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   Guests
Gail Gilliland (Curriculum)   Mike Davis, Mary Kramer, Tina Ontiveros, Elizabeth Anderson

March 5, 2020 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/675171096
phone in: 1-669-900-6833   Meeting ID: 675 171 096

Business:

1. Approval of February 13, 2020 minutes [1]

2. Course Inactivations (information item only): ART 255, ART 258 [2]

Submissions [3]

1. Mike Davis, Mary Kramer (3:35 – 3:45 pm)
   - UAS 100 UAS Flight Training (New CTE Course)
   - UAS 210 UAS Management (New CTE Course)

2. Elizabeth Anderson (3:45 – 4:00 pm)
   - ART 254 Ceramics I – Studio (Course Revision: title, trans title, cont, text/mat)

3. Tina Ontiveros (4:00 – 4:20 pm)
   - WR 240 Creative Writing-Nonfiction (Gen Ed Request)
   - WR 248 Advanced Creative Writing – Nonfiction (New LDC Course)
     i. WR 248 Gen Ed Request

4. Instructional Council – Susan Lewis representing (4:20 – 4:30 pm)
   - Revised Degree Outcome for the ASOT-BUS, AS and AGS

Discussion Item:

1. Related Instruction: Standalone courses approved for Communication, Computation, & Human Relations [4 & 5]

Next Meeting: March 19, 2020

Attachments: [1] February 13, 2020 minutes; [2] Course Inactivations; [3] Submissions: 3 New Courses, 1 Course Revision, 2 Gen Ed Requests; 1 Degree Revision; [4] Standalone Options for Related Instruction; [5] Related Instruction Message from Kristen

Curriculum Committee Minutes
February 13, 2020 3:30 pm – 5:00 pm
Location: TDC Room 2.106 (Instructional Services conference room) and Hood River Room 1.209 (conference room), Zoom

PRESENT
Voting Committee Members

Kristen Booth (Chair) (Pre-College)
Katy Jablonski (WR/FL/Eng) (phone)
Linnea Jaeger (ESOL)
Zip Krummel (Social Science)

Ashley Mickels (CTE)
Emilie Miller (Science)
Pam Morse (Math)
Stephen Shwiff (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum) (phone)

Non-Voting Committee Members

Support Staff

Gail Gilliland (Curriculum)

Guests

Mary Kramer
Courtney Cunningham

Absent
Voting Committee Members

Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ)
P.K. Hoffman (Arts and Hum)

Non-Voting Committee Members

Monica Pope (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order at 3:30 pm by chair Kristen Booth.	
Business: None		
Submissions:		
MTH 211 Foundations of Elementary Mathematics I (New Course)	Pam Morse presents Math submissions. Outcome #1 measurability of "Improve and deepen" is questioned.	Motion: Linnea 2nd: Stephen Action: 7 in favor – 0 opposed – 0 abstention

Extensive discussion ensues. Blooms Taxonomy is used in the discussion as a resource to find an appropriate action verb to substitute for "Improve and deepen..."

- Possibly, it would be advantageous to include Blooms Taxonomy as a resource on submission forms in the "Learning Outcomes" directions (sentence 4) "…Start each outcome with an active verb using Blooms Taxonomy…"

This math series is focused on teaching the math required by an instructor of elementary level math. Provides a greater variety of problem solving tools than found in the regular math course.

The three courses are basically the same except focus on different math concepts.

Mathematical content knowledge is already there.

- Suggestions:
  - "Demonstrate knowledge of understanding, increase…"
  - "Extend previous knowledge of"
    - Challenge with extend: We do not know what the "previous knowledge" is.
    - Extend is no different than improve or deepen.
  - At the end of outcome #1 add "…in order to apply in a teaching situation."
  - "Extend mathematical content knowledge…in order to apply in a classroom."
  - …beyond the course prerequisite.
    - Is this class beyond MTH95 and MTH98?
    - Showing a competency of level. Math competency is implied in the prerequisite.

	The Curriculum Committee chooses "extend" to replace "Improve and deepen" Katy arrives 4:00pm **Motion: Approve as amended Amendment: Outcome #1, replace "Improve and deepen" with "Extend".**	
MTH 211 Gen Ed Request	Outcome # 1 needs to be updated to match course submission. **Motion: Approve as Amended Amendment: Outcome #1, replace "Improve and deepen" with "Extend".**	Motion: Stephen 2nd: Linnea Action: 7 in favor – 0 opposed – 0 abstention
MTH 212 Foundations of Elementary Mathematics II (New Course)	Outcome # 1, replace "Improve and deepen" with "Extend" **Motion: Approve as Amended Amendment: Replace "Improve and deepen" with "Extend" in Outcome #1**	Motion: Ashley 2nd: Emilie Action: 7 in favor – 0 opposed – 0 abstention
MTH 212 Gen Ed Request	Outcome # 1 needs to be updated to match course submission. It is noted that MTH 212 does not meet OSU back core requirements. However, MTH 212 does transfer to Eastern as Gen Ed. **Motion: Approve as amended Amendment: Outcome #1, replace "Improve and deepen" with "Extend".**	Motion: Stephen 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention
MTH 213 Foundations of Elementary Mathematics III (New Course)	Outcome # 1, replace "Improve and deepen" with "Extend" No pre/co **Motion: Approve as amended Amendment: Outcome #1, replace "Improve and deepen" with "Extend".**	Motion: Emilie 2nd: Katy Action: 7 in favor – 0 opposed – 0 abstention

MTH 213 Gen Ed Request	Outcome # 1 needs to be updated to match course submission. **Motion: Approve as Amended** **Amendment: Outcome #1, replace "Improve and deepen" with "Extend".**	Motion: Stephen 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention
CS 161 Programming & Problem Solving (Contact Hour Change)	**Motion: Approve as written**	Motion: Ashley 2nd: Emilie Action: 7 in favor – 0 opposed – 0 abstention
UAS 102 sUAS Aerial Photogrammetry (Course Revision: req, des)	Mary Kramer presents CTE submissions. UAS 102 has minor description and prerequisite changes. MTH 95 is not required. **Motion: Approve as written**	Motion: Katy 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention
UAS 103 sUAS for Public Safety (Course Revision: req, des)	Minor description and prerequisite changes. Mary explained top level 2 certification is a business and industry certification. **Motion: Approve as written**	Motion: Ashley 2nd: Stephen Action: 7 in favor – 0 opposed – 0 abstention
Administrative Assistant (Certificate Revision: out)	**Motion: Approve as written**	Motion: Ashley 2nd: Linnea Action: 7 in favor – 0 opposed – 0 abstention
Manufacturing (Certificate Revision: course)	"Or higher" is added to MTH 98 **Motion: Approve as written**	Motion: Emilie 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention

HEC 226 Child Development (CLO Update)	Courtney Cunningham presents HEC 226 CLO update. **Motion: Approve as written**	Motion: Stephen 2nd: Ashley Action: 7 in favor – 0 opposed – 0 abstention
	Instructional Council – Gen Ed Dept Chairs and Deans (4:40 – 4:50 pm)	
Revised Communication Requirement for AAOT, ASOT-BUS, ASOT-CS, AS	Lori presents this revision and notes that it was reviewed and agreed upon at Instructional Council (IC) in January. IC is proposing that CGCC expand the list of eligible COMM classes that will meet the COMM requirement for the AAOT, ASOT-BUS, ASOT-CS, and the AS. COMM courses were reviewed with Diane Uto and one was inactivated. The four listed COMM courses will be offered more frequently now that they are part of the degrees. **Motion: Approve as written**	Motion: Ashley 2nd: Katy Action: 7 in favor – 0 opposed – 0 abstention
Discussion Item:		
Related Instruction: Standalone courses approved for Communication, Computation, & Human Relations	Kristen asks for committee report out. Definitions were reviewed and condensed. Susan reminded the CC that this document is for Related Instruction, it is not for Gen Ed. Be careful about focusing too much on Gen Ed. The purpose is to say what stand-alone classes will be approved for Related Instruction in Communication, Computation, and Human Relations. Related instruction is to be college level. College level being 100 and above. Add to the criteria. COCC has a model and they had a definition and criteria. To be a standalone course, the content should be primarily about the related instruction area (computation, communication, or human relations). The criteria for	

	inclusion is much about the volume of related instruction content in class. Subject should be addressed daily. Definitions, outcomes and criteria were edited. <mark>Action Item: Kristen will update document to include changes.</mark> Future agenda item: Continue this conversation next Curriculum Committee meeting.	
Adjourn: 5:00 pm	**Motion to adjourn**	Motion: Linnea 2nd: Emilie Action: 7 in favor – 0 opposed – 0 abstention
Next Meeting: March 05, 2019		

