www.youtube.com/watch?v=FEeTLopLkEo>
- Explore and describe the causes of poverty in the US and some of the policies in place to help families
- Explore through readings, videos and class discussions the Theories of Social Class:
  - Generations of wealth and privilege vs. generations of working poverty
  - Low income families and resilience
  - Urban poverty
  - division of labor
  - social capital
  - exploitation
  - Division of power
  - social mobility
 Video: "*Understanding Social Mobility*": [https://www.youtube.com/watch?v=t2XFh\\_tD2](https://www.youtube.com/watch?v=t2XFh_tD2)
- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.
- Immigration (and the formation and structure of the family)
- Marriage, cohabitation, single parents
- Divorce and poverty, single-parent homes, blended families
- Family violence-risk factors (poverty, cultural, religious)
- Transnational & Immigration
- Analyze how "family" has varying contemporary and historical conceptualizations.
- Explore traditional and current ideals with gender at work & gender and pay



**Outcome #2:** Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.

- Develop an understanding for the family in Sociological Theory:
  - consensus perspective & conflict perspective
- Explore and describe contemporary theories:
  - Feminist theory
  - Socialization
  - Exchange Theory
  - Symbolic Interactionism
  - Modernity Theory
  - Demographic Perspective
  - Life Course Perspective
- Discuss and analyze intersectionality:
  - Ted Talk by Kimberlee Crenshaw on Intersectionality
- Explore the Connected systems and structures of power (i.e. laws, policies, media)
- Analyze families and their well being, as these relate to:
  - Causes of Poverty
  - Economic Well Being, Policies: SNAP, TANF, EITC, Medicaid & Medicare
  - Temporary Assistance: TANF
- Explore the development of gender socialization over time in society & Interactive Circles of Socialization  
Video: <https://www.youtube.com/watch?v=M0NoOtaFrEs&feature=youtu.be>
- Evaluate the history and application of Miscegenation laws in the US and the tradition and current practice of endogamy (religious and ethnic).
- Develop an understanding of the development of families:
  - Colonial America (before 1820)
  - The Emerging Modern Family (1820-1900)
  - The Modern Family (1900-1960)
  - New Family Diversity (1960-Present)
- Discuss the difference and similarities between marriage today and the early 1900s, the decline of marriage, and the age of marriage  
Video: [https://www.youtube.com/watch?time\\_continue=2&v=ZZZ6OB5TSfk](https://www.youtube.com/watch?time_continue=2&v=ZZZ6OB5TSfk)  
Laws against Interracial marriages: [https://www.youtube.com/watch?v=q-qIS\\_J4Mho](https://www.youtube.com/watch?v=q-qIS_J4Mho)
- Explore new family configurations: grandparents raising grandchildren  
Video: <https://www.youtube.com/watch?v=4j2jx-gwGyc>
- Discuss and identify the changes in divorce:

- Church and State: marital dissolution, separation, divorce, annulment of marriage
  - attitudes of divorce
  - Discuss and identify the different types of violence within the family &/or relationships and methods of intervention:
    - Family violence: physical & emotional
    - Sexual violence: rape, sexual assault, incest
    - Civil protection orders
    - Court-ordered treatment
    - Domestic violence courts
    - Services for domestic violence victims
  - Familiarize students with the different kinds of abuse, neglect & risk factors:
    - child abuse and neglect
    - elder abuse & risk factors
    - Intimate Partner Violence (IPV)
    - LGBTQ family and intimate partner
- Video: <https://www.youtube.com/watch?v=bF3j5UVCSCA&feature=youtu.be>
- Explore the concepts of work and how they apply to the family:
    - Carework
    - Housework
    - market work
    - system of care
    - paid work
    - occupational gender segregation
    - gender division of labor
    - work-family conflict.
  - Analyze Explicit and Implicit Family Policy
  - Describe how the role of government in family policy has changed over time.

**Outcome #3:** Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) relates to family structure and processes.

- Explore the theory of Social Diversity and how it can contribute to a society.
- Marriage: Marriage market, education, religion; cohabitation; Same-sex marriage
- Divorce: remarriage & blended families, step siblings and step parents
- Analyze diverse parenting styles within our society:
  - Helicopter parenting, outsourcing, attachment
  - Different approaches by gender and social class
  - LGBTQ parenting
  - grandparents raising grandchildren.

