

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)

Zip Krummel (Social Sci)

Ashley Mickels (CTE)

Katy Jablonski (Wr/FL/Eng)

Emilie Miller (Science)

Abel Wolman (MTH)

Linnea Jaeger (ESOL)

Stephen Shwiff (Inst Dean)

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Mary Martin (Student Services)

## Support Staff

Gail Gilliland (Curriculum)

## Guests

Robert Wells-Clark, Mike Davis, Linda Hughitt, Lois Colton, Todd Meislahn

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## **April 9, 2020 3:30 pm – 5:00 pm**

The Dalles Campus, room 2.106 (Instructional Services conference room)

Hood River Indian Creek Campus, room 1.209 (conference room)

Zoom log-in: <https://cgcc.zoom.us/j/211699038>

phone in: 1-669-900-6833      Meeting ID: 211 699 038

## Business:

1. Approval of April 9, 2020 minutes <sup>1</sup>
2. Course Inactivations (information item only): ECE 175A, ECE 175B, ECE 175C, ECE 175D <sup>2</sup>

## Submissions <sup>3</sup>

1. Robert Wells-Clark (3:35 – 3:45 pm)
  - MFG 280 Aluminum GTAW/TIG Welding (New CTE Course)
  - Manufacturing (Certificate Revision: coursework, credits)
2. Mike Davis (3:45 – 3:55 pm)
  - UAS 100 UAS Flight Training (Contact Hour Change)
  - Professional Small Unmanned Aircraft Systems (Certificate Revision: course, out, req, creds)
3. Linda Hughitt (3:55 – 4:00 pm)
  - OS 131 10-key for Business (Course Revision: des, out, cont, text)
4. Lois Colton (4:00 – 4:10 pm)
  - ESOL 60 ESOL Writing (New Non-Credit Course)
5. Todd Meislahn (4:10 – 4:40 pm)
  - BA 111 Introduction to Accounting (Course Revision: title, des, txt/mat)
    - i. Consent agenda
  - BA 211 Principles of Accounting I (Course Revision: req, des, txt/mat)
  - BA 213 Managerial Accounting (Course Revision: req, des, txt/mat)
  - BA 222 Financial Management (Course Revision: req, des, txt/mat)
  - BA 228 Computer Accounting Applications (Course Revision: title)
    - i. Consent agenda
  - BA 250 Small Business Management (Course Revision: title, req, des, txt/mat)

- Entry-Level Accounting Clerk (Certificate Revision: crses)
- Accounting / Bookkeeping (Certificate Revision: crses, creds, scheduling)
- Accounting AAS (Degree Revision: crses, creds)
- Entrepreneurship (Certificate Revision: crses, creds, scheduling)
- Entrepreneurship / Small Business Management (Degree Revision: title, crses, creds)

Discussion Items:

1. Chair position for 2020-21
2. Related Instruction Definitions and Criteria for Standalone Courses  
[https://docs.google.com/document/d/1-Q6oQCINtmHJrai28qrQTxiQ47EXZLX97\\_7IX4pA170/edit?ts=5e619c5e](https://docs.google.com/document/d/1-Q6oQCINtmHJrai28qrQTxiQ47EXZLX97_7IX4pA170/edit?ts=5e619c5e)
3. CC Retreat date and determination of topics for discussion <sup>4</sup>
4. Accreditation visit debrief

Next Meeting: CC Retreat – TBD

Attachments: <sup>1</sup> February 13, 2020 minutes; <sup>2</sup> 4 Course Inactivations; <sup>3</sup> Submissions: 1 New CTE Course, 1 New Non-Credit Course, 7 Course Revisions, 1 Contact Hour Change, 2 Degree Revision, 5 New Certificates, 2 Consent Agendas; <sup>4</sup> Potential Retreat Discussion Topics

## Curriculum Committee Minutes

April 9, 2020 3:30 pm – 5:00 pm

**Location:** Keeping with State enforced social distancing regulations due to the Covid-19 pandemic the Curriculum Committee meets via Zoom

### PRESENT

#### Voting Committee Members

Kristen Booth (Chair) (Pre-College)  
P.K. Hoffman (Arts and Hum)  
Katy Jablonski (WR/FL/Eng)  
Linnea Jaeger (ESOL)  
Zip Krummel (Social Science)

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

#### Non-Voting Committee Members

Susan Lewis (Curriculum)

#### Support Staff

Gail Gilliland (Curriculum)

#### Guests

Jim Pytel  
Mary Kramer

### Absent

#### Voting Committee Members

Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ)

#### Non-Voting Committee Members

Vacant (Student Services)

Item	Discussion	Action
<b>Call to Order</b>	Meeting called to order at 3:30 pm by chair, Kristen Booth	
<b>Business:</b>		
1. Approval of March 5, 2020 minutes	March 5, 2020 minutes approved as written	Motion: Linnea 2 <sup>nd</sup> : Zip Action: 7 in favor – 0 opposed – 0 abstention
2. Course Inactivations (information item only): ECE224, ECE 260B, ECE 265	Susan informs the Curriculum Committee of course inactivation for ECE 224, ECE 260B, ECE 265	

<b>Submissions:</b>		
MTH 110 Technical Math (New LDC course)	<p>Jim Pytel presents the new Technical Math course. MTH 110 has been designed to meet the Em-Tech program math needs consolidated into one course. It is not documented on the course as concurrent. MTH 65 is the prerequisite. The Curriculum Committee is approving as is written.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
Electro-Mechanical Technology (Degree Revision: course)	<p>Mary Kramer presents the Em-Tech degree revision. MTH 110 or higher is being added to the degree and MTH 95 removed.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
ED 216 Purpose, Structure & Function of Education in a Democracy (New LDC course)	<p>Kristen Booth presents ED 216. Brief discussion to clarify that Ed 101 is recommended as a prerequisite. The student does not have to take ED 101 as a prerequisite to take Ed 216.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Pam Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 101 Exploring the ECE Field (New CTE course)	<p>Ashley Mickels presents a brief overview of the ECE program revision. The changes in the program have been motivated by the recent completion of the ECE program review. These intended changes bring courses into alignment with the new NAEYC standards approved in March.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 120 Introduction to Early Education and Family Studies (Course Revision:title, req, des, out, cnt, txt/mat)	<p><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Linnea</p>

		Action: 8 in favor – 0 opposed – 0 abstention
ECE 121 Observation & Guidance I (Course Revision: title, req, des)	<b>Motion: Approve as written</b>	Motion: Linnea 2 <sup>nd</sup> : Pam Action: 8 in favor – 0 opposed – 0 abstention
ECE 122 Environments & Curriculum in Early Childhood Education I (Course Rev: des, req)	Description questioned, “...children six weeks through age ten.” Curriculum Committee recommends changing description to “...children six weeks through age eight.”  <b>Motion: Approve as amended</b> <b>Amendment: change description from “...children six weeks through age 10.” to “...children six weeks through age 8.”</b>	Motion: Zip 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention
ECE 124 Multicultural Practices: Exploring Our Views (Course Rev: title, des, req)	Description questioned. Bias, not anti-bias practice, as the title implies, is mentioned in the description. Ashley assured the Curriculum Committee that a deeper revision will be done in the future.  <b>Motion: Approve as written</b>	Motion: Stephen 2 <sup>nd</sup> : Pam Action: 8 in favor – 0 opposed – 0 abstention
ECE 126 Early Childhood Development: Birth to Age 8 (New CTE Course)	It is noted “Pass/No Pass” is not checked on the submission. Ashley would like the course to include the “Pass/No Pass” option. The Curriculum Committee asks about the enrollment impact. It is noted that Early Childhood Development needs to be at the very beginning without a Writing prerequisite. This is more focused on ECE specifically at an introductory level. This is part of the two smaller certificates.	Motion: Zip 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention

	<b>Motion: Approve as amended</b> <b>Amendment: add Pass/No Pass</b>	
ECE 130A Practicum Orientation (Course Rev: des, req, out, cont, txt/mat)	<p>ECE 130A needs a change, per Ashley. The A, B, C designations are no longer in use. They do not designate multi-culturalism etc. Outcome #4 should not be a part of this course. The Curriculum Committee agrees to the removal of outcome #4.</p> <p>HE 113 practicum orientation is before this practicum, so HE 113 is a pre/con requisite.</p> <p><b>Motion: Approve as amended</b> <b>Amendment: Remove outcome #4</b></p>	<p>Motion: Zip 2<sup>nd</sup>: Stephen Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 130B Practicum Seminar 1 (Grade Option Chg)	<p>Seminar classes are used to demonstrate that the student has met the program outcomes. If you have not met NACE outcomes the student will fail.</p> <p>If someone wanted to get a grade could they?</p> <p>It is noted that the State will allow no more than a maximum of 8 pass/no pass courses in Less than One Year certificates. The certificate this courses is in has fewer than 8 pass/no pass courses. We are fine with this certificate.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 130B Practicum Seminar 1 (Contact Hour Chg)	<p>There is a drop of one credit with no real change in outcomes. There are 2 outcomes for this course. This can be done in 10 hours. 20 hours may have been a bit too much in the past.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Pam Action: 8 in favor – 0 opposed – 0 abstention</p>

ECE 130C Practicum Seminar 2 (Grade Option Chg)	<p>Same response as 130B to previous questions.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen</p> <p>2<sup>nd</sup>: Zip</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 130C Practicum Seminar 2 (Contact Hour Chg)	<p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen</p> <p>2<sup>nd</sup>: Pam</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 134 Practicum 1 (Course Rev: des, req)	<p>200 level requisite questioned for 100 level course. The numbering is not necessary appropriate for the course. It may be a possibility to change the numbering on these courses in the future.</p> <p>The Curriculum Committee is in agreement to amend the description.</p> <p><b>Motion: Approve as amended</b></p> <p><b>Amendment: change description from “...children birth through five years in a group setting.” to “...children birth through eight years in a group setting.”</b></p>	<p>Motion: Linnea</p> <p>2<sup>nd</sup>: Emilie</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>Grade Option Chg</li> </ul>	<p><b>Motion: Approve as written</b></p>	<p>Motion: Katy</p> <p>2<sup>nd</sup>: Stephen</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>Contact Hour Chg</li> </ul>	<p>Contact hour change is a direct result of suggestions from the advisory board during the Program Review. Students must show that they can meet the NAEYC standards.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen</p> <p>2<sup>nd</sup>: Linnea</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>