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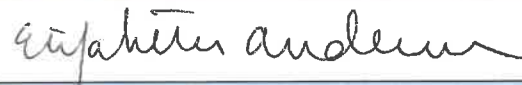
(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	ART 255	Course title	Ceramics II
Department	Arts & Humanities	Submitter name: phone: email:	Elizabeth Anderson 541-490-8625 eanderson@cgcc.edu
Reason for Inactivation	This change will keep ceramics classes in line with all other art department classes. No other art department classes offer a 2nd 3 credit general education class.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	
Implementation term	☐ Next available term after approval ☒ Specific term – summer, 2020 (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Elizabeth Anderson *Elizabeth Anderson*	☒ Yes ☐ No	2/5/20
Department Dean	Approved	Date
Stephen Shwiff *signature*	☒ Yes ☐ No	2/5/20

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

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(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	ART 258	Course title	Ceramics II – Studio
Department	Arts & Humanities	Submitter name: phone: email:	Elizabeth Anderson 541-490-8625 eanderson@cgcc.edu
Reason for Inactivation	This change will keep ceramics classes in line with all other art department classes. No other art department classes offer a 2nd year of classes.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	
Implementation term	☐ Next available term after approval ☒ Specific term – summer, 2020 (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair		Approved	Date
Elizabeth Anderson	*Elizabeth Anderson*	☒ Yes ☐ No	2/5/20
Department Dean		Approved	Date
Stephen Shwiff	*signature*	☒ Yes ☐ No	2/5/20

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

Columbia Gorge Community College

New Course	
Career Technical Education (CTE)	

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	CTE	Submitter name phone and email	Mike Davis mdavis@cgcc.edu
Prefix and Course Number:	UAS 100	Credits:	4
Course Title: (60 characters max, including spaces)	UAS Flight Training	Transcript Title: (30 characters max, including spaces)	UAS Flight Training

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 20 Lab:

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Build on the existing UAS career pathway certificate

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

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

☐ placement into:	☐ placement into:		
course prefix & number: MTH 20 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: RD 90 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: WR 90 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co

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

	Introduces beginning and intermediate flight training for Unmanned Aircraft Systems (UAS). Provides FAR 107 training, preparing the student to take the FAA Remote Pilot License Exam. Covers beginning and intermediate flight training to site for the AUVSI TOP Level 1 and TOP Level 2 certifications exams. Prerequisites: MTH 20, RD 90, WR 90 or equivalent placement test scores. Audit available.

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

	Upon successful completion of this course, students will be able to:
Outcomes: (Use observable and measurable verbs)	1. Sit for the FAA Remote Pilot exam (FAR 107 certification exam).
	2. Sit for AUVSI TOP Level 1 and Level 2 certification exam.
	3. Demonstrate safe flight and proficiency.
	4. Apply FAA regulations for the operation of UAS.
	5. Perform and operate autonomous flight of unmanned aircraft.
	6. Demonstrate sUAS automated flight, emergency procedures, and commercial flight maneuvers utilizing a sUAS commercial checklist.
Outcomes assessment strategies:	The student will demonstrate competencies related to UAS operation via written test, quizzes, assignments, verbal demonstrations and flight evaluations.

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Sit for the FAA Remote Pilot exam (FAR 107 certification exam).** *FAA Test Prep for Remote Pilot License* • Regulations • National Airspace System • Weather • Loading and Performance • Operations **Outcome #2: Sit for AUVSI TOP Level 1 and Level 2 certification exam.** *Intermediate Flight* • Systems, Controls & Software • Crew Resource • Checklist and Skill Building

	• TOP Level 1 Test
	Pilot Proficiency
	    • Introduction to NIST Testing Apparatus
	    • Flight Practice
	    • Precision Flight
	    • Basic Maneuvering Sequences
	    • *TOP Level 2 Sequence and Testing*
	
	Outcome #3: Demonstrate safe flight and proficiency.
	Basic Flight (small drone)
	    • Checklist
	    • Safety
	    • Mission Plan
	    • Controls
	    • Skill building
	
	Outcome #4: Apply FAA regulations for the operation of UAS.
	FAA Test Prep for Remote Pilot License
	    • Regulations
	    • National Airspace System
	    • Weather
	    • Loading and Performance
	    • Operations
	
	Outcome #5: Perform and operate autonomous flight of unmanned aircraft.
	Basic Flight (small drone)
	    • Checklist
	    • Safety
	    • Mission Plan
	    • Controls
	    • Skill building
	
	Outcome #6: Demonstrate sUAS automated flight, emergency procedures, and commercial flight maneuvers utilizing a sUAS commercial checklist.
	Operational Sequences
	    • Autonomous Flight
	    • Introduction to Camera Settings
	    • Maneuvers
	    • Pre-Mission Planning & In Flight Considerations
	    • Post Flight Checklist

Suggested Texts & Materials (specify if any texts or materials are required):	Aero Drone Academy Workbook, Davis, first edition, 2017
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):	Professional Small Unmanned Aircraft Systems	# credit: 12
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):		
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Possibly as a CTE elective	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 2/21/2020 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Mike Davis	mdavis@cgcc.edu	02-21-2020

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

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

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

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION			
Department:	CTE	Submitter name phone and email	Mike Davis mdavis@cgcc.edu
Prefix and Course Number:	UAS 210	Credits:	4
Course Title: (60 characters max, including spaces)	UAS Management	Transcript Title: (30 characters max, including spaces)	UAS Management

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 20 Lab:

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Build on the existing UAS career pathway certificate

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

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

☐ placement into:	☐ placement into:		
course prefix & number: MTH 20 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: RD 90 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: WR 90 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co

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

Provides an introduction to managing an enterprise (an organization with an aviation department) sUAS Operation from the Business perspective. Explores operational requirements of the sUAS, concepts of operation, data processing software, current rules and regulations, governing owning and operating a sUAS program in the United States, and concerns surrounding sUAS safety, security and privacy issues. Provides skills specifically designed for the adult professional. MTH 20, RD & WR 90 or equivalent placement test scores. Audit available.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply fundamental concepts of sUAS program specifications, including data planning, software selection and data processing.
	2. Develop an sUAS enterprise data workflow.
	3. Design and demonstrate a sUAS flight mission plan which includes data acquisition.
	4. Follow the rules and regulations that apply to an enterprise sUAS operation.
	5. Design a sUAS based business operation and business strategy.
	6. Develop and execute an effective risk management procedure.
Outcomes assessment strategies:	The student will demonstrate competencies via written test, quizzes, and formal presentations.

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Apply fundamental concepts of sUAS program specifications, including data planning, software selection and data processing.** Data Management • GIS Systems • Post Processing Software • Data Organization **Outcome #2: Develop an sUAS enterprise data workflow.** Managing an Effective Program • Program Management • Pilots & Pilot Training

- Air Operations
- Drones and Sensors
- Data Collection

Outcome #3: Design and demonstrate a sUAS flight mission plan which includes data acquisition.

Flight Operations and Management
- Airspace Research
- Maintenance and Battery logs
- Pilot Profiles
- Insurance
- Certifications and Registration
- Management Tools

Execution and Post Flight Procedures
- Field Documents
- Data Integrity
- Crew Resource Management

Outcome #4: Follow the rules and regulations that apply to an enterprise sUAS operation.

Regulatory Systems
- Federal
- State
- Local
- Waivers and COA's
- Privileges and Certifications
- Actions, Rules and Inspections

Understanding the Requirements to Manage UAS Operations
- Development of Concept of Operations
- Safety and Emergency Management Best Practices
- Visual Risk Assessment Map and Factors
- Engagement and Communication Tools
- Case Studies

Outcome #5: Design a sUAS based business operation and business strategy.

Operational Management
- Administrative Processes
- Human Resource Management
- Organizational Psychology
- Calendar Integration
- Multi Drone Operations

Outcome #6: Develop and execute an effective risk management procedure.