	<ul style="list-style-type: none"> <li>○ Video: The Mother 'Hood (commercial) <a href="https://www.youtube.com/watch?v=JUbGHeZCxe4">https://www.youtube.com/watch?v=JUbGHeZCxe4</a></li> <li>• Explore the history and current impacts of immigration and transnational families in the US, mothering from afar, effects on spousal relationships, economic results</li> </ul> <p><b>Outcome #4:</b> Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in order to propose applicable solutions.</p> <ul style="list-style-type: none"> <li>• Discuss consensus perspective and its application to families and society</li> <li>• Familiarize students with current and evolving terms and theories: <ul style="list-style-type: none"> <li>○ Social Construction</li> <li>○ Convention of the Rights of the Child (1989)</li> <li>○ Bronfenbrenner's Ecological Systems Theory</li> </ul> </li> <li>• Describe families and children as they apply to traditional families vs. non-traditional families.</li> <li>• Analyze families and their wellbeing, as these relate to: <ul style="list-style-type: none"> <li>○ Causes of Poverty</li> <li>○ Economic Well Being, Policies: SNAP, TANF, EITC, Medicaid &amp; Medicare</li> <li>○ Temporary Assistance: TANF</li> </ul> </li> <li>• Develop an understanding of the development of families: <ul style="list-style-type: none"> <li>○ Colonial America (before 1820)</li> <li>○ The Emerging Modern Family (1820-1900)</li> <li>○ The Modern Family (1900-1960)</li> <li>○ New Family Diversity (1960-Present)</li> </ul> </li> <li>• Explore new family configurations: grandparents raising grandchildren Video: <a href="https://www.youtube.com/watch?v=4j2jx-gwGyc">https://www.youtube.com/watch?v=4j2jx-gwGyc</a></li> <li>• Explore the history and current impacts of immigration and transnational families in the US, mothering from afar, effects on spousal relationships, economic results</li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	<p>Suggested texts:</p> <ul style="list-style-type: none"> <li>• Ferguson, S. J. (2019). Shifting the center: understanding contemporary families (Fifth edition.). Thousand Oaks, California: Sage.</li> <li>• Cohen, Philip N. (2018). The Family: Diversity, Inequality, and Social Change (Second edition.). W. W. Norton &amp; Company, New York &amp; London</li> </ul> <p>Relevant websites:</p> <ul style="list-style-type: none"> <li>• Washington Center for Equitable Growth: <a href="https://equitablegrowth.org/demographic-group-wages-interactive/">https://equitablegrowth.org/demographic-group-wages-interactive/</a></li> </ul>

Department Notes: (optional)	<p>The portfolio should be supported throughout all ED and HEC courses as a required assessment strategy for the ED Pathway and ECEFS. Since we are requiring a portfolio for all students in these programs, all ED and ECEFS faculty should be aware of the potential for students to incorporate materials from the course.</p> <p>As per Oregon State University's Bacc Core Requirements, the following material needs to be covered in the teaching of this course. While content related to these outcomes has been integrated within the content of the course, you should be aware that these outcomes need to be addressed (for transferability, CGCC needs to fulfill these outcomes for our articulation agreement with OSU).</p> <p><b>Student Learning Outcomes (SPI)</b></p> <p>Upon completion of HEC 202, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critique the nature, value, and limitations of the basic methods of the social sciences. <ul style="list-style-type: none"> <li>o Describe how the nature, value and limitations of the basic methods of the social sciences have contributed to scholarship and research on families</li> </ul> </li> <li>2. Use theoretical frameworks to interpret the role of the individual within social process and institutions.</li> <li>3. Analyze current social issues and place them in historical context(s).</li> </ol> <p><b>Student Learning Outcomes (DPD)</b></p> <p>Upon completion of HEC 202, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how difference is socially constructed.</li> <li>2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.</li> <li>3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.</li> </ol>
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<b>SECTION #4 TRANSFERABILITY</b>	
<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"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <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

How does it transfer? Check all that apply	<input checked="" type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
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.	OSU HDMS 202 Contemporary Families in the US
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> 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 – ED pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course for ED pathway to OSU	
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.	OSU was unwilling to articulate our HEC 201 Family Partnerships in Education to fulfil their Contemporary Families in the US requirement. Spoke with the CTE department chair and ECEFS lead faculty regarding potential similarities with HEC 201 and potential for replacing ECEFS requirement for HEC 201 with HEC 202. There is some concern regarding loss of some family partnership content with adopting HEC 202. Therefore, for the time being, both courses will be retained. We expect to continue this conversation this year as ECEFS conducts its program review and prepares for a new cohort beginning in fall 2020.	
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: 9.18.19 <input type="checkbox"/> No	

Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input checked="" type="checkbox"/> 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>"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>		
Submitter	Email	Date
Kristen Booth	<a href="mailto:kbooth@cgcc.edu">kbooth@cgcc.edu</a>	9.18.19
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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

## Related Instruction – Standalone Options

### Communication

- BA 205 Business Communication (4 cr)
- CAS 105 Writing for the Web (3 cr)
- CHN 101 First Year Chinese (5 cr)
- CHN 102 First Year Chinese (5 cr)
- CHN 103 First Year Chinese (5 cr)
- COMM 111 Public Speaking (4 cr)
- COMM 130 Business and Professional Speech Communication (4 cr)
- COMM 140 Introduction to Intercultural Communication (4 cr)
- COMM 214 Interpersonal Communication: Process and Theory (4 cr)
- COMM 215 Small Group Communication: Process and Theory (4 cr)
- COMM 228 Mass Communication and Society (4 cr)
- COMM 237 Gender and Communication (4 cr)
- OS 220 Business Editing (4 cr)
- SPA 101 First Year Spanish – First Term (4 cr)
- SPA 102 First Year Spanish – Second Term (4 cr)
- SPA 103 First Year Spanish – Third Term (4 cr)
- SPA 201 Second Year Spanish – First Term (4 cr)
- SPA 202 Second Year Spanish – Second Term (4 cr)
- SPA 203 Second Year Spanish – Third Term (4 cr)
- WR 115 Introduction to Expository Writing (4 cr)
- WR 121 English Composition (4 cr)
- WR 122 English Composition (4 cr)
- WR 227 Technical and Professional Writing (4 cr)
- WR 241 Creative Writing – Fiction (4 cr)
- WR 242 Creative Writing – Poetry (4 cr)
- WR 243 Creative Writing – Script Writing (4 cr)
- WR 244 Advanced Creative Writing – Fiction (4 cr)
- WR 245 Advanced Creative Writing – Poetry (4 cr)
- WR 246 Advanced Creative Writing – Editing and Publishing (4 cr)
- WR 247 Advanced Creative Writing – Scriptwriting (4 cr)

### Math

- BA 104 Applied Business Math (4 cr)
- BA 111 Introduction to Accounting (3 cr)
- BA 177 Payroll Accounting (3 cr)
- BA 211 Principles of Accounting I (3 cr)
- BA 212 Principles of Accounting II (3 cr)
- BA 213 Managerial Accounting III (4 cr)
- BA 222 Financial Management (3 cr)



- MTH 105 Math in Society (4 cr)
- MTH 111 College Algebra (5 cr)
- MTH 112 Elementary Functions (5 cr)
- MTH 243 Statistics I (5 cr)
- MTH 244 Statistics II (5 cr)
- MTH 251 Calculus I (5 cr)
- MTH 252 Calculus II (5 cr)
- MTH 253 Calculus III (5 cr)
- Science courses???

## Human Relations

- ATH 103 Introduction to Cultural Anthropology (4 cr)
- BA 208 Business Ethics (4 cr)
- BA 285 Human Relations in Organizations (3 cr)
- ED 219 Civil Rights & Multicultural Issues in Educational Settings (3 cr)
- HEC 201 Family Partnerships in Education (3 cr)
- PS 211 Peace and Conflict (4 cr)
- PSY 101 Psychology and Human Relations (4 cr)
- PSY216 Social Psychology (4 cr)
- SOC 204 Sociology in Everyday Life (4 cr)
- SOC 206 Social Problems (4 cr)
- Philosophy courses???
- Women's Studies courses???

Highlighted courses are currently used for RI.



## OPERATING PROCEDURE

Approval Date: MM/DD/YY  
Effective Date: MM/DD/YY  
Last Revised: MM/DD/YY

<b>Procedure Number/Name:</b>	040.??? ??? – Related Instruction
<b>Associated Rule Number/Name:</b>	040.??? ??? – Related Instruction
<b>Responsible Department:</b>	Instructional Services

### Overview

The required inclusion of Related Instruction (RI) in Associate of Applied Science (AAS) degrees and certificates of 45 credits or more is verified and approved in accordance with established procedures set forth by the Curriculum Committee and the vice president of Instructional Services. The process is facilitated by the Curriculum Office.

### Areas of Responsibility

Faculty, Instructional Deans, Department Chairs, Curriculum Committee, Vice President of Instructional Services, Curriculum Office

### Operating Procedure Details

#### *Inclusion of Related Instruction in degrees and certificates*

AAS degrees will include a minimum of 16 credits of General Education including courses that address the RI areas of communication, computation, and human relations. Approval process for new or revised AAS degrees will follow the procedures laid out in **OP 040.009.000** Curriculum Development and Approval.

