Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Kristen Booth (Pre-College)
Vice Chair – Zip Krummel (Social Science)

Courtney Cunningham (ESL)	Katy Jablonski (Wr/FL/Eng)	Pam Morse (MTH)
P.K. Hoffman (Arts & Hum)	Ashley Mickels (CTE)	Mimi Pentz (Nurs/Hlth Occ)
Steve Holman (Inst Dean)	Emilie Miller (Science)	

Non-Voting Committee Members
Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Mary Martin (Student Services/Registrar)

Support Staff
Gail Gilliland (Curriculum)

Guests
Mike Davis, Mary Kramer

November 19, 2020 3:30 pm – 5:00 pm
Zoom log-in: https://cgcc.zoom.us/j/93630565004
Meeting ID: 936 3056 5004; phone in: 1-253-215-8782

Business:

1. Approval of November 5, 2020 minutes [1]

Old Business

1. Action Item Update
    a. September 24 Action Items
        i. Katy will take the writing discussion to her department. [regarding possible revision to standard prerequisites] (??) (Curriculum request sent to department chairs for inclusion in the General Education Program Review.[2])
    b. October 8 Action Items
        i. Steve will bring suspension information to share with the Curriculum Committee. (??)

Submissions [3]

1. Mike Davis (3:40 – 3:50 pm)
    - UAS 210 UAS Management (New CTE Course)
    - Professional Small Unmanned Aircraft Systems (Certificate Revision: crsewrk, credits)
2. Mary Kramer (3:50 – 4:10 pm)
    - CT 114 Exterior Windows and Doors (New CTE Course)
    - Consent agenda (Construction Technology certificate)
3. Kristen Booth (4:10 – 4:25 pm)
    - ABE 60 Pre-College Language Arts I: Science & Social Studies (New Non-Credit Course)
    - GED 60 Pre-College Language Arts I: Science & Social Studies (New Non-Credit Course)

- ABE 70 Pre-College Language Arts II: Science & Social Studies (New Non-Credit Course)
- GED 70 Pre-College Language Arts II: Science & Social Studies (New Non-Credit Course)

Discussion Items:

1. Addition of standalone related instruction courses to approved list [4-6]
    - Computation
        i. MTH 211 Foundations of Elementary Math I
        ii. MTH 212 Foundations of Elementary Math II
        iii. MTH 213 Foundations of Elementary Math III
    - Communication
        i. MA 122 Medical Office Assistant 2

Next Meeting: February 11, 2021

Attachments: [1] November 5, 2020 minutes; [2] Curriculum Request to GE Review Committee; [3] Submissions: 2 New CTE course, 1 Certificate Revision, 1 Consent Agenda; 4 New Non-Credit courses; [4] CCOGs for MTH 211, 212, 213 and MA 122; [5] Related Instruction Standalone Criteria; [6] Approved Standalone Options for Related Instruction

Curriculum Committee Minutes
November 05, 2020, 3:30 pm – 5:00 pm
Location: Due to State Social Distancing requirements, this meeting is held via Zoom

PRESENT

Voting Committee Members

Chair – Kristen Booth (Pre-College)
Vice Chair - Zip Krummel (Social Science)
Courtney Cunningham (ESOL)
P.K. Hoffman (Arts & Hum)
Steve Holman (Inst Dean)
Ashley Mickels (CTE)
Emilie Miller (Science)
Pam Morse (MTH)

Non-Voting Committee Members

Susan Lewis (Curriculum)
Jarett Gilbert (VP Instructional Services)
Mary Martin (Student Services)

Support Staff

Gail Gilliland

Guests

Andy Carmicheal, Janette Harrington, Mary Kramer, Robert Wells-Clark

ABSENT

Voting Committee Members

Katy Jablonski (WR/FL/Eng)
Mimi Pentz (Nurs/Hlth Occ)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order	Meeting called to order by Chair Kristen Booth at 3:30 pm	
Business		
Approve October 22, 2020 minutes	**October 22, 2020 minutes approved as written**	Motion: Kristen 2nd: Pam Action: 6 in favor – 0 Opposed – 0 abstentions

