

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Pam Morse (Chair)

Heather Doyle

P.K. Hoffman

Katy Jablonski

Linnea Jaeger

Doris Jepson (Vice Chair)

Tom Lieurance

Emilie Miller

John Schoppert

Stephen Shwiff

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

## Support Staff

Gail Gilliland (Curriculum)

## Guests

Mary Kramer

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## **October 5, 2017 10:00 am – 12:00 noon**

The Dalles Campus, room 3.218 (student services conference room)

Hood River Campus, room 1.209 (conference room)

## Information items:

1. none

## Business:

1. Approval of September 22, 2017 minutes <sup>1</sup>

## Submissions <sup>2</sup> (times are estimates):

1. Mary Kramer (3:35 – 3:50 pm)
  - a. PE 181A Weight Training (New LDC Course)
  - b. PE 181D Circuit Interval Training (New LDC Course)
  - c. PE 182D MindBody Fitness (New LDC Course)
  - d. PE 182I Aerial Yoga (New LDC Course)
  - e. PE 182T Mindful Yoga (New LDC Course)
  - f. PE 182Y Indoor Cycle Training (New LDC Course)
  - g. PE 183N Racquet Sports (New LDC Course)
  - h. PE 185L Dance (New LDC Course)

## Discussion Items:

2. Form revisions <sup>3</sup> (Susan: 3:50 – 4:00 pm)
3. Impact on Gen Ed designations because of revised CLOs – continued from September 22 meeting (Susan: 4:00 – 4:55 pm)
  - a. Identification of courses that may drop below the Gen Ed requirements for addressing at least three CLOs in-depth and one minimally. <sup>4</sup>
  - b. Determine whether the requirements for Gen Ed status need revision. <sup>5</sup>
  - c. Determine procedure for updating CLO information in CCOGs.
4. Wrap-up, Questions (Pam: 4:55 – 5:00 pm)

Next Meeting: October 19, 2017

Attachments: <sup>1</sup>September 22, 2017 minutes; <sup>2</sup>8 New LDC Course submissions; <sup>3</sup>New Certificate form example and Certificate Revision form example; <sup>4</sup>Gen Ed Courses w/CLO Alignment; <sup>5</sup>Gen Ed Requirements

**Curriculum Committee Minutes**  
**September 22, 2017**  
**10:00am – 12:00 noon**  
**Location: Board Room, TDC**

**PRESENT**

**Voting Committee Members**

Pam Morse (Chair)  
P.K. Hoffman  
Katy Jablonski

Linnea Jaeger  
Doris Jepson (Vice Chair)  
Tom Lieurance

Emilie Miller  
John Schoppert  
Stephen Shwiff

**Non-Voting Committee Members**

Susan Lewis (Curriculum)  
Dawn Sallee-Justesen (Student Services)

**Support Staff**

Gail Gilliland (Curriculum)

**Guests**

Mary Kramer

John Evans

Annette Byers

**ABSENT**

**Voting Committee Members**

Heather Doyle

**Non-Voting Committee Members**

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order by Pam at 10:00am	
<b>Informational item</b>		
1. Election of Vice Chair	Doris is elected as Vice Chair (unopposed)	
2. CC meeting schedule and responsibilities	Sept 22, Oct 5, Oct 19, Nov 2, Nov 16, Dec 7, 2017; Jan 18, Feb 1, Feb 15, Mar 8, Apr, 2018 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)	

	<p>Pam reminded the CC of their responsibilities as CC members. Be on time, read all attachments prior to the meeting, make notes/questions on paper copies and bring them with you to the meeting, speak up at the meeting and communicate your thoughts/concerns. Don't vote to disapprove a submission or discussion item without having explained your position and concerns. The CCOG Development template was explained briefly and hard copies provided.</p> <p><b>Action Item: Gail will send out appointments</b></p>	
<p>3. Updating Course Content and Outcome Guides (CCOGs) to include new Quantitative Literacy (QL) Core Learning Outcomes (CLO).</p> <ol style="list-style-type: none"> <li>a. Some courses may drop below the Gen Ed requirements for addressing at least 3 CLOs in-depth and one minimally.</li> <li>b. Requirements for how faculty update information regarding how the new CLO is addressed in relevant courses – minimally or in-depth. How does the committee want to be involved in this process?</li> </ol>	<p>2017-18 CGCC catalogs were available for committee members to take. CLO's are found on page 43.</p> <p>The new Quantitative Literacy CLO and the reason for and effect of replacing the previous Professional Competency CLO lead into a discussion regarding how the new QL CLO will impact the current Gen Ed status of each CGCC Gen Ed course and what will be the easiest and most efficient way to gather information regarding the level of how current courses with Gen Ed designations address the QL CLO. Current concerns/information needed:</p> <ul style="list-style-type: none"> <li>• How each course addresses the new QL CLO</li> <li>• With elimination of Professional Competence CLO, there is potential for current Gen Ed courses to not meet Gen Ed designation requirements of addressing at least 3 CLOs in-depth and 1 CLO minimally.</li> <li>• Requirements for Gen Ed designations may need to be revised if current courses cannot meet the current requirements due to the revised CLOs.</li> </ul> <p>In addition, there are currently approximately 5 courses that need to submit Gen Ed Requests as they completed</p>	