Management Considerations
- SWOT Analysis
- Human Element of UAS
- Risk Assessment Analysis for UAS
- UAS and Ethics

Project Management Fundamentals
- Project Structure
- Resource Management

	• Project Personnel • Project Communication
Suggested Texts & Materials (specify if any texts or materials are required):	Aero Drone Academy Workbook, Davis, first edition, 2017 The Five Functions of Effective Management, Baack, 2nd Edition 2014 UAS Operations Workbook, Aero Drone, First Edition, 2019 Essentials of Project Management, Billows, 2nd Edition 2018
Department Notes (optional)	

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☒ Yes ☐ No	
Name of certificate(s):	Professional Small Unmanned Aircraft Systems	# credit: 12
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	☐ Yes ☒ No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):		
Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No	

If **yes,** the related instruction [form](), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

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

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No

Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 2/21/2020 ☐ No

Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Mike Davis	mdavis@cgcc.edu	02-21-2020

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

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

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

Columbia Gorge Community College

Course Revision

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts & Humanities	Submitter name Phone Email	Elizabeth Anderson 541-490-8625 eanderson@cgcc.edu
Current prefix and number	ART 254	Proposed prefix and number	No change
Current course title	Ceramics I – Studio	Proposed title (60 characters max)	Ceramics II – Studio
Current Repeatability	2	Proposed Repeatability	No change
Current transcript title (30 characters max)	Ceramics I – Studio	Proposed transcript title (30 characters max)	Ceramics II – Studio
Reason for above proposed changes	Title/Transcript Title change will keep ceramics studio course in line with all other art department studio classes.		

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
Provides semi-directed studio time to deepen understanding of basic ceramics processes, techniques and concepts introduced in ART 252. Encourages the development of individual style, character and self-identity while strengthening the ability to self-critique. May be taken two times for credit. Prerequisite: ART 252. Audit available.	
Reason for description change	No change

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Research and develop strategies for creatively solving ceramic processes. 2. Apply new processes, materials and techniques associated with hand building and wheel throwing to build personal expression. 3. Ask meaningful questions, identify topical issues, and employ an expanding vocabulary in critical dialogue about ceramics with others. 4. Implement expanded self-critiquing skills, supporting autonomous creative expression. 5. Express individual style, character and self-identity, embracing the vision to be, do, feel, think and own a distinctive way of constructing ceramic form.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No changes
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1**: Research and develop strategies for creatively solving ceramic processes. • The history and culture of ceramics as a part of the diverse human experience • Problem solving in creation of ceramic form – asking questions and finding new solutions using vocabulary, relevant ideas, materials, ceramic technique, and application

	• Introduce relationship of form, content and function • Examination of aesthetic and structural solutions **Outcome #2**: Apply new processes, materials and techniques associated with hand building and wheel throwing to build personal expression. • Safe practices in regards to the handling of tools, chemicals and machinery in a communal studio space • Clay formation, properties – china clay, ball kaolins • Clay preparation - wedging • Hand building – forming ceramics without a wheel, including coil pots, pinch pots, slab pots, forming pots in Slump and Mump molds • Throwing- hand forming of hollow shapes on a revolving wheel head • Glazing techniques – pour dipping, brushing (from pieces of clay one half inches wide by 4 inches tall to test application and flow of the glaze) • Basic glaze chemistry • Visual and verbal language used in discussion of practical, functional and artistic qualities of glazes • Enhancing both the technical and artistic merit of Glaze Chemistry • Kiln technology, bisque, **Outcome #3**: Ask meaningful questions, identify topical issues, and employ an expanding vocabulary in critical dialogue about ceramics with others. • Continue expanding ceramics related vocabulary • Discuss new and emerging trends • Review contemporary styles and techniques **Outcome #4:** Implement expanded self-critiquing skills, supporting autonomous creative expression. • Use of sketch book or journal to record visual and physical effects of eutectics mixtures on ceramic form, structure and glaze surface • Critical analysis to deepen understanding of level of quality, possible improvements, and high standards of achievement • Critique works of others • Practice critiquing of professional work • Critique using description rather than judgement **Outcome #5**: Express individual style, character and self-identity, embracing the vision to be, do, feel, think and own a distinctive way of constructing ceramic form. • Exploration of artist intent - know what you like • Application of skills and techniques needed to express intent or style
Suggested Texts & Materials updates (specify if any texts or materials are required):	<u>Suggested student materials</u> • Needle tool • Cutting wire • Sponge • Metal rib • Trim tool • Large wooden rib • Glaze brush • Plastic bucket • Cotton towel • Apron

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes
	☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☐ Next available term after approval
	☒ Specify term – summer, 2020
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Elizabeth Anderson	eanderson@cgcc.edu	2.20.20
Department Chair (enter name of department chair): Elizabeth Anderson		
Department Dean (enter name of department dean): Stephen Shwiff		

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

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Writing, Literature, & Foreign Language	Submitter Name: Phone: Email:	Tina Ontiveros 541-340-3927 tontiveros@cgcc.edu
Course Prefix and Number:	WR 240	Course Title:	Creative Writing-Nonfiction
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Focuses on writing short creative nonfiction for class discussion and analysis in a workshop setting. Includes study and writing of personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis. Prerequisites: WR121 or concurrent enrollment. Audit available.		
Course Outcomes:	1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content. 2. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction. 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft. 4. Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process.		

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.

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. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content.
 2. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction.
 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft.
 4. Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community.

 Course Content:
 Write paragraph describing content and assignments
 Assignments include close reading of published authors for written analysis. Students learn craft terms and techniques to synthesize and employ in their own nonfiction writing as well as critical responses to the writing of others. Students must draft and refine original nonfiction in a variety of forms and participate in writing workshop, giving and receiving in-person and written feedback |

	Outcome Assessment Strategies: • Written analytical responses to reading published authors • Written content analysis that demonstrates knowledge of craft terms and cultural context • Drafting original creative nonfiction works • Revision of original creative nonfiction • Written feedback to peers
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: 1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content. 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft. 4. Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community. Course Content: Students will practice regular written responses to assigned reading with clear, effective analysis and evidence. They will draft creative nonfiction projects that interweave research with personal experience and use research to create works that engage readers and consider significant issues from varying viewpoints while considering solutions. Assignments should include regular use of craft terms and techniques studied in class. Discussion of peer work should effectively define both strengths and weaknesses. Outcome Assessment Strategies: • Written responses that demonstrate close critical reading, effective analysis and organization • Nonfiction writing projects that demonstrate understanding of craft techniques and consideration for audience/reader • Drafting and refining of original works with careful consideration of complicated subjects and varying viewpoints • Effective and considerate written feedback to peers
Provide a response for each of the following three CLOs that your course addresses. **At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation".** **While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "minor" or "major."**	
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*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☐ major ☒ minor ☐ not addressed significantly	Course Outcomes: 1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process. Course Content: Students will read published works by a diverse range of authors such as a combination of: works by women, works by people of color, works that contribute to current cultural and social conversations, works that explore relationships between cultures. Written responses should show consideration for impact of writer's cultural experience on self-expression and consideration of student's own cultural experience and bias in response to reading. Students will write creative nonfiction that engages with issues of significance to culture at large. Writing should demonstrate careful consideration of opposing viewpoints and impact of cultural experiences on self-expression. Writing should interrogate writer's own perspective. Outcome Assessment Strategies: • Weekly written responses that demonstrate close critical reading, effective analysis and understanding of cultural context • Nonfiction writing projects that engage with important social issues
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	Course Outcomes: 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process. Course Content: Student writing must illustrate an understanding of complicated subjects, consideration for varying points of view, and demonstrate consideration for the audience/reader. Students must demonstrate ability to interrogate own bias, assumptions, and cultural influences. Projects should reflect on writer's own impact/contribution to issue, consider consequences of proposed solutions, and interrogate writer's own position. Credible sources should inform work. Students will write to confront issues of significance to culture at large. Writers will research to build a knowledge base to articulate issues and solutions while effectively engaging reader. Writers must demonstrate careful consideration of opposing viewpoints and interrogate their own perspective. Outcome Assessment Strategies: • Nonfiction writing projects that interweave research on larger issues with personal experience • Engaging with issues and impacts through interviews, research, walking the ground, personal experience.