Action Item Update	PK joins meeting at 3:38 September 24 Action Items i. Katy will take the writing discussion to her department. [regarding possible revision to standard prerequisites] • Katy is absent October 8 Action Items ii. Steve will bring suspension information to share with the Curriculum Committee. • Steve is waiting on information	
Submissions		
ABE 80 Pre-College Math I (New Non-Credit Course)	Kristen introduces Andy Carmicheal and and Janette Harrington to the Curriculum Committee. Steve moves to open discussion, Zip 2nds. Kristen opens ABE 80 to discussion. Andy presents a brief background of the difference between GED and ABE. GED is for students looking to get their GED while ABE is for those students who already have their GED or High School diploma. Susan would like each course voted on separately. Steve agrees, but would like courses combined for voting. **Motion approve as written**	Motion: Steve 2nd: Zip Action: 7 in favor – 0 Opposed – 0 abstentions
GED 80 Pre-College Math I (New Non-Credit Course)	Zips moves to open discussion, Steve 2nds. Kristen opens GED 80 to discussion. **Motion approve as written**	Motion: Zip 2nd: Steve Action: 7 in favor – 0 Opposed – 0 abstentions
ABE 90 Pre-College Math II (New Non-Credit Course)	Steve moves to open discussion, Zip 2nds. Kristen opens ABE 90 to discussion. **Motion approve as written**	Motion: Steve 2nd: Zip Action: 7 in favor – 0 Opposed – 0 abstentions

GED 90 Pre-College Math II (New Non-Credit Course)	Zip moves to open discussion, Steve 2nds. Kristen opens GED 90 to discussion. **Motion approve as written**	Motion: Zip 2nd: Steve Action: 7 in favor – 0 Opposed – 0 abstentions
CT 101 Tools and Shop Safety (New CTE Course)	Zip moves to open discussion, Pam 2nds. Kristen opens CT 101 to discussion. Mary introduces the Construction Technology program. There will be two short certificates introduced within the program. An instructor should be hired in January. Brief discussion ensues regarding when Math 98 will need to be taken. The Math department would like to know when Math 98 should be taken. Math 98 is a prerequisite option which can be filled by MTH 60 or it can be tested out of. There is no specific term in which it is required or needed to be taken. CT stands for Construction Technology. It is noted that two letter prefixes are rare at CGCC; however, they do exist. **Motion approve as written**	Motion: Zip 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
CT 102 Footings and Foundations (New CTE Course)	Steve moves to open discussion, Pam 2nds. Kristen opens CT 102 to discussion. The minimum age allowed to be a student within the program is 17, 16 or younger need parental permission. Recommendation to review age requirements for ladder use in a course. Be prepared to make necessary arrangements to address this. **Motion approve as written**	Motion: Steve 2nd: pam Action: 7 in favor – 0 Opposed – 0 abstentions
CT 103 Building Materials and Methods (New CTE Course)	Pam moves to open discussion, P.K. 2nds. Kristen opens CT 103 to discussion. **Motion approve as written**	Motion: Pam 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions

CT 104 Floor Framing (New CTE Course)	Steve moves to open discussion, Pam 2nds. Kristen opens CT 104 to discussion. Note: see grammatical error in course content **Motion approve as written**	Motion: Steve 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
CT 105 Wall and Ceiling Framing (New CTE Course)	Zip moves to open discussion, P.K. 2nds. Kristen opens CT 105 to discussion. **Motion approve as written**	Motion: Zip 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions
CT 106 Roof Framing (New CTE Course)	Steve moves to open discussion, Pam 2nds. Kristen opens CT 106 to discussion. **Motion approve as written**	Motion: Steve 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
CT 110 Electrical Wiring Basics (New CTE Course)	Steve moves to open discussion, P.K. 2nds. Kristen opens CT 110 to discussion. **Motion approve as written**	Motion: Steve 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions
CT 111 Plumbing Basics (New CTE Course)	Pam moves to open discussion, Courtney 2nds. Kristen opens CT 111 to discussion. **Motion approve as written**	Motion: Pam 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions
CT 112 Basic Stair Construction (New CTE Course)	Pam moves to open discussion, Courtney 2nds. Kristen opens CT 112 to discussion. Brief discussion ensues regarding course number sequence. There is a break in the sequencing, with the idea of leaving space to insert new courses from 107 to 111 in the future. **Motion approve as written**	Motion: Pam 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions

CT 113 Building Decks and Porches (New CTE Course)	Steve moves to open discussion, Pam 2nds. Kristen opens CT 113 to discussion. **Motion approve as written**	Motion: Steve 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
Construction Technology (New Certificate)	Pam moves to open discussion, P.K. 2nds. Kristen opens Construction Technology (New Certificate) to discussion. Brief discussion ensues regarding the advisory committee. When the fulltime faculty comes on board the advisory committee will be formed. This information is found below the box stating that the advisory committee will be formed in January. This course will not need to go through Curriculum Committee again once the advisory committee is formed. **Motion approve as written**	Motion: Pam 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions
Basic Construction (New Certificate)	Pam moves to open discussion, Courtney 2nds. Kristen opens Basic Construction (New Certificate) to discussion. **Motion approve as written**	Motion: Pam 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 151 Fabrication Processes 1 (New CTE Course)	Steve moves to open discussion, Pam 2nds. Kristen opens to discussion. Robert Wells-Clark introduces the MFG courses. The MFG courses are expanding on the LTOY courses. These new courses will provide the student with the skill set needed to advance in the manufacturing career. The courses focus in on welding of joints and building an actual product. It is a competitive take on the other welding programs across the State. The manufacturing program is built on employer feedback. We have a good connection with the local high schools. MFG 150, which is the prerequisite for MFG 151 is the CGCC beginning welding course. **Motion approve as written**	Motion: Steve 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions

MFG 152 Fabrication Processes 2 (New CTE Course)	Steve moves to open discussion, Courtney 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Steve 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 156 Integrated Manufacturing 1 (New CTE Course)	Zip moves to open discussion, P.K. 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Zip 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 157 Integrated Manufacturing 2 (New CTE Course)	Steve moves to open discussion, Courtney 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Steve 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 281 Aluminum GTAW/TIG Fabrication Processes 1 (New CTE Course)	Steve moves to open discussion, P.K. 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Steve 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 282 Aluminum GTAW/TIG Fabrication Processes 2 (New CTE Course)	Emilie moves to open discussion, Pam 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Emilie 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 285 Stainless Steel GTAW/TIG Welding (New CTE Course)	Ashley moves to open discussion, P.K. 2nds. Kristen opens to discussion. Brief discussion ensues regarding retaking the course for additional credit. It is explained that the course can be retaken, but not for additional credit. If retaken, the highest grade will go into the student record. **Motion approve as written**	Motion: Ashley 2nd: P.K. Action: 7 in favor – 0 Opposed – 0 abstentions

MFG 286 Stainless Steel GTAW/TIG Fabrication 1 (New CTE Course)	Pam moves to open discussion, Courtney 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Pam 2nd: Courtney Action: 7 in favor – 0 Opposed – 0 abstentions
MFG 287 Stainless Steel GTAW/TIG Fabrication 2 (New CTE Course)	Ashley moves to open discussion, Pam 2nds. Kristen opens to discussion. **Motion approve as written**	Motion: Ashley 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
Advanced Manufacturing Technology (New Certificate)	Steve moves to open discussion, Pam 2nds. Kristen opens to discussion. The LTOY that we have now is turning into this certificate. Student size during Covid is at 8 students. Normally 15 students per course. In the new lab there will be a 25 student maximum. The new courses should help with retention. Robert would like to thank Susan for her help in making these certificates. **Motion approve as written**	Motion: Steve 2nd: Pam Action: 7 in favor – 0 Opposed – 0 abstentions
Discussion Items:		
1. None	Susan does not have any other discussion items. Kristen shared a good book, Deep River, written by a friend from P.K. Next meeting, Ashley will bring forward some ECE submissions and Kristen will bring forward some Pre-College writing courses	
Meeting Adjourn: 4:36 pm	Zip Moves, P.K. 2nd – 7 yes	
Next Meeting: November 19, 2020		

Curriculum Request to the General Education Program Review Committee

Two issues have become apparent over the past couple of years that have particular relevance to the General Education Program: Issue 1) the Standard Prerequisites for General Education Courses, and Issue 2) the ability to ensure that degree seeking students at CGCC are being exposed to instruction addressing all five Institutional Core Learning Outcomes. As the Gen Ed Program is currently under review in 2020-21, I am requesting that these two issues be researched and addressed as part of the review process.

ISSUE #1: GENERAL EDUCATION STANDARD PREREQUISITE PACKAGE

> *Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite / concurrent: WR 121.*

The GE Standard Prerequisites were revised starting fall 2015. Previously the Standard Prerequisites were: *Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores*. (See Appendix A for the November 7, 2014 proposal to revise the Standard Prerequisites.)

CURRENT ISSUE

While still listed in our course offerings, MTH 20 is no longer scheduled at CGCC. This has not caused a problem for students to fulfill the prerequisite requirement as any student taking a placement test would "test out" of MTH 20 or be placed in Pre-College; however, this prerequisite could be confusing and disconcerting to students as they will not see the course scheduled. Does it make sense to have a prerequisite that CGCC does not offer? In answering this question, a couple of areas for consideration may have impact:

1. Might students transferring from another college have MTH 20 on their transcript? Does this matter?
2. How will the Strong Start initiative, which could potentially redesign math offerings at colleges in Oregon, impact prerequisite requirements related to math? Is it possible that other math courses will no longer be offered in the near future?
3. The total elimination of the math prerequisite may be imprudent. Over the years, some courses have "Opted Out" of the math prerequisite requirement by clearly explaining how math is not used in the course; however, these are not the majority of our Gen Ed offerings. Courses that have opted out include: studio art courses, English literature, some foreign languages, creative writing, and composition. On the other hand, the following courses requested an Opt Out but were not approved: visual arts, sociology, political science, history, and women and gender studies. This last group of courses were all consider to have components for which a student would benefit from having some fundamental math skills, often associated with ability to read charts and graphs, understand basic statistical data, and/or recognize basic geometrical design.