	<p>IICA early in the process when the Gen Ed Request was not required.</p> <p>Committee requested information on how many Gen Ed courses might be in danger of losing their designation because of the CLO revision.</p> <p>Tentative agreement that Curriculum Office (CO) would send out an abbreviated Gen Ed Request form that only addresses the 5 CLOs. The CO would also provide a copy of the most recent Gen Ed Request form for the course so that faculty do not have to rewrite CLO fulfillment explanations for CLOs that haven't changed.</p> <p>Similar to IICA, a set amount of hours would be determined for compensation at the special projects pay for adjunct faculty.</p> <p>In summary nothing will be sent out at this time to Department Chairs. The committee will revisit this discussion to finalize processes and determine if any revision to the Gen Ed designation requirements is needed.</p> <p>Action Item: Susan will generate a list of courses whose Gen Ed status is in potential jeopardy of being lost due to change in CLOs.</p> <p>Future Agenda Item: Process for updating CCOGs with new CLO information; possible revision for determination of Gen Ed status – 3 “in-depth” and 1 “minimal” ratio of CLOs.</p>	
<p>4. Suspension process for Non-Credit Training Certificates (NCTC)</p> <p>a. Currently have two NCTCs that need to be suspended. There is no process at this time. How does the committee want to handle this?</p>	<p>The two Culinary Arts NCTC are no longer offered and need to be suspended. The Aero Drone Academy and UAS Certification Program NCTCs are still active.</p> <p>NCTCs are not required go before the Board of Ed for official approval for original onboarding. Therefore, it was agreed that an NCTC suspension would not need to</p>	<p>Motion: Doris 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstentions</p>

	<p>go before the Board either. Suspension could be approved by the CC. Also decided that the proposed NCTC Suspension form would be adequate and the committee would not ask for the level of detail required for the suspension of a credit certificate or degree.</p> <p>NCTC suspension longevity is the same as for credit certificates and degrees. The certificate is held in suspension for up to 3 years and can be reinstated at any time within those 3 years; once the 3 years has passed, it would be required to submit as a new NCTC.</p> <p>Susan presented a NCTC Suspension form that she drafted for review by the CC.</p> <p><b>Motion: Use the NCTC Suspension form for the NCTC suspension process. CC review and approval sufficient.</b></p>	
<p>5. Approval of use of parenthetical subtitles that may be attached to a more general course title. For example: Dance (Salsa); Dance (Square Dancing); Racquet Sports (Tennis); Racquet Sports (Pickleball); Racquet Sports (Badminton).</p>	<p>These courses have the same content and outcomes; faculty would be using a different teaching strategy to achieve the outcomes. For example, in Racquet Sports we would be teaching students about the sport’s background, rules, equipment, strategies, techniques, safety, and health advantages. We would cover these areas whether we teaching it through Pickleball or Badminton. At the same time, students should be provided with the information about which racquet sport is to be covered in each course. The course will be recorded as Racquet Sports; however, in the schedule it may be listed as Racquet Sports (Pickleball).</p> <p><b>Motion: Approve use of parenthetical subtitles in courses that have a common content and set of outcomes, but vary in specific topic. For example, “Dance (Salsa)” or “Dance (Folk)” .</b></p>	<p>Motion: Linnea 2<sup>nd</sup>: Katy Action: 8 in favor – 0 opposed – 0 abstentions</p>

<p>6. Math requirements</p> <p>a. AAS, AGS, and AS</p> <p>b. MTH 98/105/243 tract – appropriate prerequisite for MTH 243 considering statewide move to make a liberal studies math track to statistics that does not require algebra based math</p> <p>c. Resolve confusion that arises from “or higher” language for curses, certificates, and degrees. There is a lack of clarity when the requirement is MTH 95 or higher whether that includes MTH 98 and/or MTH 105</p>	<p>a. Mary Kramer, John Evans, and Annette Byers answered questions regarding Math core requirements for the AAS, AGS, and AS. It was suggested that a conversation between the math department and Advising regarding the value of the different math tracts might be advantageous. For the AAS, AGS, and AS there are no State math requirements. As for the AAS and the AGS, the math department agrees that either MTH 65 or MTH 98 would be an appropriate math core requirement. The math department sees no compelling reason to change the current math requirement (MTH 111) for the AS degree.</p>	
	<p><b>Motion: Change the AAS core requirement for Math to read “MTH 65 or MTH 98 (with grade “C” or better) or a course with a prerequisite of MTH 65 or MTH 98 or higher”</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: John Action: 8 in favor – 0 opposed – 0 abstentions</p>
	<p><b>Motion: Change AGS core requirement for Math to read “MTH 65 or MTH 98 (with grade “C” or better) or passing a math course for which MTH 65 or MTH 98 is a prerequisite”</b></p>	<p>Motion: Stephen 2<sup>nd</sup> Katy Action: 8 in favor – 0 opposed – 0 abstentions</p>
	<p>b. MTH 98/105/243 track</p> <p>MTH 243 Statistics currently has a prerequisite of MTH 95. Statewide intent for the MTH 98/MTH 105 sequence was that it would lead to statistics. Some colleges have a prerequisite of MTH 98 for statistics, not requiring MTH 105. MTH 98 and 105 have only run at CGCC a couple of times, leaving the department with little information on student’s skill levels and preparation for MTH 243 upon completion of 98 or 105. There may be more data from other</p>	