ECE 135 Practicum 2 (Course Rev: des, req)	<p>The description need to be amended to “birth through 8 years” and requisites added.</p> <p><b>Motion: Approve as amended</b></p> <p><b>Amended description:</b>          Develops basic intermediate level skills to work with children birth through eight years in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution, schedule and routine planning, fundamental curriculum development, and environmental modification. Develops skills in working with children in a group setting using developmentally appropriate methods.          Prerequisites: ECE 130B, ECE 134, ECE 234, ECE 235, ECE 236, HE 262. Prerequisite/concurrent: HEC 202. Corequisite: ECE 130C.</p>	<p>Motion: Zip          2<sup>nd</sup>: Linnea          Action: 8 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>Grade Option Chg</li> </ul>	<p><b>Motion: Approve as written</b></p>	<p>Motion: Zip          2<sup>nd</sup>: Emilie          Action: 8 in favor – 0 opposed – 0 abstention</p>
<ul style="list-style-type: none"> <li>Contact Hour Chg</li> </ul>	<p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen          2<sup>nd</sup>: Linnea          Action: 8 in favor – 0 opposed – 0 abstention</p>
ECE 200 The Professional in ECE and Family Studies (Course Rev: title, des, req)	<p>The Curriculum Committee would like to see “Builds upon a deeper knowledge of the profession” in the description.</p> <p><b>Motion: Approve as Amended</b></p> <p><b>Amendment: Last sentence of Reason for Requisite Change response should read: “ECE 120 is our introduction course that covers fundamental principles of ECE and this course builds on ECE 120.”</b></p>	<p>Motion: Zip          2<sup>nd</sup>: Stephen          Action: 8 in favor – 0 opposed – 0 abstention</p>



ECE 221 Observation & Guidance II (Course Rev: title, des, req)	<b>Motion: Approve as written</b>	Motion: Katy 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention
ECE 234 Introduction to Children with Special Needs in ECE & FS (Course Rev: title, des, req)	<b>Motion: Approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention
ECE 235 Music & Movement for the Young Child (Course Rev: title, des, req)	<b>Motion: Approve as written</b>	Motion: Stephen 2 <sup>nd</sup> : Pam Action: 8 in favor – 0 opposed – 0 abstention
ECE 236 Language & Literacy in Early Childhood Education (Course Rev: des, req)	<b>Motion: Approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 8 in favor – 0 opposed – 0 abstention
ECE 238 Administration of ECE & FS Programs (Course Rev: title, des, req)	<p>The prerequisite measurement in the description “Recommended: experience working with children in groups.” Is questioned. Ashley explains “Recommended” means that the student can ask the instructor how much experience they need. The Curriculum Committee is okay with this measurement in the description. Typo in the description needs to be corrected; HE 226 needs to be changed to HEC 226.</p> <p><b>Motion: Approve as amended</b> <b>Description: change prerequisite HE 226 to HEC 226</b></p>	Motion: Stephen 2 <sup>nd</sup> : Linnea Action: 8 in favor – 0 opposed – 0 abstention

HEC 201 Family Partnerships in Education (Course Rev: title, des, req)	<p>This course is in line with the NAEYC standard change. The description is making sure the course is covering the community aspect.</p> <p>Brief discussion regarding the ability to measure “recognize” in learning outcome #3. The Curriculum Committee is good with the way outcome #3 is written.</p> <p>4:32 PM Stephen leaves</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Zip</p> <p>2<sup>nd</sup>: Linnea</p> <p>Action: 7 in favor – 0 opposed – 0 abstention</p>
Early Childhood Education Fundamentals (New Certificate)	<p>4:33 Stephen is returns.</p> <p>Ashley briefly explains the Oregon Registry.</p> <p>The courses in the new certificates address the NACE standards.</p> <p>The certificates are stackable to the AAC.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Zip</p> <p>2<sup>nd</sup>: Katy</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
Early Childhood Education Curriculum (New Certificate)	<p>A fulltime student could take both certificates at the same time to get the first year of the AAS.</p> <p>The Curriculum Committee suggests removing “Up to” in the Electives and amend to “1 credit”.</p> <p><b>Motion: Approve as Amended</b></p> <p><b>Amendment: In the Electives change “Up to 1 credit...” to “1 credit...”</b></p>	<p>Motion: Zip</p> <p>2<sup>nd</sup>: Pam</p> <p>Action: 8 in favor – 0 opposed – 0 abstention</p>
Early Childhood Education & Family Studies AAS (Degree Revision)	<p>This year the first year of the AAS is changed. Next year, year two will be changed. By making the changes yearly, the AAS will keep within the States 30% change rule.</p>	<p>Motion: Stephen</p> <p>2<sup>nd</sup>: Pam</p>

	<p>Susan's teachable moment: Look at what's to change. Count up the number of credits added, removed and changes to keep with the 30% rule. That is all the State looks at for the 30% rule.</p> <p><b>Motion: Approve as written</b></p>	<p>Action: 8 in favor – 0 opposed – 0 abstention</p>
Early Childhood Educator I (Cert Suspension)	<p><b>Motion: Approve as written</b></p>	<p>Motion: Stephen 2<sup>nd</sup>: Emilie Action: 8 in favor – 0 opposed – 0 abstention</p>
Teach Out Plan	The Teach Out Plan is completed and in place. The students in the program are being taken care of and no one is left hanging.	
Termination of Program Checklist	The Termination of Program checklist is completed.	
Elementary Childhood Education & Family Studies (Cert Suspension)	<p>Brief discussion ensued regarding the remaining students in the certificate. There are still 3 students in the program. 6 years from first attending the student will be out. If the students are at the college then they need to be notified by the college.</p> <p>In 2012-13 CGCC was under PCC.</p> <p>The student should be checked with and then a plan made. Speak with the registrar to see if there are any ECE classes currently being offered that would be considered appropriate for a substitution.</p> <p><b>Motion: Approve as written</b></p>	<p>Motion: Katy 2<sup>nd</sup>: Linnea Action: 8 in favor – 0 opposed – 0 abstention</p>

Teach Out Plan	The Teach Out Plan is completed and in place	
Termination of Program Checklist	The Termination of Program checklist is completed.	
<b>Discussion Item: None</b>	<p>Zip placed outcomes for Human relations on the working document.</p> <p>Agenda Item: Related Instruction: Standalone courses approved for Communication, Computation &amp; Human Relations discussion on the agenda for next meeting</p>	
<b>Adjourn: 4:55 pm</b>	<p>Zip moves, Pam 2nds</p> <p><b>Motion: to adjourn</b></p>	
<b>Next Meeting: May 7, 2020</b>		

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 175A	Course title	Infant/Toddler Caregiving: Learning & Development
Department	CTE / ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	This content will be covered in other ECE courses, such as ECE 126, ECE 122, ECE 124, and HEC 201.		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Ashley Mickels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020
Department Dean	Approved	Date
Mary Kramer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020

Next steps:

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

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 175B	Course title	Infant/Toddler Caregiving: Group Care
Department	CTE / ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	This content will be covered in other ECE courses, such as ECE 126, ECE 122, ECE 124, and HEC 201.		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Ashley Mickels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020
Department Dean	Approved	Date
Mary Kramer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020

Next steps:

1. Submit electronically to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
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3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 175C	Course title	Infant/Toddler Caregiving: Social-Emotional Growth
Department	CTE / ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	This content will be covered in other ECE courses, such as ECE 126, ECE 121, ECE 124 and HEC 201.		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Ashley Mickels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020
Department Dean	Approved	Date
Mary Kramer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020

Next steps:

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

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 175D	Course title	Infant/Toddler Caregiving: Family/Provider Relationships
Department	CTE / ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	This content will be covered in other ECE courses, such as ECE 126, ECE 121, ECE 124 and HEC 201.		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Ashley Mickels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020
Department Dean	Approved	Date
Mary Kramer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/27/2020

Next steps:

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



## Columbia Gorge Community College

### New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	CTE	Submitter name phone and email	Robert Wells-Clark 541-514-1589 rlcark@cgcc.edu	
Prefix and Course Number:	MFG 280	Credits:	3	
Course Title: (60 characters max, including spaces)	Aluminum GTAW/TIG Welding	Transcript Title: (30 characters max, including spaces)	Aluminum GTAW/TIG Welding	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours:	Lecture: 0 Lec/lab: 60 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Reason for the new course.	Expansion of Manufacturing program to meet local industry need, as per program of study meetings.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option.</b> The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<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"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<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: WLD 195	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number: MFG 150	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input checked="" type="checkbox"/> pre/co	

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

Introduces students to the use of GTAW/TIG equipment on aluminum alloys, and the methods and techniques  
 for welding on them. Explores different electrical waveforms and frequencies needed for joint, pipe and butt  
 weldment as well as covering prep of materials, consumables and tungsten. Prerequisite: WLD 195;  
 Prerequisite/concurrent: MFG 150. Audit available.

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate understanding of AC GTAW wavelengths, frequencies and welder setup for aluminum weldments in manufacturing.
	2. Identify the different types, properties and common uses of different aluminum alloys as they pertain to manufacturing.
	3. Manufacture aluminum butt, fillet and pipe welds with correct filler selection.
	4. Correctly clean and prep aluminum weldments and consumables including tungsten.
	5. Understand AC GTAW machine operation, setup and assembly of torch parts.
	6. Manufacture a basic aluminum pressure vessel.
Outcomes assessment strategies:	<p>Outcomes are assessed through a mixture of hands on and written assessments. Priority is given to hands-on proficiency based assessment in an environment that rewards demonstration of skill needed for success in industry.</p> <ul style="list-style-type: none"> <li>• Lecture and in booth coaching and direct instruction</li> <li>• Direct instruction in full class demonstration of skills</li> <li>• Written exams</li> <li>• Student proficiency through demonstration of learned strategies and skills in industry standard environment.</li> <li>• Mock AWS Testing procedure or mock local industry supported on-site testing procedures.</li> <li>• Assessment of soft / skills and job readiness based on performance.</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	<p>This course mixes lecture and lab time evenly. Most classes will start with a lecture to introduce new content and usually one or more content appropriate readings per week from industry. Instructor demonstrations follow lectures to show skill in use. Students’ progress to work hands-on in the lab under individual guidance and coaching from the instructor in the lab.</p>

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

**Outcome #1:** Demonstrate understanding of AC GTAW wavelengths, frequencies and welder setup for aluminum weldments in manufacturing.