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.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:

A course in Arts & Letters should:
    1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
    2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
    3. Explore the conventions and techniques of significant forms of human expression.
    4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
 	
And each course should also do at least one of the following:
    1. Foster creative individual expression via analysis, synthesis, and critical evaluation;
    2. Compare/contrast attitudes and values of specific historical periods or world cultures; and
    3. Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content. 2. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction. 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft. 4. Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	Creative nonfiction is writing based in fact that employs the tools of poets and novelists. College students learn to write the academic essay earlier in their education. WR 240 pushes beyond the basic essay, teaching writers to engage with research and inquiry but to do so in a way that readers find compelling. Students practice braiding themes, building characters, attention to scene and setting, and other creative writing techniques. Students read published works by established creative nonfiction writers, both contemporary and canon. They will analyze these works and write critical responses as a lens to develop their own creative nonfiction projects.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	The word "essay" comes the French, meaning "to try" or "to attempt." To try or to attempt anything requires engagement. The academic essay of WR 121 and 122 prepares students to research, analyze, and write clearly. The lyric essay of WR 240 encourages exploration and curiosity as an element of the written product. Creative nonfiction pushes the essay practice further, enabling writers to engage with subjects, connect issues to their own lives, and even physically participate in the action they are writing about. Students focus writing on issues relevant to their own lives as well as significant social issues, and the people impacted by those issues, in the research and writing process. Writing projects must demonstrate careful consideration of cultural context and opposing viewpoints, as well as ability to interrogate the writer's own bias. WR 240 also requires weekly reading and discussion of the writing of others. Students read and analyze the work of their peers, and learn to help others better strengthen their own voices. Students also read, discuss, and write about a diverse range of works published in the genre.

Section #4 Department Review

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

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	2.18.20

Department Chair (enter name of department chair): Leigh Hancock
Department Dean (enter name of department dean): Stephen Shwiff

NEXT STEPS:
1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department 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@cgcc.edu or 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 #: WR 240   **Title:** Creative Writing-Nonfiction

Credits: 4   **Total Contact Hours:** Lec: 44 Lab: _____ Lec-Lab: _____

Course Description: Focuses on writing short creative nonfiction for class discussion and analysis in a workshop setting. May include study and writing of personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis.

Course Prerequisites: WR 121 or instructor approval. Audit available

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: EOU – APC; OSU – Bacc Core WR II & LAFA_____
- ☐ Requirement in major: _____
- ☒ Elective for major: EOU – APC; UO – CRWR in minor_____
- ☒ Course Equivalency: EWU – CRWR 219; OSU – WR 240; UO – CRWR 2AAT 200 level course_____
- ☐ Other: _____
- ☐ 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**):

See attached emails

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: 02 / 20 / 2020 _____

Printed Name: Tina Ontiveros   Title: Adjunct Faculty

Department: Writing, Literature, & Foreign Language   E-mail: tontiveros@cgcc.edu

Hi Tina,

Both of these courses will transfer in as WR LDT with APC.

- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics? YES - APC
- The requirement in major - ELECTIVE in Major - or sub upon faculty approval
- Elective for major - YES
- Course Equivalency - Not currently
- Other - Counts to 180
- Elective only - For other majors

Thanks!

Brooke Hewitt, MBA

Transfer Articulation Specialist

p: 541-962-3936

EASTERN OREGON UNIVERSITY

Check out how your classes will transfer over HERE

Fwd: Transferability inquiry

Tina Ontiveros   3:51 PM (44 minutes ago)

to me, Leigh

Begin forwarded message:

From: "Klauss, Keith" <kklauss@ewu.edu>
Date: February 18, 2020 at 3:43:01 PM PST
To: Tina Ontiveros <tontiveros@cgcc.edu>
Subject: RE: Transferability inquiry

Hello Tina.
Our creative writing faculty have reviewed the courses and have determined that they will these two
courses will transfer as our CRWR 219 – Beginning Workshop, Creative Nonfiction.
I hope that is helpful.
Take care,
Keith

Keith Klauss | Senior Director
Articulation and Transfer Policy
University College
117 Showalter Hall ▪ Cheney, WA 99004
[p] 509.359.2071
kklauss@ewu.edu

*Eastern Washington University expands opportunities for personal transformation through excellence in
learning.*

From: Tina Ontiveros <tontiveros@cgcc.edu>
Sent: Monday, February 17, 2020 3:45 PM
To: Klauss, Keith <kklauss@ewu.edu>
Subject: Transferability inquiry

Good afternoon,

I am writing to ask about transferability for a pair of courses we are developing at
Columbia Gorge Community College. The courses are WR 240, Creative Writing: Non-

Fiction, and WR 248, Advanced Creative Writing: Nonfiction. These are both 4 credit creative writing courses.

I have attached our course development template for both courses. We use the attached CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if EWU will accept the courses as the forms outline:
- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics
- Requirement in major
- Elective for major
- Course Equivalency
- Other
- Elective only

Please let me know if you have questions or I can provide further information.

Thanks for your time,
Tina Ontiveros

--
tina m ontiveros, mfa
(she/her/hers)
creative writing
Columbia Gorge Community College

Hi Tina,

A member of our Creative Nonfiction faculty, Justin St. Germain, and I have reviewed your proposals and have determined that your WR 240 is equivalent to OSU's WR 240-Introduction to Creative Nonfiction Writing and that your WR 248 is an equivalent to our WR 340-Creative Nonfiction Writing. Below is the catalog information for these two courses at OSU. I am CCing our Articulation office here to alert them to our review and approval.

Please get back to me if needed, and best wishes to you in 2020.

Steve Kunert
Undergraduate Academic Advisor
The School of Writing, Literature and Film
Oregon State University
Moreland Hall 220
541-737-1643

WR 240. *INTRODUCTION TO NONFICTION WRITING. (3 Credits)

Discussion workshop. Student work examined in context of contemporary published work. (Bacc Core Course)
Attributes: CSW2 – Core, Skills, WR II; LACF – Liberal Arts Fine Arts Core
Prerequisites: WR 121 with C- or better or WR 121H with C- or better
This course is repeatable for 9 credits.

WR 340. CREATIVE NONFICTION WRITING. (4 Credits)

Intermediate study and writing of creative nonfiction.
Attributes: LACF – Liberal Arts Fine Arts Core
Prerequisites: WR 240 with D- or better
This course is repeatable for 8 credits.

Good morning Tina Ontiveros,

Thank you for your email. Here is how these courses will transfer to the University of Oregon:

Columbia Gorge Community College 041519
WR 240 = CRWR 2AAT CRWR 200 level course (elective, may be considered for CRWR minor);
WR 248 = CRWR 2AAT CRWR 200 level course (elective).

Please let me know if I can be of further assistance.

Sincerely,

Shelly Ehlers

Please let me know if I can be of further assistance.

Sincerely,

Shelly

Shelly Ehlers
Transfer Program Coordinator
Office of the Registrar
University of Oregon
(541)346-2935
http://registrar.uoregon.edu

    👤   ReplyForward

TITLE	WR 240 Transfer w/ emails
FILE NAME	WR 240 TRANS+EMAIL.SignatureForm.pdf
DOCUMENT ID	9c0cf79f8db95a5e74288c63691d4d0f4c5e570a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

SENT	**02 / 19 / 2020** 13:21:15 UTC-8	Sent for signature to Tina Ontiveros (tontiveros@cgcc.edu) from curriculum@cgcc.edu IP: 198.236.191.247
VIEWED	**02 / 20 / 2020** 07:14:27 UTC-8	Viewed by Tina Ontiveros (tontiveros@cgcc.edu) IP: 209.216.184.224
SIGNED	**02 / 20 / 2020** 07:14:41 UTC-8	Signed by Tina Ontiveros (tontiveros@cgcc.edu) IP: 209.216.184.224
COMPLETED	**02 / 20 / 2020** 07:14:41 UTC-8	The document has been completed.

Course Number: WR 240
Transcript Title: Creative Writing – Nonfiction
Created: October 18, 2019
Updated: October 18, 2019
Total Credits: 5
Lecture Hours: 44
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: No
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0
Prerequisite / Concurrent
[WR 121](WR 121)

Course Description

Focuses on writing short creative nonfiction for class discussion and analysis in a workshop setting.
Includes study and writing of personal narrative, memoir, nature and travel writing, and literary
journalism. Explores the works of established writers for forms, techniques and styles as a context for
the production of creative nonfiction for class discussion and analysis. Prerequisite/concurrent: WR121.
Audit available.

Intended Outcomes

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

1. Read a diverse range of works by established creative nonfiction authors in order to identify and
   reproduce demonstrated writing techniques and reflect upon cultural content.

2. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write
   original nonfiction.

3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and
   the elements of the craft.

4. Use critical thinking and problem solving to critique peer writing and communicate effectively
   about strengths and weaknesses of drafts in workshop community.