	<p>colleges where these courses have been running more. Unanswered questions include:</p> <ul style="list-style-type: none"> <li>• Is our MTH 98 or MTH 105 strong enough prerequisite for students to be successful in MTH 243?</li> <li>• Is our MTH 243 requiring higher level math skills than other statistics courses in Oregon?</li> </ul> <p>Action Item: John Evans will discuss track with the math department, including possible revision of requisites for MTH 243</p>	
	<p>c. “or higher” language Confusion is centered on whether MTH 98 and 105 are “higher” than MTH 95. Some course prerequisites require MTH 95 or higher – admissions department is asking if that includes 98 and 105. Initial thought is that 98 and 105 would not be considered “higher” and would not provide students with the knowledge and skills provided by MTH 95. Prerequisites in courses may need to be rewritten to be more clear.</p> <p>Action Item: John Evans will discuss MTH course prerequisites with the math department to resolve any confusion.</p>	
Adjourn: 11:55 am	Doris moved to adjourn, Tom 2 <sup>nd</sup> ; 8 yes	
<b>Next Meeting:</b> October 5, 2017 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		

## Columbia Gorge Community College

### New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 181A	Credits:	1
Course Title: (60 characters max, including spaces)	Weight Training	Transcript Title: (30 characters max, including spaces)	Weight Training
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co



<b>Section #3 Course Description, Outcomes, and Content</b>	
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Stresses the proper guidelines, principles and techniques of weight lifting and the development of muscular strength and endurance. Introduces the development of individual weight training programs that allow for body and strength differences, including weight training etiquette and safety. Each student will progress at a rate commensurate with his or her abilities.	
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), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve physical conditioning specifically related to muscular strength and endurance through weight training.
	2. Design a progressive muscular strength and endurance plan.
	3. Apply weight training principles and techniques to exercise routines throughout life.
	4. Evaluate one’s fitness levels relating to muscular strength and endurance.
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Demonstrations</li> <li>2. Records and portfolios</li> <li>3. Written exams</li> <li>4. Personal programs</li> <li>5. Pre and post testing.</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Skills will be discussed, defined and demonstrated. Students will work individually, in pairs and in groups.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Principles of conditioning</li> <li>2. Components of fitness</li> <li>3. Fundamental weight lifting techniques and progressions</li> <li>4. Care and safe use of equipment</li> <li>5. Avoiding injuries – warm-up, stretching, and cool down techniques</li> <li>6. Benefits of weight training</li> <li>7. Appreciation of the role of strength training in lifelong fitness</li> </ol>
Department Notes (optional)	

<b>Section #4 Transferability</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	OSU U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	LBCC - PE 185A –Circuit Weight Training Chemeketa CC – PE185A – Sports Conditioning
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

<b>Section #5 Additional Information for new LDC courses</b>		
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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	09-18-17
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	09-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 181D	Credits:	1
Course Title: (60 characters max, including spaces)	Circuit Interval Training	Transcript Title: (30 characters max, including spaces)	Circuit Interval Training
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

<b>Section #3 Course Description, Outcomes, and Content</b>	
<p>COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a>.</p>	
<p>Improves aerobic, anaerobic and strength conditioning through interval training. Includes the use of free weights and/or other equipment and functional fitness training. Covers key muscle groups. Each student will progress at a rate commensurate with his or her abilities.</p>	
<p>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), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Increase levels of physical fitness through cardio, strength and flexibility interval training.
	2. Perform safe and effective warm up and cool down.
	3. Follow proper lifting and cardio training techniques for improvement in both cardiovascular fitness and muscular endurance.
	4. Develop a life-long fitness, health and wellness program.
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Pre/post fitness testing</li> <li>2. Individual fitness programs</li> <li>3. Active participation and effort</li> <li>4. Written assignments and/or exams</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Skills will be discussed, defined and demonstrated. Students will work individually, in pairs and in groups.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Benefits of circuit interval training</li> <li>• Proper use of hand weights</li> <li>• Target heart rate</li> <li>• Practice warm up and cool down activities</li> <li>• Components of fitness-related physical fitness and their benefits for life-long fitness</li> <li>• Personal fitness assessment</li> <li>• Goal setting</li> <li>• Modification of exercises and activities for varying physical conditions and individual fitness levels</li> </ul>
Department Notes (optional)	

<b>Section #4 Transferability</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	OSU U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Clackamas CC - PE 185-027 – Cross Training Chemeketa CC – PE185A – Sports Conditioning
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

<b>Section #5 Additional Information for new LDC courses</b>		
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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 182D	Credits:	1
Course Title: (60 characters max, including spaces)	MindBody Fitness	Transcript Title: (30 characters max, including spaces)	MindBody Fitness
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co



### Section #3 Course Description, Outcomes, and Content

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Explores whole-body empowerment to increase energy and boost strength and fitness with fun tunes and dynamic exercises. Emphasizes elements of Yoga, Functional Fitness, Barre, Dance and TRX to build strength in core, shoulders, legs and back. Incorporates both isometric holds and functional dynamic exercises that challenge and tone.