- Identify sine waveforms, and explain the use of sine waveforms in AC GTAW welding through lecture and reading first, and later by machine manipulation and use.
- Identify square waveforms and explain the use of square waveforms in AC GTAW welding through lecture and reading first, and later by machine manipulation and use.
- Demonstrate the use of frequency and the effect of frequency on the puddle and weld characteristics in AC GTAW welding through lecture and reading first, and later by machine manipulation and use.
- Understand the use of balance and its effect on the tungsten and surface of the material in AC GTAW welding, through lecture first, and later by machine manipulation and use.

**Outcome #2:** Identify the different types, properties and common uses of different aluminum alloys as they pertain to manufacturing.

- Know characteristics and qualities of different aluminum alloys and its appropriate uses in relation to corrosion resistance (Lecture, Reading, Demonstration, Hands-on Lab)
- Know welding and machining characteristics of different aluminum alloys and why some alloys are more desirable than others dependent on operation (Lecture, Reading, Demonstration, Hands-on Lab)
- Identify different aluminum alloy's tolerance of heat and vibration in the welded zone (Lecture, Reading, Demonstration, Hands-on Lab)
- Explain the basic metallurgical differences of different aluminum alloys (Lecture, Reading, Hands-on Lab)

**Outcome #3:** Manufacture aluminum butt, fillet and pipe welds with correct filler selection.

- Perform pipe, butt, and fillet welds on aluminum of varying thicknesses using GTAW welder in lab. (Lecture, Demonstration, Hands-on Lab)
- Adjust sine and square waveforms to appropriately provide penetration on aluminum butt, fillet and pipe welds on aluminum of varying thicknesses (Lecture, Demonstration, Hands-on Lab)
- Identify different types of filler rod alloys and their appropriate usage based on use and knowledge from (Reading, Demonstration, Hands-on Lab)

**Outcome #4:** Correctly clean and prep aluminum weldments and consumables including tungsten.

- Understand principles of oxidation of aluminum (Lecture, Reading, Demonstration, Hands-on Lab)
- Practice what mechanical process can remove oxidation from aluminum (Lecture, Demonstration, Hands-on Lab)
- Practice what chemical processes can remove oxidation from aluminum (Lecture, Demonstration, Hands-on Lab)
- Prepare different types of tungsten and appropriate sharpening practices and procedures for those types of tungsten (Lecture, Demonstration, Hands-on Lab)

**Outcome #5:** Understand AC GTAW machine operation, setup and assembly of torch parts.

- Understand amperage ramp rates by thickness and alloy of aluminum (Lecture, Demonstration, Hands-on Lab)

	<ul style="list-style-type: none"> <li>• Know basic principles of pulse operation (Lecture, Reading, Demonstration, Hands-on Lab)</li> <li>• Program frequency and balance for appropriate penetration and arc cone profile (Reading, Demonstration, Hands-on Lab)</li> <li>• Define gas flow rates for weld size and alloy (Demonstration, Hands-on Lab)</li> <li>• Practice assembly and identification of all torch parts (Hands-on Lab, Demonstration, Graphic Organizer)</li> <li>• Find common symptoms of failed machine and torch body parts and know how to replace them. (Demonstration, Hands-on Lab)</li> </ul> <p><b>Outcome #6:</b> Manufacture a basic aluminum pressure vessel.</p> <ul style="list-style-type: none"> <li>• Build square tube aluminum pressure vessel capable of holding 22 psi (Demonstration, Hands-on Lab)</li> <li>• Build round tube aluminum pressure vessel capable of holding 22 psi. (Demonstration, Hands-on Lab)</li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	Safety glasses are provided; it is recommended that students purchase their own pair as the shared glasses do get easily damaged. Students may also find it worthwhile to purchase some of the welding equipment that is normally shared such as a welding helmet, welding jacket, welding gloves, angle grinder, a square, a magnetic triangle, c-clamps and vice grip clamps. All these materials are provided at this level, but are usually required to be provided by the employee in industry. Welded materials and basic consumables are provided for students through department budget and lab fees.
Department Notes (optional)	Safety glasses are required at all times in the welding lab, and are provided for students. Students may also purchase their own safety glasses from a local supplier. Long pants and closed toed shoes are required in the welding lab at all times. Appropriate clothing must be worn to work in the lab (no synthetic materials, ect.). Safety requirements are covered prior to work in the lab.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	Manufacturing	# credit: 13
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit: # credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If <b>yes</b> , the related instruction <a href="#">form</a> , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 4/23/2020 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #4 DEPARTMENT REVIEW
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department</i>

<i>chair and dean."</i>		
Submitter	Email	Date
Robert Clark	<a href="mailto:rclark@cgcc.edu">rclark@cgcc.edu</a>	4/23/20
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

# Columbia Gorge Community College

CC date	
CC decision	
CC vote	

## CERTIFICATE REVISION

Submitted by: Robert Wells-Clark

Email: rclark@cgcc.edu

Phone: 541-514-1589

Department: CTE

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Manufacturing	Proposed Title:	No change
Current Credits:	13	Proposed Credits:	16
Overview and rationale for proposed changes:	The manufacturing program is expanding with the plan to open the new lab in the Treaty Oaks skill center. This career pathway growth starts with MFG280 because it was requested by local industry partners that are currently active in our guidance group called a “program of study.”		
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	1. Add MFG 280 2. Increase credits from 13 to 16		
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
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	3/11/2020
Requested Implementation Term	Summer 2020			

## SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
<b>CURRENT PREREQUISITES</b> (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
Placement into RD 90	Transformative Reading	Placement into RD 90	3
Placement into WR 90	Introductory Writing	Placement into WR 90 and RD 90	4
MTH 20	Basic Math or equivalent placement test scores	Placement into MTH 20 and RD 90	4
<b>PROPOSED PREREQUISITES</b> (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
<b>CERTIFICATE OUTCOMES</b> All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> 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.)	
<i>Students who complete this certificate will be able to:</i>	
1. Interpret technical drawings to determine product manufacturing specifications.	
2. Apply safe practices in an industrial environment around machinery, power tools and chemicals.	
3. Operate welding equipment and tools to produce products to required specifications.	
4. Utilize computer software to produce blue prints and welding annotations.	
PROPOSED CERTIFICATE OUTCOMES	
<i>Students who complete this certificate will be able to:</i>	
RELATED INSTRUCTION	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the <a href="#">curriculum website</a> .	
Additional Comments Or Changes	

SECTION #3 COURSE BY COURSE COMPARISON					
List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.					
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.					
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.					
If you are removing a course, identify the course with (remove) and bold the text.					
If the course title is changed, identify the course with (title change) and bold the text.					
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
<b>Fall Term:</b>			<b>Fall Term:</b>		
WLD 195	Welding Technology <a href="#">Prereq: none</a>	3	WLD 195	Welding Technology <a href="#">Prereq: none</a>	3

MTH 98	Quantitative Math Prereq: place into RD 90, WR 90; MTH 20 or test	4	MTH 98	Quantitative Math or higher Prereq: place into RD 90, WR 90; MTH 20 or test	4
<b>Winter Term:</b>			<b>Winter Term:</b>		
MFG 150	Manufacturing Processes Prereq: WLD 195	3	MFG 150	Manufacturing Processes Prereq: WLD 195	3
			<b>MFG 280</b>	<b>Aluminum GTAW/TIG Welding (ADD)</b> Prereq: WLD 195; Pre/Co: MFG 150	<b>3</b>
<b>Spring Term:</b>			<b>Spring Term:</b>		
MFG 155	Blueprint Reading Prereq: WLD 195	3	MFG 155	Blueprint Reading Prereq: WLD 195	3
<b>Credit total</b>		<b>13</b>	<b>Credit total</b>		<b>16</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

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	4/23/2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. If needed, attach the completed Related Instruction Template to the same e-mail.

## Columbia Gorge Community College

### Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	CTE	Submitter name: Phone: Email:	Mike Davis <a href="mailto:mdavis@cgcc.edu">mdavis@cgcc.edu</a>
Course prefix and number	UAS 100	Course title	UAS Flight Training
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	30	Lecture	20
Lab		Lab	
Lecture/Lab	20	Lecture/Lab	20
Total weekly contact hours		Total weekly contact hours	
Total credits	4	Total credits	3
Reason for change:	Upon further consideration, it is estimated that preparation for the Remote Pilot License exam will require 40 hours of instruction rather than 50, reducing the credit burden on the student.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain and describe how the impact was resolved		

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term (if after next available term):

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Mike Davis	<a href="mailto:mdavis@cgcc.edu">mdavis@cgcc.edu</a>	4.3.20
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

#### NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Columbia Gorge Community College

CC date	
CC decision	
CC vote	

## CERTIFICATE REVISION

Submitted by: Mike Davis	Email: <a href="mailto:mdavis@cgcc.edu">mdavis@cgcc.edu</a>	Phone: 541-506-6033	Department: CTE
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(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Professional Small Unmanned Aircraft Systems	Proposed Title:	No change
Current Credits:	12	Proposed Credits:	15
Overview and rationale for proposed changes:	After a year of teaching the UAS courses, we've learned that it makes more sense to offer preparation for the Remote Pilot License exam separate from course content in UAS 101. This allows individuals to focus on exam preparation if the license is all they want to complete.		
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. Add UAS 100</li> <li>2. Increase credits from 12 to 15</li> <li>3. Change prerequisites from MTH 95 to MTH 65</li> <li>4. Delete TOP level 3 certification exam from outcome 4</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
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	3-11-2020
Requested Implementation Term	Summer 2020			

## SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
<b>CURRENT PREREQUISITES</b> (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
RD 115	Critical Reading	Placement into RD 115	3
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 and completion of RD 90	4
MTH 95	Intermediate Algebra	MTH 65 or equivalent placement test scores; placement into WR 115	4
<b>PROPOSED PREREQUISITES</b> (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
RD 115	Critical Reading	Placement into RD 115	3
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 and completion of RD 90	4
MTH 65	Beginning Algebra II	MTH 60 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 the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Does the revision involve changing certificate outcomes?

☒ Yes ☐ No

**CURRENT CERTIFICATE OUTCOMES**

(Required whether or not outcomes are being changed.)

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

1. Demonstrate knowledge of UAS systems and the laws and regulations governing airspace and safety.
2. Demonstrate and execute tasks necessary to complete UAS operations and missions.
3. Exemplify a high standard of ethical and professional behavior.
4. Pass AUVSI Trusted Operator Program (TOP) certification exams 1 and 2, and sit for TOP certification exam 3.