5. Engage with socially important issues and/or the people impacted by them throughout the
   writing process.

Outcome Assessment Strategies

Assessment may include in-class and out-of-class writing, appraisal of the student writing, revision
efforts, and participation in the workshop process, including contribution to discussion and the quality
of written comments on the work of others. Students may be asked to demonstrate their
understanding of reading assignments, technique and craft through written and verbal responses,
journals, quizzes, exams, portfolios close reading exercises using support/evidence, writing exercises
which include evaluation of various interpretations of a text and their relative validity. Both instructor

and peer evaluation will be incorporated in the assessment process. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

Texts and Materials

The following items are intended as descriptions of instructors' choices of texts in the past as an aid to choosing texts in the future. This is not intended as a prescribed or recommended list of texts.

1. Many instructors use "how to write" texts designed for college level creative writing courses, such as:
   - Lynn Z. Bloom, Fact and Artifact: Writing Nonfiction
   - Theodore A. Rees Cheney. Writing Creative Nonfiction: How to Use Fiction Techniques to Make Your Nonfiction More Interesting, Dramatic and Vivid
   - Lydia Fakundiny. The Art of the Essay
   - Carolyn Forche and Philip Gerard (ed),Writing Creative Nonfiction
   - Philip Gerard. Creative Nonfiction: Researching and Crafting Stories of Real Life
   - Vivian Gornick, The Situation and the Story
   - Lee Gutkind. The Art of Creative Nonfiction: Writing and Selling the Literature of Reality
   - Iversen, Kristen. Shadow Boxing: Art and Craft in Creative Nonfiction
   - Mary Karr, The Art of Memoir
   - Patsy Sims, Literary Nonfiction
   - William Zinsser. On Writing Well: An Informal Guide to Writing Nonfiction

2. Along with a textbook and sometimes as the only text, instructors often use anthologies of creative nonfiction, such as:
   - [Current Editor] BestAmerican Essays [particular year]
   - Mark Kramer and Norman Sims, eds. Literary Journalism: A New Collection of the Best American Nonfiction
   - Phillip Lopate, ed. The Art of the Personal Essay: An Anthology from the Classical Era to the Present
   - Robert L. Root and Michael Steinberg, eds. The Fourth Genre: Contemporary Writers of/on Creative Nonfiction

3. Instructors also sometimes choose books by individual writers, the choice depending upon the instructor's tastes, inclinations, and intentions for the class.
   - Eula Biss, Notes from No Man's Land
   - Lacy M Johnson, The Reckonings
   - William Kittredge. Owning It All
   - Roxanne Gay, Bad Feminist
   - Leslie Jamison, The Empathy Exams
   - Claudia Rankine, Citizen
   - Terry Tempest Williams. Refuge: An Unnatural History of Family & Place
   - Ryan Van Meter, If You Knew Then What I Know Now
   - Mary Clearman Blew, Bone Deep in Landscape: Writing, Reading and Place

Instructors new to the course should contact the chair for further information.

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the 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.

Course Content (Themes, Concepts, Issues and Skills)

Outcome #1: Read a diverse range of established creative nonfiction authors in order to learn techniques demonstrated in their work. Write critical responses discussing elements of the craft and reflecting on cultural content:
- Close reading and analysis of a diverse range of creative nonfiction such as a combination of:
    - Works by women
    - Works by people of color
    - Works that contribute to current cultural and social conversations
    - Works that explore relationships between cultures
    - Recent publications
    - Older publications
- Critical responses demonstrate knowledge of craft terms and awareness of cultural impacts
- Implied thesis
- Genres
- Author intent
- Consideration for impact of writer's cultural experience on self-expression
- Consideration of own cultural experience and bias in response to reading

Outcome #2: Employ creative writing techniques drawn from fiction, poetry, and scriptwriting. Use these techniques to write original nonfiction and to inform peer responses and critical responses to assigned reading:
- Demonstrate, in written responses, thorough understanding of craft terms
- Use craft terms to write effective responses to assigned reading and to peer work.
- Use knowledge of craft terms and techniques to define and revise problems in own writing.
- Elements which create voice: metaphors, images, choice of dialogue to quote, quality of reflection, humor, irony, allusion, symbol
- Methods of handling time: flashbacks, frames, juxtaposition and interweaving, straight and reverse chronology
- Study of other craft terms and techniques such as; Narrative voice and distance, Scene vs. summary,
- Point of view: first, second, third person, Structure: segmented or associative, Conflict, Tone/Language, Text/Subtext, Figurative language, Pacing, Theme, Characterization, Setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality, alternate narrative

Outcome #3: Write original creative nonfiction that effectively uses self-reflection and the elements of craft, leading to the development and revision of at least one complete piece.

- Draft essays that interweave research on issue(s) facing society with personal experience:
- Illustrate understanding of complicated subjects and consideration for varying points of view
- Demonstrate consideration of audience/reader
- Demonstrate ability to interrogate own bias, assumptions, and cultural influences
- Reflect on writer's own impact/contribution to issue
- Writer considers consequences of proposed solutions and interrogates own position
- Credible sources inform work
- Local research
- Global research
- Revision

Outcome #4: Use critical thinking and problem solving to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community:

- Close reading and analysis
- Use of craft terms to write effective critical responses to peers
- Sentence level revision: diction, sentence length, punctuation, unnecessary words, invisible modifiers, overuse of adverbs and adjectives, sentence structure, use of "to be" verbs.
- Passive and active voice
- Global revision: tense issues, balance between scene and summary, imagery, structure, voice, point of view, specific detail, tension
- Writing as a process
- Constructive feedback

Outcome #5: Engage with socially important issues and/or the people impacted by them throughout the writing process:

- Directly participating in the action being written about
- Interviews or research in community
- Designing an experience that will be the basis of an essay
- Writing to confront issues of significance to culture at large
- Writing that demonstrates careful consideration of opposing viewpoints
- Writing that interrogates writer's own perspective
- Research to build a knowledge base writer uses to articulate issues and solutions while effectively engaging reader
- Sources of material: personal experience, interview, research using resources
- online, in print and in person (interviews), walking the ground,
- meditation and reflection
- Documentation
- Paraphrasing and quoting
- Evaluating sources
- Multiple interpretations
- Audience, Purpose, and Occasion
- Satire
- Plagiarism

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Writing, Literature, & Foreign Language	Submitter name: phone: email:	Tina Ontiveros 541-340-3927 tontiveros@cgcc.edu
Prefix and Course Number:	WR 248	Credits:	4
Course Title: (60 characters max, including spaces)	Advanced Creative Writing – Nonfiction	Transcript Title: (30 characters max, including spaces)	Adv Creative Writ – Nonfiction

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

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

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

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

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

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 240	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions]().	
Extends the introduction of creative nonfiction and the writing of it using creative techniques. Includes study and writing of personal narrative, memoir, nature and travel writing, satire and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis. Prerequisites: WR 240. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes]() on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature.
	2. Employ advanced creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction and contribute to craft discussions.
	3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft.
	4. Use critical thinking, problem solving, and knowledge of craft to critique peer writing and lead discussion in workshop community.
	5. Engage with socially important issues and/or people impacted by them throughout the writing process and further develop body of work centering on issues important to writer.
	6. Participate in broader writing community outside of classroom setting by submitting writing for publication, participating in a public reading, or engaging with other literary events.
Outcomes assessment strategies:	Assessment may include in-class and out-of-class writing, appraisal of the student writing, revision efforts, and participation in the workshop process, including contribution to discussion and the quality of written comments on the work of others. Students may be asked to demonstrate their understanding of reading assignments, technique and craft through written and verbal responses, journals, quizzes, exams, portfolios close reading exercises using support/evidence, writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation will be incorporated in the assessment process. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.
COURSE CONTENT, ACTIVITIES AND DESIGN	

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

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

Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature:
	
	• Close reading and analysis of a diverse range of creative nonfiction such as a combination of:
	   a. Works by women
	   b. Works by people of color
	   c. Works that contribute to current cultural and social conversations
	   d. Works that explore relationships between cultures
	   e. Recent publications
	   f. Older publications
	• Implied thesis
	• Genres
	• Author intent
	• Consideration for impact of writer's cultural experience on self-expression
	• Consideration of own cultural experience and bias in response to reading
	• Leadership in classroom/peer mentoring
	
	Outcome #2: Employ advanced creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction:
	
	• Use advanced craft terms to write effective responses to assigned reading and to peer work.
	• Use knowledge of advanced craft terms and techniques to define and revise problems in own writing.
	• Elements which create voice: metaphors, images, choice of dialogue to quote, quality of reflection, humor, irony, allusion, symbol
	• Methods of handling time: flashbacks, frames, juxtaposition and interweaving, straight and reverse chronology
	• Study of other craft terms and techniques such as; narrative voice and distance, scene vs. summary, point of view: first, second, third person,

structure: segmented or associative, conflict, tone/language, text/subtext, figurative language, pacing, theme, characterization, setting, descriptive detail, concreteness, dialogue, tone, formality and informality, alternate narrative, cadence, antithesis, mosaic, rhythm, persona, and twinning.