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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply concepts to tone and strengthen muscles
	2. Incorporate principles and techniques into lifelong fitness program
	3. Demonstrate improved physical conditioning
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Attendance and effort</li> <li>2. Active participation</li> <li>3. Demonstration of proficiency</li> </ol>

#### COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design:	<ul style="list-style-type: none"> <li>• Improvement of physical conditioning</li> <li>• Perform safe and effective techniques</li> <li>• Develop life-long fitness, health and wellness</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ul style="list-style-type: none"> <li>• Warm up techniques/stretching</li> <li>• Range of motion exercises</li> <li>• Principals of spinal/alignment awareness</li> <li>• Concentration/control/centering</li> <li>• Breath awareness</li> <li>• Alignment techniques/neutral spine</li> <li>• Safety concepts</li> </ul>
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 currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these 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?

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 OUS school will the course transfer to? List all	OSU U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Central Oregon CC - PE 185BA – Barre Body MHCC – PE 020 - Barre
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 182I	Credits:	1
Course Title: (60 characters max, including spaces)	Aerial Yoga	Transcript Title: (30 characters max, including spaces)	Aerial Yoga
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

<b>Section #3 Course Description, Outcomes, and Content</b>	
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Introduces aerial postures that support the body and relieve tensions. Explores common restful and meditative yoga postures that help improve alignment and increase space and mobility in the back and joints. Fun, flexible, restful and strength-focused for all levels of yoga practitioners.	
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), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply concepts related to flexibility and yoga postures
	2. Incorporate principles and techniques into lifelong fitness program
	3. Demonstrate improved physical conditioning
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Attendance and effort</li> <li>2. Active participation</li> <li>3. Demonstration of proficiency</li> </ol>
<b>COURSE CONTENT, ACTIVITIES AND DESIGN</b>	
Course activities and design:	<ul style="list-style-type: none"> <li>• Improvement of physical conditioning</li> <li>• Perform safe and effective techniques</li> <li>• Develop life-long fitness, health and wellness</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Development and progression of flexibility and alignment</li> <li>2. Introduction to relaxation techniques</li> <li>3. Experience the relationship between mind, body and spirit</li> <li>4. Safety principles in yoga practices</li> <li>5. Introduction to yoga philosophies and language</li> </ol>
Department Notes (optional)	

<b>Section #4 Transferability</b>
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University’s distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>

Which OUS school will the course transfer to? List all	OSU U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Did not find any Oregon schools who offer this yet, most are available at private studios, as this course will be
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropak	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
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## Columbia Gorge Community College

### New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 182T	Credits:	1
Course Title: (60 characters max, including spaces)	Mindful Yoga	Transcript Title: (30 characters max, including spaces)	Mindful Yoga
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours  Lecture: Lec/lab: Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co



### Section #3 Course Description, Outcomes, and Content

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Introduces yoga practice founded in sound alignment. Offers a gentle approach to yoga by slowing down the practice, presenting diverse pose options and movement with greater awareness that, in turn, allows neurological shifts, deep core connection and overall strengthening. Appropriate for beginning to advanced levels.

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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply basic movements and breath awareness utilizing asana, pranayama, Kriya and meditation techniques
	2. Incorporate the principles, language and techniques of Mindful Yoga in day-to-day life
	3. Demonstrate improved physical condition and mental quietness
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Class participation</li> <li>2. Written journal</li> <li>3. Demonstrations</li> </ol>

### COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design:	<ul style="list-style-type: none"> <li>• Improvement of physical conditioning</li> <li>• Perform safe and effective alignment techniques</li> <li>• Develop life-long fitness, health and wellness</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Correct alignment</li> <li>2. Body positions</li> <li>3. Breath awareness</li> <li>4. Core strengthening</li> <li>5. Concepts and basics of warm up and cool down</li> <li>6. Safety principles in a yoga practice</li> </ol>
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 currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these 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?

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 OUS school will the course transfer to? List all	OSU, U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	COCC – 185TJ – Chi/Qigong PCC – Non-credit - Qigong
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	mkramer@cgcc.edu	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
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## Columbia Gorge Community College

### New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>
Prefix and Course Number:	PE 182Y	Credits:	1
Course Title: (60 characters max, including spaces)	Indoor Cycle Training	Transcript Title: (30 characters max, including spaces)	Indoor Cycle Training
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: Placement into, Pre, Co and Concurrent

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: 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:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

### Section #3 Course Description, Outcomes, and Content

COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Introduces structured group cycling. Promotes improved cardiorespiratory conditioning, muscle strength and endurance, flexibility and body composition. Promotes active energy through fun, inspiring music and cycling movement.

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), not in the classroom outcomes. Three to six outcomes are recommended. See [course outcomes guidelines](#) on the curriculum website.