**PROPOSED CERTIFICATE OUTCOMES**

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

1. Demonstrate knowledge of UAS systems and the laws and regulations governing airspace and safety.
2. Demonstrate and execute tasks necessary to complete UAS operations and missions.
3. Exemplify a high standard of ethical and professional behavior.
4. Pass AUVSI Trusted Operator Program (TOP) certification exams 1 and 2.

**RELATED INSTRUCTION**

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

**Additional Comments Or Changes**

### SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
<b>Fall Term:</b>			<b>Fall Term:</b>		
UAS 101	Introduction to Unmanned Aircraft Systems	4	UAS 101	Introduction to Unmanned Aircraft Systems <a href="#">Pre: MTH 65 or test; WR 115, RD 115</a>	4
			<b>UAS 100</b>	<b>UAS Flight Training (ADD)</b> <a href="#">Pre: MTH 20, RD 90, WR 90 or test</a>	<b>3</b>
<b>Winter Term:</b>			<b>Winter Term:</b>		
UAS 102	Small Unmanned Aircraft Aerial Photogrammetry	4	UAS 102	Small Unmanned Aircraft Aerial Photogrammetry <a href="#">Pre: UAS 101; Rec: COMM 111</a>	4
<b>Spring Term:</b>			<b>Spring Term:</b>		
UAS 103	Small Unmanned Aircraft Systems for Public Safety	4	UAS 103	Small Unmanned Aircraft Systems for Public Safety <a href="#">Pre: UAS 101; Rec: COMM 111</a>	4
<b>Credit total</b>		<b>12</b>	<b>Credit total</b>		<b>15</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



#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mike Davis	<a href="mailto:mdavis@cgcc.edu">mdavis@cgcc.edu</a>	3-19-2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

#### Next steps:

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

# Columbia Gorge Community College

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

- |                                                  |                                              |                                                      |
|--------------------------------------------------|----------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Course number           | <input type="checkbox"/> Requisites          | <input type="checkbox"/> Related Instruction         |
| <input type="checkbox"/> Title                   | <input checked="" type="checkbox"/> Outcomes | <input checked="" type="checkbox"/> Content          |
| <input checked="" type="checkbox"/> Description: | <input type="checkbox"/> Repeatability       | <input checked="" type="checkbox"/> Text / Materials |

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE	Submitter name Phone Email	Linda Hughitt 541.980.3056 lhughitt@cgcc.edu
Current prefix and number	OS 131	Proposed prefix and number	No change
Current course title	10-key for Business	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	10-key for Business	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

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

Current Description (required whether being revised or not)	Proposed Description
Develops 10-Key skills by touch with an emphasis on speed and accuracy. Covers the use of electronic printing calculators to solve business and mathematical problems. Prerequisite: MTH 20 or equivalent placement test scores. Audit available.	Develops 10-Key skills by touch with an emphasis on speed and accuracy. Helps prepare the student for office environments where 10-Key skills are needed. Prerequisite: MTH 20 or equivalent placement test scores. Audit available.
Reason for description change	The online software that was used for the calculator part is no longer available, and workable replacement could not be found.

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

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

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Use proper finger placement on the keypad. 2. Enter numbers by touch for speed and accuracy in computation. 3. Use electronic printing calculators as efficient business tools.	Upon successful completion of this course, students will be able to: 1. Discuss the importance of proper hand position for 10-Key number entry, as well as the need to watch the material they are working from instead of the keypad. 2. Meet industry standards for entry level employment by being able to enter numbers by touch for speed and accuracy of 8000 KPH (Keystrokes per hour) with 98% accuracy. 3. Complete an employment style 10-Key assessment with 8000 KPH and 98% accuracy. 4. Evaluate features in printing calculators that would be helpful in an office environment. 5. Compare their personal skills in 10-Key with industry standards.
Reason for outcomes change	The proper finger placement can't be assessed in an online course. The online calculator used for the electronic printing calculator assignment is not available and a workable replacement wasn't found. Industry has moved from sph to KPH and that is also being updated. Update speed and accuracy requirements to meet industry standards.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p><b>Outcome #1:</b> Discuss the importance of proper hand position for 10-Key number entry.</p> <ul style="list-style-type: none"> <li>• Correct hand placement.</li> <li>• Reasons for watching materials and not the keypad as they work.</li> </ul> <p><b>Outcome #2:</b> Meet industry standards for average entry level employment by being able to enter numbers by touch for speed and accuracy of 8000 KPH (Keystrokes per hour) with 98% accuracy.</p> <ul style="list-style-type: none"> <li>• Practice correct hand placement.</li> <li>• Create muscle memory to increase accuracy and speed.</li> </ul> <p><b>Outcome #3:</b> Complete an employment style 10-Key assessment (8000 KPH and 98% accuracy)</p> <ul style="list-style-type: none"> <li>• Learn criteria to pass 10-Key assessment.</li> <li>• Practice skills necessary to meet or exceed assessment criteria.</li> <li>• Complete a mock 10-Key employment style assessment.</li> </ul> <p><b>Outcome #4:</b> Evaluate features in printing calculators that would be helpful in an office environment.</p> <ul style="list-style-type: none"> <li>• Research printing calculators that are available.</li> <li>• Apply the skills of 10-Key to help understand the needs in a printing calculator.</li> <li>• Evaluate for features that are useful in an office environment (or other locations that a printing calculator may be helpful).</li> </ul> <p><b>Outcome #5:</b> Compare their personal skills in 10-Key with industry standards.</p> <ul style="list-style-type: none"> <li>• Identify 10-Key industry standards.</li> <li>• Complete an early course reflection on their 10-Key skills and readiness for an office position.</li> <li>• Routinely assess if they have met industry 10-Key standards.</li> <li>• Identify personal strengths and weakness in relation to 10-Key.</li> <li>• Complete an end of the course reflection on their 10-Key skills and readiness for an office position.</li> </ul>
<p>Suggested Texts &amp; Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed) Will stay the same--</p> <p>No textbook, however the course does need an access key. The access code can be purchased at the CGCC bookstore or by clicking on the link below which will take you to the publisher's online site where you can also purchase the code. <a href="https://store.keyboardingonline.com/">https://store.keyboardingonline.com/</a></p>

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

**SECTION #2 IMPACT ON OTHER DEPARTMENTS**

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

☐  
☒

Yes  
No

Please provide details, who was contacted and the resolution.

These changes will not impact any other department or classes in the CAS department.

Implementation term

☒  
☐

Next available term after approval  
Specify term (if AFTER the next available term)

Allow 2-6 months to complete the approval process before scheduling the course.

**SECTION #3 DEPARTMENT REVIEW**

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

Submitter	Email	Date
Linda Hughitt	<a href="mailto:lhughitt@cgcc.edu">lhughitt@cgcc.edu</a>	01/06/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

## New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
<input type="checkbox"/> Pre-College <input checked="" type="checkbox"/> ESOL <input type="checkbox"/> NCTC <input type="checkbox"/> Other			
Department:	ESOL	Submitter name Phone Email	Lois A. Colton 971-235-4686 lcolton@cgcc.edu
Course Prefix and Number:	ESOL 60	Course Title: 60 characters max	ESOL Writing
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? No limit	Contact hours	Lecture (# of hours): Lec/Lab (# of hours): 30 Lab (# of hours):
Reason for new course		Many students are having trouble keeping up in writing courses and may need extra time with writing instruction in English	
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
REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:		<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite <input type="checkbox"/> pre/con
Course prefix & number:		<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite <input type="checkbox"/> pre/con
Placement into:			
<b>COURSE DESCRIPTION:</b> Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .			
Focuses on effective use of written English in a range of simple, functional and narrative texts with an eye to preparing students for successful transition to work, college and/or occupational training programs. Includes explicit instruction for non-native speakers in English writing mechanics and composition style and skills. Exposes students to regular practice with English text, academic language and vocabulary, and a variety of models of creative and nonfiction writing.			
<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)			
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:		
	1. Communicate with beginning fluency in English writing using a variety of sentence structures, paragraphs and short forms that express a comprehension of correct English grammar, spelling, punctuation, coherence and clarity.		

	2. Employ a variety of common pre-writing strategies to generate, plan and organize new writing.
	3. Utilize basic word processing skills.
	4. Apply cooperative learning and writing workshop strategies that assist in generating and revising individual and peer writing.
	5. Use critical thinking to respond to a variety of English texts that include enriched and introductory academic vocabulary and idiomatic language.
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1. Participation in individual and group writing and revision activities.</li> <li>2. Regular attendance and participation in class discussions, writing workshops, and learning activities.</li> <li>3. Grammar, spelling, vocabulary, and punctuation practice exercises.</li> <li>4. Paragraph Development practice exercises.</li> <li>5. A reading response journal.</li> <li>6. Homework assignments.</li> <li>7. Final typed paragraphs and short forms.</li> <li>8. Email communication with instructor.</li> <li>9. Classroom demonstrations and small group sharing activities.</li> </ol>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p><b>Outcome #1:</b> Communicate with beginning fluency in English writing using a variety of sentence structures, paragraphs and short forms that express a comprehension of correct English grammar, spelling, punctuation, coherence and clarity.</p> <ul style="list-style-type: none"> <li>• Construct text in coherently linked simple, compound and complex sentences.</li> <li>• Arrange, expand and connect sentences for variety.</li> <li>• Use English language conventions in order to increase reader comprehension and meet writing purpose.</li> <li>• Recognize and use complex grammar structures such as: pronouns in proper case; verb tense to convey times, sequences, states, and conditions; adjective order; and subordinating conjunctions, conjunctive adverbs, and transitions words to construct complex sentences and paragraphs.</li> <li>• Develop knowledge of correct English spelling through study of syllable</li> </ul>

patterns; roots, suffixes and prefixes; and common English spelling rules.

- Acquire language to talk about writing
- Recognize name and correct uses of punctuation marks: commas, apostrophes, quotation marks, colons and semicolons.
- Check for commonly misused and confused words.
- Conduct short research projects or interviews to use as sources to write a few connected paragraphs about a main idea with evidence of simple organizational structure and specific content
- Summarize information from print or digital sources into simple sentences and paragraphs.
- Draw on prior experience, research, and one's own questions, interests and observations to generate ideas for short form texts.
- Develop and organize ideas and supporting evidence in simple narrative, descriptive, persuasive, expository or creative text with growing confidence in a range of texts through frequent and varied practice and product writing assignments.
- Write a paragraph on a stated main idea that includes topic sentences, reasons, details, or examples, and a concluding sentence.
- Support major ideas and arguments with evidence and the use of linking words and phrases.