Outcome #3: Write and revise original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft:

- Draft essays that interweave research on issue(s) facing society with personal experience
- Illustrate understanding of complicated subjects and consideration for varying points of view
- Demonstrate consideration of audience/reader
- Demonstrate ability to interrogate own bias, assumptions, and cultural influences
- Reflect on writer's own impact/contribution to issue
- Writer considers consequences of proposed solutions and interrogates own position
- Credible sources inform work
- Local research
- Global research
- Revision
- Apply knowledge of elements which create voice: metaphors, images, choice of dialogue to quote, quality of reflection, humor, irony, allusion, symbol
- Apply knowledge of methods of handling time: flashbacks, frames, juxtaposition and interweaving, straight and reverse chronology

Outcome #4: Use critical thinking, problem solving, and knowledge of craft to critique peer writing and lead discussion in workshop community:

- Close reading and analysis
- Lead workshop
- Communicate suggestions about strengths and weaknesses of drafts in workshop community
- Sentence level revision: diction, sentence length, punctuation, unnecessary words, invisible modifiers, overuse of adverbs and adjectives, sentence structure, use of "to be" verbs.
- Passive and active voice
- Global revision: tense issues, balance between scene and summary, imagery, structure, voice, point of view, specific detail, tension
- Writing as a process
- Constructive feedback
- Leadership in classroom/peer mentoring

Outcome #5: Engage with socially important issues and/or people impacted by them throughout the writing process and further develop body of work centering on issues important to writer:

- Directly participating in the action being written about
- Interviews or research in community
- Designing an experience that will be the basis of an essay
- Writing to confront issues of significance to culture at large
- Writing that demonstrates careful consideration of opposing viewpoints
- Writing that interrogates writer's own perspective
- Research to build a knowledge base writer uses to articulate issues and solutions while effectively engaging reader
- Sources of material: personal experience, interview, research using resources online, in print and in person (interviews), walking the ground, meditation and reflection
- Documentation
- Paraphrasing and quoting
- Evaluating sources
- Multiple interpretations
- Audience, Purpose, and Occasion
- Satire
- Plagiarism
- Blending memoir/personal story with researched topics
- Writing as activism
- Writing to change minds

Outcome #6: Participate in broader writing community outside of classroom setting by submitting writing for publication, participating in a public reading, or engaging with other literary events:

- Become familiar with creative writing websites, awards, readings, workshops, and publication opportunities
- Public Reading etiquette
- Revision for live reading
- Submission preparation
- Writing query letters
- Contributing to literary community

Suggested Texts & Materials (specify if any texts or materials are required):	The following items are intended as descriptions of instructors' choices of texts in the past as an aid to choosing texts in the future. This is not intended as a prescribed or recommended list of texts.

1. Many instructors use "how to write" texts designed for college level creative writing courses, such as:
   - Lynn Z. Bloom, <u>Fact and Artifact: Writing Nonfiction</u>
   - Theodore A. Rees Cheney. <u>Writing Creative Nonfiction: How to Use Fiction Techniques to Make Your Nonfiction More Interesting, Dramatic and Vivid</u>
   - Lydia Fakundiny. <u>The Art of the Essay</u>
   - Carolyn Forche and Philip Gerard (ed),<u> Writing Creative Nonfiction</u>
   - Philip Gerard. <u>Creative Nonfiction: Researching and Crafting Stories of Real Life</u>
   - Vivian Gornick, <u>The Situation and the Story</u>
   - Lee Gutkind. <u>The Art of Creative Nonfiction: Writing and Selling the Literature of Reality</u>
   - Iversen, Kristen. <u>Shadow Boxing: Art and Craft in Creative Nonfiction</u>
   - Mary Karr, <u>The Art of Memoir</u>
   - Patsy Sims, <u>Literary Nonfiction</u>
   - William Zinsser. <u>On Writing Well: An Informal Guide to Writing Nonfiction</u>

2. Along with a textbook and sometimes as the only text, instructors often use anthologies of creative nonfiction, such as:
   - [Current Editor] <u>Best American Essays</u> [particular year]
   - Mark Kramer and Norman Sims, eds. <u>Literary Journalism: A New Collection of the Best American Nonfiction</u>
   - Phillip Lopate, ed. <u>The Art of the Personal Essay: An Anthology from the Classical Era to the Present</u>
   - Robert L. Root and Michael Steinberg, eds. <u>The Fourth Genre: Contemporary Writers of/on Creative Nonfiction</u>

3. Instructors also sometimes choose books by individual writers, the choice depending upon the instructor's tastes, inclinations, and intentions for the class.
   - Eula Biss, <u>Notes from No Man's Land</u>
   - Lacy M Johnson, <u>The Reckonings</u>
   - William Kittredge. <u>Owning It All</u>
   - Roxanne Gay, <u>Bad Feminist</u>
   - Leslie Jamison, <u>The Empathy Exams</u>
   - Claudia Rankine, <u>Citizen</u>
   - Terry Tempest Williams. <u>Refuge: An Unnatural History of Family & Place</u>
   - Ryan Van Meter, <u>If You Knew Then What I Know Now</u>
   - Mary Clearman Blew: <u>Bone Deep in Landscape: Writing, Reading and Place</u>

Instructors new to the course should contact the chair for further information. |

Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

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

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

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

Which Oregon universities will the course transfer to? List all	See list of comparables below. Further transferability work will be completed prior to Gen Ed submission
How does it transfer? Check all that apply	☐ Required or support for major ☒ General education distribution requirement ☒ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	PCC, WR248, Creative Writing (Nonfiction) COCC, WR248, Introduction to Creative Writing: Nonfiction MHCC WR 248, Creative Writing: Nonfiction Clackamas CC, WR248, Introduction to Creative Writing: Nonfiction Oregon State University, WR 340, Creative Nonfiction Writing
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT, AS, AGS, AAS	# credits: 90

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 9.23.19 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):

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

SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	2.18.20

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

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

NEXT STEPS:

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 or 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 #: WR 248   **Title:** Advanced Creative Writing-Nonfiction

Credits: 4   **Total Contact Hours:** Lec: 44   Lab: _____   Lec-Lab: _____

Course Description: Extends the introduction of creative nonfiction and the writing of creative nonfiction using creative techniques. Works studied and written may include; personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis

Course Prerequisites: WR 240

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:	EOU – APC; OSU – Bacc Core LAFA_____
☐	Requirement in major:	(list major)_____
☒	Elective for major:	EOU – APC;_____
☒	Course Equivalency:	EWU – CRWR 219; OSU – WR 340; UO – CRWR 2AAT 200 level course_____
☐	Other:	_____
☐	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**):

See attached emails

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: ___02 / 19 / 2020_____

Printed Name: Tina Ontiveros   Title: Adjunct Faculty

Department: Writing, Literature, & Foreign Language   E-mail: tontiveros@cgcc.edu

From: Brooke Hewitt <bhewitt@eou.edu>
Date: January 14, 2020 at 9:56:07 AM PST
To: Tina Ontiveros <tontiveros@cgcc.edu>
Subject: Re: Transferability inquiry

Hi Tina,

Both of these courses will transfer in as WR LDT with APC.

- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics? YES - APC
- The requirement in major - ELECTIVE in Major - or sub upon faculty approval
- Elective for major - YES
- Course Equivalency - Not currently
- Other - Counts to 180
- Elective only - For other majors

Thanks!

Brooke Hewitt, MBA

Transfer Articulation Specialist

p: 541-962-3936

Check out how your classes will transfer over HERE

Fwd: Transferability inquiry

Tina Ontiveros   3:51 PM (44 minutes ago)
to me, Leigh

Begin forwarded message:

From: "Klauss, Keith" <kklauss@ewu.edu>
Date: February 18, 2020 at 3:43:01 PM PST
To: Tina Ontiveros <tontiveros@cgcc.edu>
Subject: RE: Transferability inquiry

Hello Tina.
Our creative writing faculty have reviewed the courses and have determined that they will these two
courses will transfer as our CRWR 219 – Beginning Workshop, Creative Nonfiction.
I hope that is helpful.
Take care,
Keith

Keith Klauss | Senior Director
Articulation and Transfer Policy
University College
117 Showalter Hall ▪ Cheney, WA 99004
[p] 509.359.2071
kklauss@ewu.edu

Eastern Washington University expands opportunities for personal transformation through excellence in learning.