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Improve overall physical conditioning
	2. Perform safe and effective indoor cycling
	3. Develop a lifelong fitness and wellness program
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Pre/post fitness testing</li> <li>2. Active participation</li> <li>3. Demonstration of proficiency</li> </ol>

### COURSE CONTENT, ACTIVITIES AND DESIGN

Course activities and design:	<ul style="list-style-type: none"> <li>• Improvement of physical conditioning</li> <li>• Perform safe and effective techniques</li> <li>• Develop life-long fitness, health and wellness</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Safe and effective indoor cycling techniques</li> <li>2. Principles of proper cycling</li> <li>3. Intensity monitoring via target heart rate and talk test method</li> <li>4. Safe and effective warm and cool down techniques</li> <li>5. Goal setting for fitness</li> <li>6. Personal fitness program design</li> </ol>
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 currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these 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? 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 OUS school will the course transfer to? List all	OSU U of O – PE 100-level course PSU – with C or better EOU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PCC – PE182Y – Indoor Cycling
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

<b>Section #5 Additional Information for new LDC courses</b>		
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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no	

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
<p>Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.</p>	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

### Section #1 General Information

Department:	Science	Submitter name: phone: email:	Mary Kramer 541-506-6033 mkramer@cgcc.edu
Prefix and Course Number:	PE 183N	Credits:	1
Course Title: (60 characters max, including spaces)	Racquet Sports	Transcript Title: (30 characters max, including spaces)	Racquet Sports
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

### Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into: _____		<input type="checkbox"/> Placement into: _____	
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite



<b>Section #3 Course Description, Outcomes, and Content</b>	
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Introduces one or more racquet sports. Emphasizes rules, equipment, techniques and strategy for both singles and doubles play. Develops fun recreational skills and strategies for maintaining lifelong health and fitness.	
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), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to:
	1. Demonstrate knowledge of the basic skills, techniques, and game strategies used in one or more racquet sports.
	2. Develop and apply strategies for maintaining lifelong health and fitness.
	3. Understand and apply, in a game situation, the applicable rules for one or more racquet sports.
	4. Use appropriate warm-up, stretching, and cool-down techniques.
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Demonstrations</li> <li>2. Pre and Post Testing of Physical Fitness</li> <li>3. Written exams and assignments</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Skills will be discussed, defined and demonstrated. Students will work individually, in pairs and in groups. Most class time will be spent in competition.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Introduce basic rules and background information <ol style="list-style-type: none"> <li>a. background of sport</li> <li>b. equipment</li> <li>c. game rules, scoring</li> <li>d. etiquette</li> </ol> </li> <li>2. Basic strokes (varies as per specific racquet sport) <ol style="list-style-type: none"> <li>a. grip</li> <li>b. ground strokes – forehand, backhand</li> <li>c. other – serve, smash, lob, drive, drop shot</li> </ol> </li> <li>3. Court strategy and position <ol style="list-style-type: none"> <li>a. singles and doubles</li> <li>b. forecourt/backcourt</li> <li>c. serving and receiving</li> </ol> </li> <li>4. Alternative styles of game play <ol style="list-style-type: none"> <li>a. collaborative – practice/warm-up</li> <li>b. competitive – individual/team competition/tournaments</li> </ol> </li> <li>5. Avoiding injuries – warm-up, stretching, and cool down techniques</li> <li>6. Benefits of engaging in activities that support lifelong health and fitness</li> </ol>
Department Notes (optional)	

<b>Section #4 Transferability</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	OSU, EOU U of O – PE 100-level course PSU – with C or better
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence – Previously vetted by PCC
Identify comparables at Oregon schools	Chemeketa – PE 185RB - Racquet Ball Clackamas – PE 185-080 – Beg. Tennis
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

<b>Section #5 Additional Information for new LDC courses</b>		
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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in Forms on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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 Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

#### Section #1 General Information

Department:	Science	Submitter name:	Mary Kramer
		phone:	541-506-6033
		email:	mkramer@cgcc.edu
Prefix and Course Number:	PE 185L	Credits:	1
Course Title: (60 characters max, including spaces)	Dance	Transcript Title: (30 characters max, including spaces)	Dance
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?  3	Contact hours Lecture: 0 Lec/lab: 0 Lab: 30
Reason for the new course	Increase PE offerings at CGCC		
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title _____	

#### Section #2 Requisites: 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 prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into: _____		<input type="checkbox"/> Placement into: _____	
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite

<b>Section #3 Course Description, Outcomes, and Content</b>	
COURSE DESCRIPTION: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course requisite recommendations in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Introduces traditional and popular dance forms and styles from a selection of countries and cultures. Examines and practices dance movement. Develops fun recreational skills and strategies for maintaining lifelong health and fitness.	
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), not in the classroom outcomes. Three to six outcomes are recommended. See <a href="#">course outcomes guidelines</a> on the curriculum website.	
Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to:
	1. Demonstrate knowledge of basic dance steps, moves, forms and/or styles.
	2. Identify and demonstrate traditional and/or popular dances
	3. Understand and appreciate dance for its cultural and social expression.
	4. Use appropriate warm-up, stretching, and cool-down techniques.
5. Develop and apply strategies for maintaining lifelong health and fitness.	
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Demonstrations</li> <li>2. Pre and Post Testing</li> <li>3. Written exams and assignments</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
Course activities and design:	Basic dance moves and routines. May include individual and partner dancing.
Course Content: Themes, Concepts, Issues and Skills: (should be connected to the outcomes)	<ol style="list-style-type: none"> <li>1. Origin and history <ol style="list-style-type: none"> <li>a. country and cultural background</li> <li>b. history</li> <li>c. social aspects</li> <li>d. etiquette</li> </ol> </li> <li>2. Dance preparation <ol style="list-style-type: none"> <li>a. warm-up, stretching, and cool down techniques</li> <li>b. avoiding injuries</li> </ol> </li> <li>3. Body position <ol style="list-style-type: none"> <li>a. posture and placement (individually or partnering)</li> <li>b. arm positions and movements</li> <li>c. leg and foot positions and movements</li> </ol> </li> <li>4. Steps</li> <li>5. Coordination</li> <li>6. Basic rhythm and style</li> <li>7. Benefits of engaging in activities that support lifelong health and fitness</li> </ol>
Department Notes (optional)	

<b>Section #4 Transferability</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	OSU, EOU U of O – PE 100-level course PSU – with C or better
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence – Previously vetted by PCC
Identify comparables at Oregon schools	PCC - PE 124 – World Dance Chemeketa – PE 185DJ – Modern Dance
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that a course is on the Gen Ed list).