**Outcome #2:** Employ a variety of common pre-writing strategies to generate, plan and organize new writing.

- Use borrowed Writing—copying and modeling
- Define purpose and audience for writing
- Select and use strategies appropriate to purpose and audience
- Generate ideas for writing with writing starters, lists, questions, brainstorming, free writing, visualization and storytelling
- Use sentence and paragraph frames, poetic forms or patterns
- Learn planning strategies such as mind mapping and clustering, flow charts, ven-diagrams, outlining, KWL
- Develop topic by defining focus and scope of writing
- Organize ideas through classification of content, chronological sequencing, cause and effect, and comparing and contrasting.

**Outcome #3:** Utilize basic word processing skills.

- Use basic typing tutor programs
- Use college email to communicate with other students and teachers
- Use simple word processing tools to format, edit and make revisions
- Use tools such as dictionaries, thesauruses, editing checklists, and simple rubrics
- Use word processing tools to enhance readability through the use of text features such as spellcheck, headings, white space, bullets, margins, and graphics



**Outcome #4:** Apply cooperative learning and writing workshop strategies that assist in generating and revising individual and peer writing.

- Do frequent classroom free writes from random prompts to build fluency in generating content.
- Participate in oral sharing of unedited free writes to build confidence in sharing stories and ideas with peers to connect to the fact that writing is to be read by others.
- Learn about what makes good writing by identifying for others what you find is specifically strong, memorable or captivating in their writing when others read aloud their unedited free writes.
- Learn about what makes your writing good by listening openly when other students give specific positive comment on what is strong, memorable or captivating when you read your unedited free writes aloud to class.
- Use self-review and feedback from others to revise text
- In small groups or with partners collaborate with others to use revision tools such as checklists, questions, looking for important points or redundant language, and deletion of unnecessary information. Give responsive feedback based on achieving clarity or mitigating confusion (I'm confused here, tell me more about this, which happened first or second, what are the relationships between these things. etc?)
- Participate in activities that acknowledge that writing is a recursive activity by performing multiple re readings of texts to make content revisions for fidelity to purpose, clarity, and considerations of thoroughness and coherence.
- With peers work on sentence level revisions: fragment, run-on, native word order (placement of adjectives and adverbs), sentence length and type, punctuation for meaning, unnecessary or missing words, sentence structure and organization, effective pronoun use, effective use of transitions words, consistent verb tense.
- Identify what is working, what is strong, what you'd like to see more of in peer writing when helping to revise or edit.
- Identify and encourage the use of action verbs and specific nouns in place of general terms and the over use of adverbs and adjectives in the revision process.
- Build the skills of what native English "sounds" like. During peer editing, partners read aloud exactly what is written to help author "hear" writing and "hear" the errors in their own writing.
- During peer revision activates ask for clarification or expansion to assist author's enrichment of writing.
- Participate in interactive writing, shared dictations, shared research, written conversations, group writing of a story or expository writing.

**Outcome #5:** Use critical thinking to respond to a variety of English texts that include enriched and introductory academic vocabulary and idiomatic language.

- Use writing as a pre-reading and post-reading activity

	<ul style="list-style-type: none"> <li>• Close reading and analysis of a diverse range of ESOL appropriate texts</li> <li>• Apply prior knowledge (schema) of content and situation, including cultural understanding and bias, to support comprehension.</li> <li>• Choose from a range of simple comprehension strategies...5W's, Main Ideas and Supporting Details, Introduction/ Body/Conclusion, Purpose, Compare and Contrast, Cause and Effect, Poetry, Prediction, etc. to improve reading comprehension</li> <li>• Draw conclusions related to common structural elements of simple literary works.</li> <li>• Connect content in one text to those in another text and/or to real life examples</li> <li>• Respond in writing to texts in a reader's journal, dialogue journal or circle written discussions with peers.</li> <li>• Identify author's point of view, purpose, biases, conclusions</li> <li>• Use context skills and word structure skills to decipher new vocabulary</li> <li>• Incorporate new and idiomatic vocabulary in personal writing</li> <li>• Use prefixes and suffixes to build words that express abstract concept</li> <li>• Maintain personal dictionaries of new words and use everyday, academic and precise language to convey meaning in writing.</li> <li>• Study figurative and literal language in reading and writing</li> <li>• Form associations between new words and known words by study of word parts, grammatical clues, cognates, contexts for use of words, lists of common academic vocabulary, and creating word maps, diagrams and tables of vocabulary.</li> <li>• Pick out common idiomatic language in texts then practice using English idioms in personal writing samples and journals.</li> </ul>
Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	There are specific problems that second language writers have when writing in English. These are different from problems native writers have, so the hope is that by allotting time in and ESOL writing class to address these specific L2 problems and the differences between English writing styles and those of other languages, L2 students will transition into other programs more successfully.
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, only ESOL courses that teach reading, writing, speaking and listening together.

Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	We contacted the college's pre-college and college writing instructors to learn about the kinds of problems L2 students were having in their courses. They were uniformly encouraged by the ESOL program offering a course that specialized on writing skills because they saw a real need for such a course.
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes Not yet. <input checked="" type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if after next available term):
Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.	

### SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Lois A. Colton	<a href="mailto:lcolton@cgcc.edu">lcolton@cgcc.edu</a>	April 16, 2020
Department Chair (enter name of department chair): Linnea Jaeger		
Department Dean (enter name of department dean): Mary Kramer		

#### NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date \_\_\_\_\_

**Columbia Gorge Community College**

CC decision \_\_\_\_\_

CC vote \_\_\_\_\_

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Content
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description:	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 111	Proposed prefix and number	No change
Current course title	Introduction to Accounting	Proposed title (60 characters max)	Introduction to Accounting & Finance
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Introduction to Accounting	Proposed transcript title (30 characters max)	Intro to Accounting & Finance
Reason for above proposed changes	New title more accurately reflects the course content		

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

Current Description (required whether being revised or not)	Proposed Description
Presents double-entry accounting as related to service and merchandising business. Covers accounting cycle, including journalizing, posting to the general ledger, preparation of financial statements, petty cash, bank reconciliations, combined journal, special journals and payroll. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.	Presents double-entry accounting fundamentals as related to service and merchandising businesses including understanding and preparation of financial statements. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.
Reason for description change	Current description is not entirely consistent with course outcomes

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

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

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.) <b>***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***</b>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Explain the conceptual foundation of the double-entry accounting model. 2. Comprehend the basic steps in the accounting cycle. 3. Apply knowledge of accounting procedures to rudimentary financial record-keeping requirements of a business. 4. Communicate effectively using basic accounting terminology.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.

Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>Accounting</i> , 27th Ed; Warren/Reeve/Duchac; Cengage Learning
	Text: <i>Fundamentals of Financial Management, Concise Edition</i> , 10th Edition; Brigham/Houston; Cengage Learning

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
BA 111 is a requirement for the Administrative Assistant certificate and the Administrative Assistant AAS (title update required) BA 111 is a requirement for the Statewide Administrative Office Professional AAS (title update required – will need approval from AOP Consortium)	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

## CONSENT AGENDA FORM

**The Consent Agenda form may be used for the following revisions to degrees or certificates:**

1. **Course title changes**
2. **Course number changes**
3. **Degree or certificate title changes**
4. **Addition or deletion of degree/certificate electives**

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

<b>Submitted by:</b>	Todd Meislahn	<b>Email:</b> tmeislahn@cgcc.edu	<b>Phone:</b> 541-506-6124
<b>Title of Degree/Certificate:</b>	Administrative Assistant Certificate Administrative Assistant AAS Administrative Office Prof. AAS	<b>Requested Implementation Term:</b>	Fall 2020
<b>What type of change are you requesting?</b>	<input checked="" type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
<b>Fill in the sections below as applicable. If a section is not applicable, fill in N/A.</b>			
<b>Current Course Title:</b>	Introduction to Accounting	<b>Proposed Course Title:</b>	Introduction to Accounting & Finance
<b>Current Course Number:</b>	BA 111	<b>Proposed Course Number:</b>	N/A
<b>Current degree or certificate title:</b>	N/A		
<b>Proposed degree or certificate title:</b>	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed. You are not required to attend. You will be notified of committee's decision.



CC date \_\_\_\_\_

**Columbia Gorge Community College**

CC decision \_\_\_\_\_

CC vote \_\_\_\_\_

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Content
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description:	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 211	Proposed prefix and number	No change
Current course title	Principles of Accounting I	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Principles of Accounting I	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with generally accepted accounting principles. Recommended: MTH 60 and BA 111. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available	Introduces financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with generally accepted accounting principles. Recommended: MTH 60. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.
Reason for description change	Update requisites.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: Rec: MTH 60 and BA 111.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115, RD 115, and MTH 20 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: Rec: MTH 60	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115, RD 115, and MTH 20 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	BA 111 is not necessary for success in BA 211		

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.) <b>***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***</b>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Comprehend the fundamentals of accounting theory.</li> <li>2. Support basic-level recording and reporting of financial information for business.</li> <li>3. Apply accounting principles and knowledge of each step in the accounting cycle.</li> </ol>	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>Accounting</i> , 27th Ed; Warren/Reeve/Duchac; Cengage Learning

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
BA 211 is a requirement for the Associate of Science Oregon Transfer – Business (AOST-BUS) degree	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

# Columbia Gorge Community College

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description:	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Texts/Materials <input type="checkbox"/> Related Instruction
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### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 213	Proposed prefix and number	No change
Current course title	Managerial Accounting	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Managerial Accounting	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Examines accounting information from management perspective for planning, performance evaluation and for decision making purposes. Includes cost concepts, product costing, cost-volume-profit relationships, profit planning, variance analysis, responsibility accounting and capital budgeting. Prerequisite: BA 211. Audit available.	Examines accounting information from management perspective for planning, performance evaluation and for decision making purposes. Includes cost concepts, product costing, cost-volume-profit relationships, profit planning, variance analysis, responsibility accounting and capital budgeting. Prerequisite: BA 111 or BA 211. Audit available.
Reason for description change	Add BA 111 as prerequisite option

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

Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: BA 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: BA 111 or BA 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Either BA 111 or BA 211 are applicable as a prerequisite.		