From: Tina Ontiveros <tontiveros@cgcc.edu>
Sent: Monday, February 17, 2020 3:45 PM
To: Klauss, Keith <kklauss@ewu.edu>
Subject: Transferability inquiry

Good afternoon,

I am writing to ask about transferability for a pair of courses we are developing at
Columbia Gorge Community College. The courses are WR 240, Creative Writing: Non-

Fiction, and WR 248, Advanced Creative Writing: Nonfiction. These are both 4 credit creative writing courses.

I have attached our course development template for both courses. We use the attached CCOG form in course development and it is the responsibility of the instructor to develop the syllabus from these guidelines.

Can you please tell me if EWU will accept the courses as the forms outline:
- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics
- Requirement in major
- Elective for major
- Course Equivalency
- Other
- Elective only

Please let me know if you have questions or I can provide further information.

Thanks for your time,
Tina Ontiveros

--
tina m ontiveros, mfa
(she/her/hers)
creative writing
Columbia Gorge Community College

Hi Tina,

A member of our Creative Nonfiction faculty, Justin St. Germain, and I have reviewed your proposals and have determined that your WR 240 is equivalent to OSU's WR 240-Introduction to Creative Nonfiction Writing and that your WR 248 is an equivalent to our WR 340-Creative Nonfiction Writing. Below is the catalog information for these two courses at OSU. I am CCing our Articulation office here to alert them to our review and approval.

Please get back to me if needed, and best wishes to you in 2020.

Steve Kunert
Undergraduate Academic Advisor
The School of Writing, Literature and Film
Oregon State University
Moreland Hall 220
541-737-1643

WR 240. *INTRODUCTION TO NONFICTION WRITING. (3 Credits)

Discussion workshop. Student work examined in context of contemporary published work. (Bacc Core Course)
Attributes: CSW2 – Core, Skills, WR II; LACF – Liberal Arts Fine Arts Core
Prerequisites: WR 121 with C- or better or WR 121H with C- or better
This course is repeatable for 9 credits.

WR 340. CREATIVE NONFICTION WRITING. (4 Credits)

Intermediate study and writing of creative nonfiction.
Attributes: LACF – Liberal Arts Fine Arts Core
Prerequisites: WR 240 with D- or better
This course is repeatable for 8 credits.

Good morning Tina Ontiveros,

Thank you for your email. Here is how these courses will transfer to the University of Oregon:

Columbia Gorge Community College 041519
WR 240 = CRWR 2AAT CRWR 200 level course (elective, may be considered for CRWR minor);
WR 248 = CRWR 2AAT CRWR 200 level course (elective).

Please let me know if I can be of further assistance.

Sincerely,

Shelly Ehlers

Please let me know if I can be of further assistance.

Sincerely,

Shelly

Shelly Ehlers
Transfer Program Coordinator
Office of the Registrar
University of Oregon
(541)346-2935
http://registrar.uoregon.edu

   👤   ReplyForward

TITLE	WR 248 Transfer Signature Form
FILE NAME	WR 248 TRANS+EMAIL.SignatureForm.pdf
DOCUMENT ID	d3dfe4e02aba96886a2c733775a222bf8de2b7bf
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

SENT	**02 / 19 / 2020** 13:57:40 UTC-8	Sent for signature to Tina Ontiveros (tontiveros@cgcc.edu) from curriculum@cgcc.edu IP: 198.236.191.247
VIEWED	**02 / 19 / 2020** 14:06:53 UTC-8	Viewed by Tina Ontiveros (tontiveros@cgcc.edu) IP: 209.216.184.224
SIGNED	**02 / 19 / 2020** 14:07:29 UTC-8	Signed by Tina Ontiveros (tontiveros@cgcc.edu) IP: 209.216.184.224
COMPLETED	**02 / 19 / 2020** 14:07:29 UTC-8	The document has been completed.

Columbia Gorge Community College

General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:

Department	Writing, Literature, & Foreign Language	Submitter Name: Phone: Email:	Tina Ontiveros 541-340-3927 tontiveros@cgcc.edu
Course Prefix and Number:	WR 248	Course Title:	Advanced Creative Writing-Nonfiction
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math

Course Description:	Extends the introduction of creative nonfiction and the writing of nonfiction pieces using the tools of literature, including fiction and poetry. Includes study and writing of personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis. Prerequisites: WR 240 or instructor permission. Audit available
Course Outcomes:	1. Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature. 2. Employ advanced creative writing techniques drawn from fiction, poetry, and scriptwriting to write own original nonfiction. 3. Write original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft, leading to the development and revision of at least one complete piece ready to submit for publication. 4. Use critical thinking, problem solving, and knowledge of craft to critique peer writing and communicate suggestions about strengths and weaknesses of drafts in workshop community. 5. Engage with socially important issues and/or people impacted by them throughout the writing process. 6. Participate in broader writing community outside of classroom setting by submitting writing for publication or coordinating and participating in a public reading.

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.

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. Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature.

 2. Employ advanced creative writing techniques drawn from fiction, poetry, and scriptwriting to write own original nonfiction.

 3. Write original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft, leading to the development and revision of at least one complete piece ready to submit for publication.

 4. Use critical thinking, problem solving, and knowledge of craft to critique peer writing and communicate suggestions about strengths and weaknesses of drafts in workshop community.

 Course Content:
 Assignments include close reading of published authors for written analysis as |

	well as leadership in group discussions of reading. Students expand on their knowledge of craft terms and techniques to synthesize and employ in their own nonfiction writing as well as critical responses to the writing of others. Students must draft and refine original nonfiction in a variety of forms and participate in writing workshop, giving and receiving in-person and written feedback.
	Outcome Assessment Strategies: • Written analytical responses to reading published authors • Written content analysis that demonstrates knowledge of craft terms and cultural context • Drafting original creative nonfiction works • Revision of original creative nonfiction • Written feedback to peers • Lead group discussion
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	Course Outcomes: 1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect upon cultural content, and lead class discussion of literature. 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft, leading to the development and revision of at least one complete piece ready to submit for publication. 4. Use critical thinking, problem solving, and knowledge of craft to critique peer writing and communicate effectively about strengths and weaknesses of drafts in workshop community. Course Content: Students will practice regular written responses to assigned reading with clear, effective analysis and evidence. They will draft creative nonfiction projects that interweave research with personal experience and use research to create works that engage readers and consider significant issues from varying viewpoints while considering solutions. Assignments should include regular use of craft terms and techniques studied in class. Discussion of peer work should effectively define both strengths and weaknesses. Students will demonstrate leadership in peer workshop, discussions of literature, and craft discussions. Outcome Assessment Strategies: • Written responses that demonstrate close critical reading, effective analysis and organization • Nonfiction writing projects that demonstrate understanding of craft techniques and consideration for audience/reader • Drafting and refining of original works with careful consideration of complicated subjects and varying viewpoints • Effective and considerate written feedback to peers
Provide a response for each of the following three CLOs that your course addresses. **At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "minor" or "major."**	

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*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☐ major ☒ minor ☐ not addressed significantly	Course Outcomes: 1. Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect upon cultural content, and lead class discussion of literature. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process. Course Content: Students will read published works by a diverse range of authors such as a combination of: works by women, works by people of color, works that contribute to current cultural and social conversations, works that explore relationships between cultures. Written responses should show consideration for impact of writer's cultural experience on self-expression and consideration of student's own cultural experience and bias in response to reading. Students will produce creative nonfiction that engages with issues of significance to culture at large. Writing should demonstrate careful consideration of opposing viewpoints and impact of cultural experiences on self-expression. Writing should interrogate writer's own perspective. Outcome Assessment Strategies: • Weekly written responses that demonstrate close critical reading, effective analysis and understanding of cultural context • Nonfiction writing projects that engage with important social issues
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	Course Outcomes: 3. Write and revise original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft, leading to the development and revision of at least one complete piece ready to submit for publication. 5. Engage with socially important issues and/or the people impacted by them throughout the writing process. Course Content: Student writing must illustrate an understanding of complicated subjects, consideration for varying points of view, and demonstrate consideration for the audience/reader. Students must demonstrate ability to interrogate own bias, assumptions, and cultural influences. Projects should reflect on writer's own impact/contribution to issue, consider consequences of proposed solutions, and interrogate writer's own position. Credible sources should inform work.