<b>Section #5 Additional Information for new LDC courses</b>		
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, AGS, ASOT-BUS, ASOT-CS, AS, AAS	# credits: 90-108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	general elective - fulfills Health/Wellness/Fitness requirement of the AAOT and other degree PE requirements.	
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.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall term depending on the formal approval process. There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 6 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Dan Ropek	<a href="mailto:dropek@cgcc.edu">dropek@cgcc.edu</a>	9-18-17
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	9-18-17

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in Forms on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. 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 submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.

## NEW CERTIFICATE REQUEST

Submitted by: Mary Kramer	Email: <a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	Phone: 541-506-6033	Department: CTE
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### Columbia Gorge Community College

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Proposed Title:	Office Associate Certificate		Proposed Credits: 13
Reason for new certificate:	Federal Title II funding for the Pre-College program at CGCC requires the development of Integrated Education and Training (IET) programs for Pre-College and GED students. IET is defined as “providing adult education and literacy activities concurrently with workforce preparation activities and workforce training for a specific occupation.” This certificate is the first toward meeting this new federal requirement. It will be a limited entry certificate for Pre-College students only who score a 235 or better on the CASAS assessment. Students will be concurrently enrolled in a 3 hour lab that will provide support services to help them succeed in the certificate courses.		Requested implementation term: Winter 2018
Impact on other areas of instruction: Have you talked to other departments? If yes, explain:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explain: The Pre-College Advisory Board supports the implementation of this certificate. They view it as a stepping stone for Pre-College students to transition to the workforce and into entry-level positions.	Has the certificate been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Administrative Assistant AAS		



## SECTION #2 PREREQUISITES AND OUTCOMES

### PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	(Place into WR 115 or completion of WR 90) and (place into RD 115 or completion of RD 90)	4

**Is this a limited entry program?** Students must apply, via the department for program entry.

Yes  No

### PROPOSED OUTCOMES

Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See [writing learning outcomes](#) on the curriculum website.

*Students who complete this certificate will be able to:*

1. Apply computer keyboarding skills to general office documents.
2. Access the Internet and create and share documents.
3. Apply proofreading and editing skills to documents following current professional document standards.
4. Utilize workplace software to complete basic office documents and input data on basic spreadsheets.
5. Create favorable impressions with customers and present a positive attitude

## SECTION #3 PROPOSED COURSEWORK

List all courses in the term by term order that is to be displayed in the [catalog](#) certificate map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Prerequisites	Credits
CAS 121	Beginning Keyboarding	Rec: Placement into RD 90, WR 90; CAS 103W	3
CAS 103W	Intro to Computers	Prereq: placement into RD 115, WR 115 Rec: CAS 121 or equiv keyboarding skills	1

CAS 122	Keyboarding for Speed and Accuracy	Prereq: CAS 121; placement into RD 90, WR 90; Rec: CAS 103W and keying 24 wpm	3
CAS 133	Intro to Office Software	Rec: RD 115, WR 115, CAS 121 or keyboarding by touch	4
BA 188	Customer Service Skills	Prereq: RD 115, WR 115 or test	2
<b>Credit total</b>			13
<b>ELECTIVES (if applicable)</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	
	None		

#### SECTION #4 RELATED INSTRUCTION

**Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.**

All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

#### Section #5 DEPARTMENT REVIEW

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Stephen Shwiff	<a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>	
Department Director	Email	Date
Mary Kramer	<a href="mailto:mkramer@cgcc.edu">mkramer@cgcc.edu</a>	

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Complete the Degree/Certificate Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions.

## CERTIFICATE REVISION

Submitted by: Mimi Pence	Email: <a href="mailto:mpence@cgcc.edu">mpence@cgcc.edu</a>	Phone: 541-506-6164	Department: Nursing & Health Occupations
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### Columbia Gorge Community College

(Double click on check boxes to activate dialog box)

#### SECTION #1 OVERVIEW

Current Title:	Medical Assisting	Proposed Title:	No change
Current Credits:	47	Proposed Credits:	No change
Overview and rationale for proposed changes:			
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> <li>1. Change certificate prerequisite from MTH 60 to MTH 98</li> <li>2.</li> <li>3.</li> </ol>		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			
Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requested Implementation Term	Fall 2018		

## SECTION #2 REVISION AREAS

Does the revision involve changing certificate prerequisites?