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none"> <li>1. Communicate effectively using basic managerial accounting terminology and concepts in a business environment.</li> <li>2. Use an understanding of cost concepts for product costing and to analyze relevant costs.</li> <li>3. Understand the nature of costs and apply to cost-volume-profit relationships and activity-based costing.</li> <li>4. Apply budgeting for business planning and standard costs to perform variance analysis.</li> <li>5. Evaluate and measure business performance using knowledge of responsibility accounting.</li> <li>6. Apply an understanding of capital budgeting for decision making.</li> </ol>	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.

Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>Accounting</i> , 27th Ed; Warren/Reeve/Duchac; Cengage Learning
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
BA 213 is a requirement for the Associate of Science Oregon Transfer – Business (AOST-BUS) degree	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

# Columbia Gorge Community College

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description:	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Texts/Materials <input type="checkbox"/> Related Instruction
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### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 222	Proposed prefix and number	No change
Current course title	Financial Management	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Financial Management	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Explores basic financial concepts and practices and includes analysis of company resources, types and sources of financing, forecasting and planning methods, and the roles of the money and capital markets. Prerequisites: WR 121, MTH 65 or equivalent placement test scores, BA 101, BA 104, BA 212. Audit available.	Explores basic financial concepts and practices and includes analysis of company resources, types and sources of financing, forecasting and planning methods, and the roles of the money and capital markets. Prerequisites: WR 121, MTH 65 or equivalent placement test scores, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher. Audit available.
Reason for description change	Update requisites

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



Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121, BA 101, BA 104, BA 212.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 65 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121, MTH 65 or equivalent placement test scores, BA 101,	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 111 or BA 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 104 or MTH 65 or MTH 98 or higher	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	BA 111 or BA 211 are more applicable accounting prerequisites than BA212; BA 212 is not applicable as a prerequisite; either MTH 65 or MTH 98 can substitute for BA 104		

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.) <b>***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***</b>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, the student will be able to: 1. Apply an understanding of the overall role and importance of the finance function. 2. Apply basic finance management knowledge. 3. Communicate effectively using standard business terminology and methods.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.



Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>Fundamentals of Financial Management, Concise Edition</i> , 10th Edition; Brigham/Houston; Cengage Learning
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

<b>SECTION #3 DEPARTMENT REVIEW</b>		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

# Columbia Gorge Community College

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input checked="" type="checkbox"/> Title <input type="checkbox"/> Description:	<input type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Texts/Materials <input type="checkbox"/> Related Instruction
------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 228	Proposed prefix and number	No change
Current course title	Computer Accounting Applications	Proposed title (60 characters max)	QuickBooks for Business
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Comp Accounting Applications	Proposed transcript title (30 characters max)	QuickBooks for Business
Reason for above proposed changes	New title more accurately reflects the subject matter being taught		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces double-entry, fully-integrated computerized general ledger software. Includes general ledger, accounts receivable, accounts payable, payroll, fixed assets, bank reconciliations, inventory, and Financial Statement Analysis. Prerequisites: BA 111 or BA 211, Recommended: BA 104, CAS 133. Audit available.	
Reason for description change	No change

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

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

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.) <b>***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***</b>	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, the student will be able to: 1. Organize accounting procedures using microcomputer software. 2. Communicate effectively using standard accounting terminology. 3. Interpret and prepare accounting reports and records.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>QuickBooks Online for Accounting</i> , 3rd Ed; Owen; Cengage Learning

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

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

## CONSENT AGENDA FORM

**The Consent Agenda form may be used for the following revisions to degrees or certificates:**

1. Course title changes
2. Course number changes
3. Degree or certificate title changes
4. Addition or deletion of degree/certificate electives

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

<b>Submitted by:</b>	Todd Meislahn	<b>Email:</b> tmeislahn@cgcc.edu	<b>Phone:</b> 541-506-6124
<b>Title of Degree/Certificate:</b>	Administrative Office Professional AAS	<b>Requested Implementation Term:</b>	Summer 2020
<b>What type of change are you requesting?</b>	<input checked="" type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
<b>Fill in the sections below as applicable. If a section is not applicable, fill in N/A.</b>			
<b>Current Course Title:</b>	Computer Accounting Applications	<b>Proposed Course Title:</b>	QuickBooks for Business
<b>Current Course Number:</b>	BA 228	<b>Proposed Course Number:</b>	No change
<b>Current degree or certificate title:</b>			
<b>Proposed degree or certificate title:</b>			

### ELECTIVE ADDITIONS and/or DELETIONS

Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed. You are not required to attend. You will be notified of committee's decision.

# Columbia Gorge Community College

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input type="checkbox"/> Content
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description:	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 250	Proposed prefix and number	No change
Current course title	Small Business Management	Proposed title (60 characters max)	Managing Entrepreneurial Ventures
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Small Business Management	Proposed transcript title (30 characters max)	Managing Entrepreneur Ventures
Reason for above proposed changes	New title more accurately reflects the course content		

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

Current Description (required whether being revised or not)	Proposed Description
Emphasizes the general functions, procedures, and specific subject areas related to initiating, organizing, and operating a successful small business. Specifically prepares the student to develop a business plan for opening a business. Designed for students and prospective small business owners and managers. Recommended: BA 212. Prerequisites: WR 121, BA 101, BA 104, and BA 211. Audit Available.	Emphasizes the general functions, procedures, and specific subject areas related to initiating, organizing, and operating a successful small business. Specifically prepares the student to develop a business plan for opening a business. Designed for students and prospective small business owners and managers. Prerequisites: WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher. Audit Available.
Reason for description change	Changes to prerequisite and recommended courses

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: Recommended: BA 212	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121, BA 101, BA 104, BA 211.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 121, BA 101; BA 111 or BA 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: BA 104 or MTH 65 or MTH 98 or higher	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Either BA 111 or BA 211 are applicable as a prerequisite.; BA 212 is not applicable as a recommended course; either MTH 65 or MTH 98 can substitute for BA 104		

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Understand the importance of small business in the economy. 2. Prepare a comprehensive Business Plan. 3. Apply analytical skills in reviewing financial statements and plans. 4. Choose an appropriate legal form of business. 5. Assess the tax implications of a small business.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Text: <i>Small Business Management: Launching &amp; Growing Entrepreneurial Ventures</i> , 19th Edition; Longenecker/Petty/Palich/Hoy; Cengage Learning



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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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# Columbia Gorge Community College

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

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: 541-506-6124

Department: Business &  
Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Entry-Level Accounting Clerk	Proposed Title:	No change
Current Credits:	15	Proposed Credits:	No change
Overview and rationale for proposed changes:	BA211 more effectively addresses the content required for certificate outcomes than BA111; moved BA104 to winter because students enrolling in fall may falsely believe they missed the summer offering and must wait another year.		
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	1. Remove BA 111 2. ADD BA 211		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input checked="" 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

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

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)			

Does the revision involve changing certificate outcomes?		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>CURRENT CERTIFICATE OUTCOMES</b> (Required whether or not outcomes are being changed.)			
<i>Students who complete this certificate will be able to:</i>			
1. Analyze, record, and report accounting information.			
2. Use applicable technology available in accounting practice.			
3. Communicate effectively with business professionals.			
<b>PROPOSED CERTIFICATE OUTCOMES</b> <i>Students who complete this certificate will be able to:</i>			
<b>RELATED INSTRUCTION</b> Does the revision involve changing or adding Related Instruction?			
		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the <a href="#">curriculum website</a> .			
<b>Additional Comments Or Changes</b>  			

SECTION #3 COURSE BY COURSE COMPARISON					
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Summer			Summer		

BA 104	Applied Business Math ( <b>move to winter</b> ) Pre: WR 115, RD 115, MTH 20 or test	4			
<b>Fall</b>			<b>Fall</b>		
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
<b>BA 111</b>	<b>Introduction to Accounting<sup>1</sup> (REMOVE)</b> Pre: WR 115, RD 115, MTH 20 or test	<b>3</b>	<b>BA 211</b>	<b>Principles of Accounting I (ADD)</b> Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	<b>3</b>
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
<b>Winter</b>			<b>Winter</b>		
			BA 104	Applied Business Math ( <b>moved from summer</b> ) Pre: WR 115, RD 115, MTH 20 or test	4
	<b>Credit total</b>	15		<b>Credit total</b>	15
<b>ELECTIVE LIST</b> 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.					
<b>Current Electives</b>			<b>Proposed Electives</b>		
<b>Course Number</b>	<b>Course Title / Requisites</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title / Requisites</b>	<b>Credits</b>

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

# Columbia Gorge Community College

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

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: 541-506-6124

Department: Business &  
Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Accounting / Bookkeeping	Proposed Title:	No change
Current Credits:	55	Proposed Credits:	52
Overview and rationale for proposed changes:	BA211 more effectively addresses the content required for program outcomes than BA111 rendering BA111 substantially redundant; moved remaining courses to balance the recommended sequence between terms.		
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	1. Remove BA 111 2. Scheduling revisions 3. Title Change: BA 228 4. Decrease overall credit from 55 to 52		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input checked="" 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

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

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)			

Does the revision involve changing certificate outcomes?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>CURRENT CERTIFICATE OUTCOMES</b> (Required whether or not outcomes are being changed.)	
<i>Students who complete this certificate will be able to:</i>	
1. Apply math principles to analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.	
2. Use applicable technology available in accounting practice.	
3. Communicate effectively with business professionals.	
4. Recognize and respectfully address basic ethical conflicts and issues in accounting.	
5. Use accounting and financial information for analysis and reporting.	
<b>PROPOSED CERTIFICATE OUTCOMES</b>	
<i>Students who complete this certificate will be able to:</i>	
No change	
<b>RELATED INSTRUCTION</b>	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the <a href="#">curriculum website</a> .	
<b>Additional Comments Or Changes</b>	

<b>SECTION #3 COURSE BY COURSE COMPARISON</b>
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>



Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
<b>Fall</b>			<b>Fall</b>		
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
<b>BA 111</b>	<b>Introduction to Accounting<sup>1</sup> (REMOVE)</b> Pre: WR 115, RD 115, MTH 20 or test	<b>3</b>	BA 211	Principles of Accounting I <b>(Moved from winter)</b> Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	3
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3	BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3
OS 131	10-Key for Business Pre: MTH 20 or test.	1	OS 131	10-Key for Business Pre: MTH 20 or test.	1
CAS 121 or CAS 122	Beginning Keyboarding <sup>2</sup> or Keyboarding for Speed and Accuracy <sup>2</sup> Rec: Place into RD 90 & WR 90; CAS 103W	3	CAS 121 or CAS 122	Beginning Keyboarding <sup>2</sup> or Keyboarding for Speed and Accuracy <sup>2</sup> Rec: Place into RD 90 & WR 90; CAS 103W	3
<b>Winter</b>			<b>Winter</b>		
BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4	BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4
BA 211	Principles of Accounting I <b>(move to fall)</b> Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60, BA 111	3	BA 212	Principles of Accounting II <b>(move from spring)</b> Pre: BA 211	3
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4