	Students will write to confront issues of significance to culture at large. Writers will research to build a knowledge base to articulate issues and solutions while effectively engaging reader. Writers must demonstrate careful consideration of opposing viewpoints and interrogate their own perspective.
	Outcome Assessment Strategies: • Nonfiction writing projects that interweave research on larger issues with personal experience • Engaging with issues and impacts through interviews, research, walking the ground, personal experience.

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.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

And each course should also do at least one of the following:
1. Foster creative individual expression via analysis, synthesis, and critical evaluation;
2. Compare/contrast attitudes and values of specific historical periods or world cultures; and
3. Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature. 2. Employ advanced creative writing techniques drawn from fiction, poetry, and scriptwriting to write own original nonfiction. 3. Write original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft, leading to the development and revision of at least one complete piece ready to submit for publication. 4. Use critical thinking, problem solving, and knowledge of craft to critique peer writing and communicate suggestions about strengths and weaknesses of drafts in workshop community. 5. Engage with socially important issues and/or people impacted by them throughout the writing process.

***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well

as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	Creative nonfiction is writing based in fact that employs the tools of poets and novelists. College students learn to write the academic essay earlier in their education. WR 240 pushes beyond the basic essay, teaching writers to engage with research and inquiry but to do so in a way that readers find compelling. WR 248 extends this practice, advancing the use of craft concepts and deepening the study of established writers. Students practice braiding themes, building characters, attention to scene and setting, layering, time, structure, and other creative writing techniques. Students read published works by established creative nonfiction writers, both contemporary and canon. They will analyze these works and write critical responses as a lens to develop their own creative nonfiction projects.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	The word "essay" comes the French, meaning "to try" or "to attempt." To try or to attempt anything requires engagement. The academic essay of WR 121 and 122 prepares students to research, analyze, and write clearly. The lyric essay of WR 248 encourages exploration and curiosity as an element of the written product. Creative nonfiction pushes the essay practice further, enabling writers to engage with subjects, connect issues to their own lives, and even physically participate in the action they are writing about. Students focus writing on issues relevant to their own lives as well as significant social issues, and the people impacted by those issues, in the research and writing process. Writing projects must demonstrate careful consideration of cultural context and opposing viewpoints, as well as ability to interrogate the writer's own bias. WR 248 also requires weekly reading and discussion of the writing of others, as well as leadership in workshops and discussions. Students read and analyze the work of their peers, and learn to help others better strengthen their own voices. Students also read, discuss, and write about a diverse range of works published in the genre. Students must also participate in the broader literary community through public readings and/or participation in publication process.

Section #4 Department Review

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

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	2.18.20

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

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

NEXT STEPS:
1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

March 05, 2020

Proposal to revise degree outcome #3 for the ASOT-BUS, AS, and AGS degrees from Professional Competence to Quantitative Literacy – new outcome to read:
"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)"

The Instructional Council is proposing the revision of the 3rd outcome of the Associate of Science Oregon Transfer – Business, the Associate of Science and the Associate of General Studies degrees from Professional Competence to Quantitative Literacy. This revision mirrors the revision to the institutional Core Learning Outcomes which took place in 2017. [1]

The purpose of this change is to once again align the outcomes of the three degrees with the institutional Core Learning Outcomes as they had been prior to the change in CLO #3 in 2017. The reasons for dropping the Professional Competence outcome are as relevant to the degrees as they were to the CLOs. Achievement of the other degree/CLO outcomes (Communication, Critical Thinking/Problem solving, Quantitative Literacy, Cultural Awareness and Community and Environmental Responsibility) represent the skills required to meet Professional Competence; so achievement of professional competence is implicitly built into the ASOT-BUS, AS and AGS by virtue of the other four outcomes. In addition, the inclusion of a Quantitative Literacy outcome addresses the need to provide instruction and assessment of the computation requirement for Related Instruction.

Since all students must already complete course work that aligns with Quantitative Literacy for their degrees (math and science courses), the implementation of this change will not affect the amount of credits that students must take, nor will it affect the courses already required for a degree.

If approved, the revision will go into effect immediately. No impact on the budget is expected.

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[1] This change to the institutional Core Learning Outcomes was first initiated in order to ensure that the three areas of related of instruction (communication, computation, and human relations) were covered in the General Education requirements for the Associate of Applied Science (AAS) degrees, and was voted on by Instructional Council in Spring 2017.

                          (   ) RECOMMENDED (   ) NOT RECOMMENDED**
ELIZABETH ANDERSON – ARTS AND HUMANITIES DEPARTMENT CHAIR

                          (   ) RECOMMENDED (   ) NOT RECOMMENDED**
ANDREW CARMICHAEL – PRE-COLLEGE DEPARTMENT CO-CHAIR

                          (   ) RECOMMENDED (   ) NOT RECOMMENDED**
LEIGH HANCOCK – WRITING, LITERATURE & FOREIGN LANGUAGES DEPARTMENT CHAIR

                          (   ) RECOMMENDED (   ) NOT RECOMMENDED**
LINNEA JAEGER – ENGLISH FOR SPEAKERS OF OTHER LANGUAGES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
ROBERT KOVACICH – SCIENCE DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
ZIP KRUMMEL – SOCIAL SCIENCES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
ASHLEY MICKELS – CAREER & TECHNICAL EDUCATION DEPARTMENT CO-CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
PAM MORSE – MATH DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
JIM PYTEL – CAREER & TECHNICAL EDUCATION DEPARTMENT CO-CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
MARY KRAMER – DEAN OF CAREER & TECHNICAL & PRE-COLLEGE

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
LORIE SAITO – DEAN OF NURSING AND HEALTH OCCUPATIONS

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
STEPHEN SHWIFF – DEAN OF GENERAL EDUCATION & TRANSFER

(Curriculum Office will obtain the signatures listed below this line)

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
CURRICULUM COMMITTEE CHAIR (signature indicates full CC approval)

_____
DATE

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
VICE PRESIDENT OF INSTRUCTIONAL SERVICES

_____
DATE

**Indicate Reason(s):

Hi! Please take a few minutes to look over the document BEFORE our meeting next Thursday March 5th. We have 3 highlighted areas that need completion. I've attached the working document. Please feel free to comment.

The following are from the minutes (to refresh your mind if needed!):

Definitions were reviewed and condensed.

Susan reminded the CC that this document is for Related Instruction, it is not for Gen Ed. Be careful about focusing too much on Gen Ed.

The purpose is to say what stand-alone classes will be approved for Related Instruction in Communication, Computation, and Human Relations.

Related instruction is to be college level, 100 level. College level, 100 level or higher can be added to the definition.
COCC has a model and they had a definition and criteria.

The quantity of area, like "computation", is being taught daily throughout; the course is predominantly teaching that subject area.

It is the volume of content in class. The course has to be about that subject. It is about how focused the course is on Computation, Human Relations, or Communication.

Amount, talking about that subject daily.

Criteria

The course has to be about the related instruction

Computation is math
Use computation not mathematics
Outcomes keep technology, the outcomes are okay

Thanks! Kristen

Related Instruction – Standalone Options

This is a working document, so please feel free to edit or add your group's definition. I have the following groups as follows:
> Computation: Abel, Emilie and PK
> Communication: Linnea, Kristen and Katy
> Human Relations:Ashley, Zip, Mimi

<u>Related Instruction Definitions</u>
Criteria For Computation, Communication, Human Relations

- The class must be a 100 or above level course.
- The content covered in this class has to be about the related instruction area.

Computation

Computation means the identification, extraction, interpretation, evaluation, communication, and application of quantitative information and methods for solving problems, evaluating claims, and supporting decisions.

Outcomes

a student should be able to:

- Use appropriate mathematics to solve problems; **and**
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Communication

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

Outcomes

As a result of taking Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts; **and**
- Build and manage relationships.

Writing

DEFINITION NEEDED

Outcomes

As a result of completing the General Education Writing sequence, a student should be able to:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; **and**
- Demonstrate appropriate reasoning in response to complex issues.

Human Relations

Human Relations - the ability to recognize and understand both the differences and sameness of self (intra) and others (inter) while working towards a mutual personal relationship or a cooperative working relationship.

Social Science

Outcomes:
As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; **and**
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

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.