Yes  No

### CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
MP 111	Medical Terminology	Prereq: Placement into RD 90 and WR 90	4
BI 121	Introduction to Human Anatomy & Physiology I	Prereq: MTH 60 or equivalent placement test scores; Prereq/Concurrent: WR 121	4
WR 121	English Composition	Prereq: Placement into WR 121, or completion of WR 115 and RD 115	4
MTH 60	Introductory Algebra	Prereq: MTH 20 or equivalent placement test scores	4

### PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
MP 111	Medical Terminology	Prereq: Placement into RD 90 and WR 90	4
BI 121	Introduction to Human Anatomy & Physiology I	Prereq: MTH 60 or equivalent placement test scores; Prereq/Concurrent: WR 121	4
WR 121	English Composition	Prereq: Placement into WR 121, or completion of WR 115 and RD 115	4
MTH 98	Quantitative Math	Prereq: Placement into RD 90 and WR 90; MTH 20 or equivalent placement test scores	4

### CERTIFICATE OUTCOMES

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

Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See [writing learning outcomes](#) on the curriculum website.

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

**CURRENT CERTIFICATE OUTCOMES**  
(Required whether or not outcomes are being changed.)

*Students who complete this certificate will be able to:*

1. Communicate effectively with persons through the use of verbal and non-verbal skills, written abilities, active listening and information technologies within the ambulatory care settings.
2. Integrate the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.
3. Demonstrate the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.
4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims and ethical issues.
5. Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.

**PROPOSED CERTIFICATE OUTCOMES**

*Students who complete this certificate will be able to:*

No changes.

**RELATED INSTRUCTION**

Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

**Additional Comments Or Changes**

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**SECTION #3 COURSE BY COURSE COMPARISON**

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

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

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
<b>Term 1</b>			No changes		
BI 122	Introduction to Human Anatomy and Physiology II / Prereq: BI 121	4			
MA 112	Medical Office Assistant 1	1			
MA 117	Medical Office Administrative Procedures Coreq: MA 118 & MA 180	3			
MA 118	Medical Office Administrative Procedures Lab Coreq: MA 117	2			
MA 180	Coding & Reimbursement Prereq: MP 111; Coreq: MA 117	2			
PSY 101	Psychology & Human Relations Prereq: MTH 20 or test; Pre/Co: WR 121	4			
<b>Term 2</b>					
MP 140	Introduction to Health Law & Ethics Prereq: WR 115, RD 115, MTH 20 or test	3			
MA 122	Medical Office Assistant 2 / Prereq: MA 112	1			
MA 123	Medical Office Clinical Procedures Prereq: MP 111, BI 122 or BI 123, MTH 60 and place into RD 115, WR 115; Coreq: MA 124	3			
MA 124	Medical Office Clinical Procedures Lab Coreq: MA 123	2			
MA 131	Pathophysiology for the Medical Assistant Prereq: MP 111, admission to MA program. Coreq: MA 123, MA 124	5			
HE 113	First Aid & CPR/AED Professional Rescuers/Healthcare Providers Rec: RD 115 or test	1			
<b>Term 3</b>					
MA 132	Medical Office Assistant 3 / Prereq: MA 122	1			
MA 136	Medications Prereq: MA 123, MA 124, MP 111, and	2			

	<a href="#">admission to MA program</a>				
MA 270	Clinical Practicum / <a href="#">Dept permission required</a>	6			
MLT 100	Medical Office Laboratory Procedures <a href="#">Prereq: MP 111; BI 122 or BI 233</a>	4			
MP 150	Introduction to Electronic Health Records <a href="#">Prereq: MP 111. Rec: CAS 133</a>	3			
	<b>Credit total</b>	47		<b>Credit total</b>	

#### ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

#### Section #4 DEPARTMENT REVIEW

This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
???	???	???
Department Director	Email	Date
???	???	???

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us).
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Complete the Degree/Certificate Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. 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.

**Current Gen Ed Courses that Now Fall Short of Requirements** (key at bottom)

Course	Title	CLO #1	CLO #2	CLO #3	CLO #4	CLO #5
ART 230	Drawing I	D	D		M	NA
ART 269	Printmaking I	M	D		D	M
ART 286	Watercolor I	D	D		M	M
BI 121	Intro to Human Anatomy & Phys I	D	D		M	M
BI 122	Intro to Human Anatomy & Phys II	D	D		M	M
BI 211	Principles of Biology					
BI 212	Principles of Biology					
BI 213	Principles of Biology					
BI 231	Human Anatomy & Physiology I	D	D		M	NA
BI 232	Human Anatomy & Physiology II	D	D		M	NA
BI 233	Human Anatomy & Physiology III	D	D		M	NA
CH 100	Everyday Chemistry with Lab	D	D		NA	D
CH 121	General Chemistry I	D	D		NA	D
CH 122	General Chemistry II	D	D		NA	D
CH 123	General Chemistry III	D	D		NA	D
CH 221	General Chemistry I	D	D		NA	D
CH 222	General Chemistry II	D	D		NA	D
CH 223	General Chemistry III	D	D		NA	D
COMM III	Public Speaking	D	D		M	NA
COMM 140	Intro to Intercultural Communication	D	D		D	NA
COMM 214	Interpersonal Comm: Proc & Theory	D	D		M	NA
COMM 215	Sm Gp Comm: Process & Theory	D	D		D	NA
COMM 228	Mass Comm and Society	NA	D		D	M
HEC 226	Children's Health, Nutrition & Safety	D	D		NA	M
ENG 104	Intro to Lit - Fiction	D	D		M	M
ENG 105	Intro to Lit - Drama	D	D		M	M
ENG 106	Intro to Lit - Poetry	D	D		M	M
ENG 214	Lit of the Pacific NW	D	D		M	NA
ENG 222	Images of Women in Lit					
ENG 237	American Working Class Lit	D	D		D	NA
ENG 260	Intro to Women Writers	D	D		D	NA
GS 106	Physical Science (Geology)	D	D		M	M
GS 107	Physical Science (Astronomy)	D	D		NA	M
GS 108	Physical Science (Oceanography)	D	D		M	M
GS 109	Physical Science (Meteorology)	D	D		M	M
G 201	Physical Geology	D	D		NA	D
G 207	Geology of the Pacific NW	D	D		M	M
G 208	Volcanoes & Their Activity	D	D		NA	M
HST 240	Oregon History					