Certificates of 45 credits or more will include in their new or revised certificate requests documentation on how the required hours of RI are addressed. Certificate submissions will be accompanied by a Related Instruction Template (see [Curriculum Office Forms](#) webpage for blank template) that includes the number of hours of student learning for each area of RI and a confirmation that instructor qualifications have been developed and approved for the teaching of any embedded RI. Certificate submissions without the required accompanying RI documentation will not be placed on the Curriculum Committee agenda nor proceed in the certificate approval process.

For certificates of 45 to 60 credits: 240 hours (the equivalent of 8 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 48 hours (20% of the minimum total) of student learning is required in each area; 96 hours are at the department's discretion.



## OPERATING PROCEDURE

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For certificates of 61 to 108 credits: 480 hours (the equivalent of 16 credits) of related instruction with representation in three program-related instructional areas, 1) communication, 2) computation, and 3) human relations. A minimum of 96 hours (20% of the minimum total) of student learning are required in each area; 192 hours are at the department's discretion.

### ***Identifying Related Instruction in courses***

The RI requirement in certificates may be fulfilled using stand-alone courses, courses in the program containing embedded instruction (both described below), or a combination of the two. However, departments are strongly encouraged to use stand-alone courses whenever possible.

**Stand-alone course(s) option:** Uses existing credit courses (must be 100 level or above) that address 1) communication, 2) computation, or 3) human relations. Sources for this option are a college-level course (CTE or LDC) in any discipline that provides instruction that would be relevant to the discipline in question and clearly addresses one (and only one) of the three RI areas. (Courses that address more than one area are considered to have embedded RI, as described below). Stand-alone courses used for RI must be identified and the hours included on the Related Instruction Template (see [Curriculum Office Forms](#) page for blank template).

The Curriculum Committee identifies courses that fulfill stand-alone requirements for each of the three areas of Related Instruction. The list of courses can be found on the Curriculum Office website.

**Embedded instruction option:** Embedded instruction occurs simultaneously with program content instruction. Embedded instruction content and hours must be reflected in each course's Course Content and Outcome Guide. More than one of the three areas can be embedded in a single course.

Departments may identify embedded instruction hours that apply to their CTE courses only. An Embedded Related Instruction form must be completed for each course being proposed for embedded RI and submitted to the Curriculum Office for review and approval by the Curriculum Committee and the vice president of Instructional Services. Documentation of the following is required:

- A course outcome that is associated with the RI area
- Course content (activities, skills, concepts, etc.) showing how the RI area is addressed in the course: providing details and including specific number RI hours for each activity (See Credit and Contact Hour Requirements below\*)



## OPERATING PROCEDURE

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- Qualifications instructors must have to teach each RI area identified for the course. (Departments develop the specific requirements that pertain to teaching embedded RI in their courses and recommend these for administrative approval by the department dean and vice president of Instructional Services.)

### \* Credit and Contact Hour Requirements for Related Instruction:

In order to facilitate identification and recording, related instruction is counted in hours of student learning rather than credits. A credit is considered to represent 30 hours of student learning (instruction supported by study and practice). Student learning includes both direct instruction and class work such as study or practice. For every hour of lecture, it is expected that students will spend 2 hours in study outside of class time; so a 1-credit lecture class meets for 10 hours (minimum) and includes 20 hours additional learning time outside of class. Over the course of a 10-week term that would be equivalent to 30 hours. The distribution of class vs. out-of-class time is different for the lab and lecture-lab configurations. The conventions used at CGCC are as follows:

- 1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for at least 10 weeks = 30 hours
- 1 cr lec-lab meets 2 hrs/wk, plus 1 hr/wk of study, for at least 10 weeks = 30 hours
- 1 cr lab meets 3 hrs/wk, with minimal outside study, for at least 10 weeks = 30 hours

Once Related Instruction is approved by the Curriculum Committee and the vice president of instruction, degrees and certificates will proceed according to internal and external curriculum development and approval procedures.

### Definitions

1. Curriculum: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.

### Further Information

Director of Curriculum, Assessment, Strategic Planning & Accreditation  
[slewis@cgcc.edu](mailto:slewis@cgcc.edu)  
541-506-6047



## OPERATING PROCEDURE

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### References

1. CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval
2. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)
3. Community College and Workforce Development Community College Handbook – [Related Instruction definition](#)

### Forms

1. Curriculum submission forms – [CGCC Curriculum Office Forms website](#)