CAS 170 or CAS 270	Beginning Spreadsheets Using Excel or Intermediate Spreadsheets Using Excel <a href="#">Rec: RD 115, WR 115, MTH 20</a>	3	CAS 170 or CAS 270	Beginning Spreadsheets Using Excel or Intermediate Spreadsheets Using Excel <a href="#">Rec: RD 115, WR 115, MTH 20</a>	3
	Accounting/Bookkeeping Electives ( <b>moved to spring</b> )	3			
<b>Spring</b>			<b>Spring</b>		
BA 177	Payroll Accounting <a href="#">Pre: BA 111 or BA 211; Rec: BA 104</a>	3	BA 177	Payroll Accounting <a href="#">Pre: BA 111 or BA 211; Rec: BA 104</a>	3
BA 205	Business Communication <a href="#">Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.</a>	4	BA 205	Business Communication <a href="#">Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.</a>	4
BA 228	Computer Accounting Applications <a href="#">Pre: BA 111 or 211; Rec: BA 104, CAS 133</a>	3	BA 228	<b>QuickBooks for Business (TITLE CHANGE)</b> <a href="#">Pre: BA 111 or 211; Rec: BA 104, CAS 133</a>	3
OS 240	Filing & Records Management <a href="#">Rec: RD 115, WR 115; CAS 133 or CAS 140</a>	4	OS 240	Filing & Records Management <a href="#">Rec: RD 115, WR 115; CAS 133 or CAS 140</a>	4
BA 212	Principles of Accounting II ( <b>moved to winter</b> ) <a href="#">Pre: BA 211</a>	3		Accounting/Bookkeeping Electives ( <b>moved from winter</b> )	3
	<b>Credit total</b>	<b>55</b>		<b>Credit total</b>	<b>52</b>
<b>ELECTIVE LIST</b> 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.					
<b>Current Electives</b>			<b>Proposed Electives</b>		
<b>Course Number</b>	<b>Course Title / Requisites</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title / Requisites</b>	<b>Credits</b>
BA 208	Business Ethics	4	BA 208	Business Ethics	4
BA 213	Managerial Accounting	4	BA 213	Managerial Accounting	4
BA 226	Business Law I	4	BA 226	Business Law I	4
BA 256	Income Tax	3	BA 256	Income Tax	3

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

#### Next steps:

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

# Columbia Gorge Community College

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

## REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business & Entrepreneurship
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting	Proposed Title:	No change
Current Credits:	94	Proposed Credits:	95
Overview and rationale for proposed changes:	BA211 more effectively addresses the content required for program outcomes than BA111 rendering BA111 substantially redundant; BA150 provides practical application context for the accounting function; moved remaining courses to balance the recommended sequence between terms.		
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	1. Remove BA 111 2. Add BA 150 3. Increase overall credits from 94 to 95		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Entry-Level Accounting Clerk Accounting/Bookkeeping

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

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	WR 90 or placement into WR 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
DEGREE OUTCOMES			
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum			

website.)	
Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>CURRENT DEGREE OUTCOMES</b> (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.	
2. Use applicable technology available in accounting practice.	
3. Communicate effectively with business professionals.	
4. Practice within the legal, ethical, and economic standards of the business environment.	
5. Develop and interpret accounting and financial information for decision making.	
<b>PROPOSED DEGREE OUTCOMES</b>	
<i>Students who successfully complete this degree will be able to:</i>	
No change.	

SECTION #3 COURSE BY COURSE COMPARISON					
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>					
Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
<b>FALL Y1</b>		17	<b>FALL Y1</b>		17
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
<b>BA 111</b>	<b>Introduction to Accounting<sup>1</sup> (REMOVE)</b>	<b>3</b>	BA 211	Principles of Accounting I ( <b>Moved from winter Y1</b> )	3

	Pre: WR 115, RD 115, MTH 20 or test			Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
CAS 121	Beginning Keyboarding Rec: Place into RD 90 & WR 90; CAS 103W	3	CAS 121	Beginning Keyboarding Rec: Place into RD 90 & WR 90; CAS 103W	3
CAS 170	Beginning Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3	CAS 170	Beginning Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3
<b>WINTER Y1</b>		16	<b>WINTER Y1</b>		16
BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4	BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4
BA 188	Customer Service Pre: WR 115, RD 115 or test	2	BA 188	Customer Service Pre: WR 115, RD 115 or test	2
BA 211	Principles of Accounting I ( <b>move to fall Y1</b> ) Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60, BA 111	3	BA 212	Principles of Accounting II ( <b>move from spring Y1</b> ) Pre: BA 211	3
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4
<b>SPRING Y1</b>		14	<b>SPRING Y1</b>		15
BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3	BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3
BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4	BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4
BA 212	Principles of Accounting II ( <b>moved to winter Y1</b> ) Pre: BA 211	3	BA 213	Managerial Accounting ( <b>moved from spring Y2</b> ) Pre: BA 111 or BA 211	4

	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4
<b>FALL Y2</b>		<b>15</b>	<b>FALL Y2</b>		<b>16</b>
BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3	BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3
MTH 65 -or- MTH 98	Beginning Algebra 2 (moved from spring Y2) Pre: MTH 60 or test or Quantitative Math (ADD OPTION) Pre: MTH 20, placement into RD 90, WR 90	4	MTH 65 -or- MTH 98	Beginning Algebra 2 (moved from spring Y2) Pre: MTH 60 or test or Quantitative Math (ADD OPTION) Pre: MTH 20, placement into RD 90, WR 90	4
OS 131	10-Key for Business Pre: MTH 20 or test.	1	OS 131	10-Key for Business Pre: MTH 20 or test.	1
	Accounting Degree Elective (move to spring Y2) Varied	3	<b>BA 150</b>	<b>Introduction to Entrepreneurship (ADD)</b> Pre: WR 115, RD 115, MTH 20 or test	<b>4</b>
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4
<b>WINTER Y2</b>		<b>15</b>	<b>WINTER Y2</b>		<b>15</b>
BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4	BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4
BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4	BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4
BA 256	Income Tax Pre: none	3	BA 256	Income Tax Pre: none	3
EC 201	Principles of Economics: Microeconomics <sup>2</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics <sup>1</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4
<b>SPRING Y2</b>		<b>17</b>	<b>SPRING Y2</b>		<b>16</b>
BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test	3	BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test	3



	Rec: BA 191, WR 121, and BA 131 or CAS 133			Rec: BA 191, WR 121, and BA 131 or CAS 133	
BA 213	Managerial Accounting ( <b>moved to spring Y1</b> ) Pre: BA 211	4		Accounting Degree Electives ( <b>moved from fall Y2</b> ) Varied	3
BA 222	Financial Management Pre: WR 121, MTH 65 or test, BA 101, BA 104, BA 212	3	BA 222	Financial Management Pre: MTH 65 or test, WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher.	3
BA 228	Computer Accounting Applications Pre: BA 111 or 211; Rec: BA 104, CAS 133	3	BA 228	<b>QuickBooks for Business (TITLE CHANGE)</b> Pre: BA 111 or 211; Rec: BA 104, CAS 133	3
EC 202	Principles of Economics: Macroeconomics <sup>2</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4	EC 202	Principles of Economics: Macroeconomics <sup>1</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4
	<b>Credit Total</b>	<b>94</b>		<b>Credit Total</b>	<b>95</b>
<sup>1</sup> <del>Students who have completed high school bookkeeping or have had work experience with full-cycle bookkeeping responsibilities should substitute an Accounting Degree elective and start the accounting series with BA 211 in the second term.</del> <sup>2</sup> May be used as a general education elective.			<sup>1</sup> May be used as a general education elective.		
<b>ELECTIVE LIST (ACCOUNTING DEGREE ELECTIVES)</b> 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.					
<b>Current Electives</b>			<b>Proposed Electives</b>		
<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>
BA 207	Introduction to E-Commerce	4	BA 207	Introduction to E-Commerce	4
BA 223	Principles of Marketing	4	BA 223	Principles of Marketing	4
BA 225	Introduction to Entrepreneurship Law	4	BA 225	Introduction to Entrepreneurship Law	4
BA 250	Small Business Management	3	BA 250	<b>Managing Entrepreneurial Ventures (TITLE CHANGE)</b>	3
CAS 122	Keyboarding for Speed & Accuracy	3	CAS 122	Keyboarding for Speed & Accuracy	3
CAS 123	Production Keyboarding	3	CAS 123	Production Keyboarding	3
CAS 140	Beginning Databases	4	CAS 140	Beginning Databases	4

CAS 216	Beginning Word	3	CAS 216	Beginning Word	3
CAS 217	Intermediate Word	3	CAS 217	Intermediate Word	3
CAS 270	Intermediate Spreadsheets Using Excel	4	CAS 270	Intermediate Spreadsheets Using Excel	4
OS 240	Filing and Records Management	4	OS 240	Filing and Records Management	4

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

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

# Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: 541-506-6124

Department: Business &  
Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Entrepreneurship	Proposed Title:	No change
Current Credits:	47	Proposed Credits:	45
Overview and rationale for proposed changes:	BA111 includes introductory finance concepts needed in this program that are not covered in BA211; the capstone project (BA196) is premature for students in a one-year program; moved remaining courses to balance the recommended sequence between terms.		
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. Add BA 111</li> <li>2. Remove BA 196, BA 211</li> <li>3. Scheduling revisions</li> <li>4. Decrease overall credit from 47 to 45</li> </ol>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Entrepreneurship / Small Business Management AAS		
Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" 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

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

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)			