MTH 105	Math in Society	D	D		NA	D
MTH 111	College Algebra	D	D		NA	M
MTH 112	Elementary Functions	D	D		NA	D
MTH 243	Statistics I	D	D		NA	M
MTH 244	Statistics II	D	D		NA	M
MTH 251	Calculus I	D	D		NA	M
MTH 252	Calculus II	D	D		NA	M
MTH 253	Calculus III	D	D		NA	M
MUS 110	Fundamentals of Music	D	D		M	NA
PS 204	Comparative Political Systems	NA	D		D	D
PS 205	Global Politics: Conflict & Coop	D	D		D	NA
PS 211	Peace & Conflict	NA	D		D	D
PS 220	US Foreign Policy	NA	D		D	M
PS 225	Political Philosophy	NA	D		D	D
PSY 101	Psychology & Human Relations	D	D		M	NA
PSY 201A	Intro to Psychology - Part 1	D	D		D	NA
PSY 202A	Intro to Psychology - Part 2	D	D		D	NA
TA 274	Theater History	D	D		M	NA
WR 241	Creative Writing - Fiction	D	D		M	M
WR 242	Creative Writing - Poetry	D	D		M	M
WR 243	Creative Writing - Script Writing	D	D		M	M
WR 244	Adv Creative Writing - Fiction	D	D		M	M
WR 245	Adv Creative Writing - Poetry	D	D		M	M
WR 246	Adv Creative Writing - Edit & Publish	D	D		M	M
WR 247	Adv Creative Writing - Script Writing	D	D		M	M

KEY

D = In-Depth

M = Minimally

NA = Not Addressed

Gen Ed courses which may have trouble meeting Gen Ed designation requirements

CLO #1	Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
CLO #2	Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical thinking and Problem-Solving)
CLO #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)
CLO #4	Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness)
CLO #5	Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

# Columbia Gorge Community College

## General Education/Discipline Studies List Request Form

**If this request is accompanying a New Course Request**, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department		Submitter Name: Phone: Email:	
Course Prefix and Number:		Course Title:	
Course Credits:		Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:			
Course Outcomes:			

**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 two OUS schools 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. Appreciate cultural diversity and constructively address issues that arise out of cultural differences 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 are required to demonstrate that 3 of the CLOs are addressed in depth, and 1 additional CLO is addressed at least minimally.**

**2. Address CGCC Core Learning Outcomes:**

**For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; and 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO.**

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

**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.

<b>Criteria:</b>	
A course in Arts & Letters should: <ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>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.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.</li> </ol> <p>And each course should also do at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<b>*Note:</b> 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 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"?**	
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"?**	

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

5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<b>*Note:</b> It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you need to address all five criteria.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	

<b>Science or Computer Science</b>	
<b>Outcomes:</b>	
As a result of taking General Education Science or Computer Science courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;</li> <li>• Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and</li> <li>• Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.</li> </ul>	
<b>Criteria:</b>	
A General Education course in either Science or Computer Science should:	
<ol style="list-style-type: none"> <li>1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.</li> <li>2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.</li> <li>3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.</li> </ol>	
In addition:	
<ol style="list-style-type: none"> <li>4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.</li> <li>4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	

<p><b>*Note:</b> It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the three outcomes questions below, you need to address all of the first three criteria as well as the appropriate fourth criterion.</p>	
<p>How does the course enable a student to “gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions”?**</p>	
<p>How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**</p>	
<p>How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**</p>	

<b>Mathematics</b>	
<b>Outcomes:</b>	
<p>As a result of taking General Education Mathematics courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Use appropriate mathematics to solve problems; and</li> <li>• 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.</li> </ul>	
<b>Criteria:</b>	
<p>A collegiate level Mathematics course should require students to:</p> <ol style="list-style-type: none"> <li>1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.</li> <li>2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.</li> <li>3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.</li> <li>4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.</li> <li>5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.</li> <li>6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.</li> <li>7. Make mathematical connections to, and solve problems from, other disciplines.</li> </ol>	
List the course outcome(s)	

from the course's CCOG that clearly reflect the above outcomes and criteria.*	
<b>*Note:</b> 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 need to address all seven criteria.	
How does the course enable a student to “use appropriate mathematics to solve problems”?**	
How does the course enable a student to “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”?**	

<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Department Director	Email	Date

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu).
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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