Does the revision involve changing certificate outcomes?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>CURRENT CERTIFICATE OUTCOMES</b> (Required whether or not outcomes are being changed.)		
<i>Students who complete this certificate will be able to:</i>		
1. Develop a business plan which plans and allocate resources effectively, creates a budget/forecast and create a funding plan for prospective business, details operational information and a summary of business objectives..		
2. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.		
3. Design a marketing/promotions plan based on a critical analysis of the factors influencing a particular business..		
4. Evaluate the legal environment for business and what legal steps business owners can help protect their investment/business.		
5. Establish a plan to manage employee and other business related items.		
<b>PROPOSED CERTIFICATE OUTCOMES</b>		
<i>Students who complete this certificate will be able to:</i>		
<b>RELATED INSTRUCTION</b>		
Does the revision involve changing or adding Related Instruction?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the <a href="#">curriculum website</a> .		
<b>Additional Comments Or Changes</b>		

<b>SECTION #3 COURSE BY COURSE COMPARISON</b>
<p>List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
<b>Fall</b>			<b>Fall</b>		
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4	BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4
WR 121	English Composition ( <b>move to winter Y1</b> ) Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	<b>BA 111</b>	<b>Introduction to Accounting &amp; Finance<sup>1</sup> (ADD)</b> Pre: WR 115, RD 115, MTH 20 or test	<b>3</b>
<b>Winter</b>			<b>Winter</b>		
BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4	BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4
BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4	BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
<b>BA 211</b>	<b>Principles of Accounting I (REMOVE)</b> Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60, BA 111	<b>3</b>	WR 121	English Composition ( <b>moved from fall Y1</b> ) Pre: Placement into WR 121 or completion of WR 115 and RD 115	4
<b>Spring</b>			<b>Spring</b>		
BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4	BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4
BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3

BA 223	Principles of Marketing Pre: RD 115, WR 115, MTH 20 or test. Rec: BA 101	4	BA 223	Principles of Marketing Pre: RD 115, WR 115, MTH 20 or test. Rec: BA 101	4
BA 225	Introduction to Entrepreneurship Law Pre: RD 115, WR 115, MTH 20 or test	4	BA 225	Introduction to Entrepreneurship Law Pre: RD 115, WR 115, MTH 20 or test	4
BA 196	<b>Entrepreneurship Capstone – Year One (REMOVE)</b> Pre: Completion of 30 credits of required coursework for Entrepreneurship certificate	2			
	<b>Credit total</b>	<b>47</b>		<b>Credit total</b>	<b>45</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

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.

## REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business & Entrepreneurship
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW					
Current Title:	Entrepreneurship / Small Business Management		Proposed Title:	Entrepreneurship / Business Management	
Current Credits:	94		Proposed Credits:	96	
Overview and rationale for proposed changes:	BA111 includes introductory finance concepts needed in this program that are not covered in BA211; BA212 is a continuation of BA211 and unnecessary; BA213 and BA222 include a continuation of managerial accounting and finance concepts from BA111; the capstone project (BA196) is premature at the end of year one and covered by BA296 at the end of the program; moved remaining courses to balance the recommended sequence between terms. Title change due to the limiting implication of the term "small business."				
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. ADD BA 111, BA 213, BA 222</li> <li>2. REMOVE BA 196, BA 211, BA 212</li> <li>3. COURSE TITLE CHANGES: BA 228, BA 250</li> <li>4. REDUCE Elective credits</li> <li>5. Increase overall credits from 94 to 96</li> <li>6. DEGREE TITLE CHANGE: delete the word "Small"</li> </ol>				
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Entrepreneurship		



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

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	WR 90 or placement into WR 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
DEGREE OUTCOMES			
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)			
Does the revision involve changing degree outcomes?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<b>CURRENT DEGREE OUTCOMES</b>	
(Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1.	Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business..
2.	Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3.	Differentiate between operational and organizational structures for business..
4.	Construct a marketing plan based on objectives developed from a strategic market assessment..
5.	Utilize technology skills with business software applications to facilitate efficiency and quality.
6.	Analyze and apply the legal, ethical, and economic standards of business.
7.	Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
<b>PROPOSED DEGREE OUTCOMES</b>	
<i>Students who successfully complete this degree will be able to:</i>	
No change.	

<b>SECTION #3 COURSE BY COURSE COMPARISON</b>					
List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> certificate map. List course requisites under Course Title. Include elective list below.					
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.					
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.					
If you are removing a course, identify the course with (remove) and bold the text.					
If the course title is changed, identify the course with (title change) and bold the text.					
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
<b>Current Degree Information</b>			<b>Proposed Degree Information</b>		
<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>
<b>FALL Y1</b>		16	<b>FALL Y1</b>		15
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
BA 131	Introduction to Business Technology	4	BA 131	Introduction to Business Technology	4

	Pre: WR 115, RD 115, MTH 20 or test			Pre: WR 115, RD 115, MTH 20 or test	
BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4	BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4
WR 121	English Composition ( <b>move to winter Y1</b> ) Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	<b>BA 111</b>	<b>Introduction to Accounting &amp; Finance<sup>1</sup> (ADD)</b> Pre: WR 115, RD 115, MTH 20 or test	<b>3</b>
<b>WINTER Y1</b>		14	<b>WINTER Y1</b>		15
BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4	BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4
BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4	BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
<b>BA 211</b>	<b>Principles of Accounting I (REMOVE)</b> Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60, BA 111	<b>3</b>	WR 121	English Composition ( <b>moved from fall Y1</b> ) Pre: Placement into WR 121 or completion of WR 115 and RD 115	4
<b>SPRING Y1</b>		17	<b>SPRING Y1</b>		15
BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4	BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4
BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3
BA 223	Principles of Marketing Pre: RD 115, WR 115, MTH 20 or test. Rec: BA 101	4	BA 223	Principles of Marketing Pre: RD 115, WR 115, MTH 20 or test. Rec: BA 101	4
BA 225	Introduction to Entrepreneurship Law Pre: RD 115, WR 115, MTH 20 or test	4	BA 225	Introduction to Entrepreneurship Law Pre: RD 115, WR 115, MTH 20 or test	4

BA 196	Entrepreneurship Capstone – Year One (REMOVE) Pre: Completion of 30 credits of required coursework for Entrepreneurship certificate	2			
FALL Y2		16	FALL Y2		16
BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3	BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3
OS 131	10-Key for Business Pre: MTH 20 or test.	1	OS 131	10-Key for Business Pre: MTH 20 or test.	1
MTH 65 -or- MTH 98	Beginning Algebra 2 (moved from spring Y2) Pre: MTH 60 or test or Quantitative Math (ADD OPTION) Pre: MTH 20, placement into RD 90, WR 90	4	MTH 65 -or- MTH 98 or higher	Beginning Algebra 2 (moved from spring Y2) Pre: MTH 60 or test or Quantitative Math (ADD OPTION) Pre: MTH 20, placement into RD 90, WR 90	4
	General Education Elective in Math, Science, or Computer Science Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective in Math, Science, or Computer Science Pre: MTH 20 or test. Pre/con: WR 121	4
	General Education Elective in Arts & Letters (move to winter Y2) Pre: MTH 20 or test. Pre/con: WR 121	4		Entrepreneurship Electives (moved from spring Y2 and 1 credit from winter Y2) Varied	4
WINTER Y2		16	WINTER Y2		18
BA 188	Customer Service Pre: WR 115, RD 115 or test	2	BA 188	Customer Service Pre: WR 115, RD 115 or test	2
BA 250	Small Business Management Pre: WR 121, BA 101, BA 104, BA 211 Rec: BA 212	4	BA 250	Managing Entrepreneurial Ventures (TITLE CHANGE) Pre: WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher	4
EC 201	Principles of Economics: Microeconomics Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics <sup>1</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4

	Entrepreneurship Electives Varied	6		<b>Entrepreneurship Electives (DECREASE 1 CREDIT)</b> (move 1 credit to fall Y2) Varied	4
				General Education Elective in Arts & Letters (move from fall Y2) Pre: MTH 20 or test. Pre/con: WR 121	4
<b>SPRING Y2</b>		<b>16</b>	<b>SPRING Y2</b>		<b>17</b>
BA 207	Introduction to E-Commerce Pre: RD 115, WR 115, MTH 20	4	BA 207	Introduction to E-Commerce Pre: RD 115, WR 115, MTH 20	4
<b>BA 212</b>	<b>Principles of Accounting II (REMOVE)</b> Pre: BA 211	<b>3</b>	<b>BA 213</b>	<b>Managerial Accounting (ADD)</b> Pre: BA 111 or BA 211	<b>4</b>
BA 296	Entrepreneurship Capstone – Year Two Pre: Completion of 60 credits of required degree coursework	2	BA 296	Entrepreneurship Capstone – Year Two Pre: Completion of 60 credits of required degree coursework	2
EC 202	Principles of Economics: Macroeconomics <sup>2</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4	EC 202	Principles of Economics: Macroeconomics <sup>1</sup> Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4
	Entrepreneurship Electives (move to fall Y2) Varied	3	<b>BA 222</b>	<b>Financial Management (ADD)</b> Pre: MTH 65 or test, WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher.	<b>3</b>
<b>Credit Total</b>		<b>94</b>	<b>Credit Total</b>		<b>96</b>
			<sup>1</sup> May be used as a general education elective. (ADD)		
<b>ELECTIVE LIST (ACCOUNTING DEGREE ELECTIVES)</b> 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.					
<b>Current Electives</b>			<b>Proposed Electives</b>		
<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title &amp; Requisites</b>	<b>Credits</b>
BA 228	Computer Accounting applications	3	BA 228	<b>QuickBooks for Business (TITLE CHANGE)</b>	3
BA 256	Income Tax	3	BA 256	Income Tax	3
CAS 140	Beginning Databases	4	CAS 140	Beginning Databases	4

CAS 170	Beginning Spreadsheets using Excel	3	CAS 170	Beginning Spreadsheets using Excel	3
CAS 216	Beginning Word	3	CAS 216	Beginning Word	3
CAS 217	Intermediate Word	3	CAS 217	Intermediate Word	3
CAS 231	Desktop Publishing	3	CAS 231	Desktop Publishing	3
CAS 270	Intermediate Spreadsheets Using Excel	3	CAS 270	Intermediate Spreadsheets Using Excel	3
OS 240	Filing and Records Management	4	OS 240	Filing and Records Management	4

#### SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	5/7/2020
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

#### Next steps:

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

## **Discussion Topics (for Retreat and 2020-21 academic year)**

1. Related Instruction standalone course choices
2. Course development guidelines
3. Degree/certificate suspension guidelines
4. Ensuring that students are exposed to instruction for CLOs 3, 4 and 5
5. Review of General Program Requirements
6. Review of General/Transfer degree Core Requirements
7. General Education standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite/concurrent: WR 121) in light of the fact that MTH 20 is no longer offered
- 8.