In addition to this concern regarding the math prerequisite, there is a persistent conversation going on about the WR 121 pre/co requisite and whether that is creating a barrier for students to enter into Gen Ed courses. It has been suggested that this pre/co requisite is forcing students to remain in "less engaging" developmental courses and blocking them from entering the "more engaging" subject area

courses that may be found within the Gen Ed offerings. The decision to make WR 121 a pre/co requisite in 2015 was based on the following thoughts:

1. Gen Ed instructors were concerned that students entering their courses were not adequately prepared to complete the reading and writing requirements associated with a Gen Ed course.
2. Data showed that students taking college level writing early in their educational career were more successful. Since WR 121 is a requirement for all CGCC degrees, taking the course early would be beneficial.
3. Students who were co-enrolled in WR 121 at the same time as a Gen Ed course, could request from their WR 121 instructor specific help addressing difficulties the student was having in the Gen Ed course. The Gen Ed and WR 121 instructors could collaborate on potential foci for students, providing some of the qualities offered by learning communities.

These are the two concerns that are currently at issue in regards to Gen Ed Standard Prerequisites. You may find in your research and discussion that there are others.

ISSUE #2 ABILITY TO ENSURE THAT DEGREE SEEKING STUDENTS AT CGCC ARE BEING EXPOSED TO INSTRUCTION ADDRESSING ALL FIVE CORE LEARNING OUTCOMES

Around 2009 in anticipation of becoming independently accredited, CGCC faculty leadership adopted an Education Philosophy statement and a General Education Philosophy statement. In addition, five Institutional Core Learning Outcomes were identified representing a core body of knowledge that was determined to be needed for CGCC graduates to be well rounded, knowledgeable global citizens. It is the expectation, as well as a CGCC commitment, that all students earning a degree at CGCC will be able to demonstrate the Institutional Core Learning Outcomes (ICLOs) at a two-year lower-division competency level.

As you are aware, Gen Ed courses are required to demonstrate how they address ICLOs under the following requirements for attaining a Gen Ed designation:

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.

CURRENT ISSUE

While these requirements address ICLOs at the course level, it has come to our attention that it is possible that students may complete their degree studies and never take a course that addresses one or more of the ICLOs. ICLOs 1 and 2 are guaranteed to be addressed as all Gen Ed courses are required to address these with a major designation. ICLO #3 Quantitative Literacy is also likely to be addressed within the student's coursework as there is a math requirement for all degrees, though the requirement may not be for college level math. That being said, the Curriculum & Assessment Department and the Core Learning Outcomes Assessment Committee have both noted the potential for students to complete their studies and not have taken any courses that address ICLO #4 Cultural Awareness or ICLO #5 Community and Environmental Responsibility. Meaning that CGCC may not be keeping its commitment to ensure that all students leaving with a degree have a two-year lower division level of understanding of these ICLOs. The issue is compounded in AAS degrees which only require 16 credits (4 classes) of General Education with at least one course from each of the three discipline areas (Arts & Letters; Social Sciences; and Math, Science and Computer Science).

Some thoughts about how this issue may be addressed:

1. In collaboration with the Guided Pathways work, we could consider developing sets of courses that students would take to fulfill a required number of credits under each ICLO. This concept is similar to the Bach Core Requirements at OSU, for which OSU students are required to choose courses from a list of options under each Bach Core Requirement.
2. Engage students with greater intentionality in the teaching/learning related to ICLOs. If we hold these ICLOs to be the appropriate outcomes for students graduating with a degree from CGCC, then it is important that students know and understand this as well; otherwise, we are carrying out a hidden agenda without student buy in. Or if we determine that ICLOs are not of value, then we could eliminate them; however, I don't believe there is a single college that does not have outcomes that fall within this category, and our accrediting body would probably have some concerns.
3. CGCC is currently in a pilot project using ePortfolios to encourage synthesis of student learning, provide better understanding of program and institutional outcomes, and allow for assessment of student learning. EPortfolios may provide a road to or support of bullet 2 above in regards to providing greater intentionality. (See the guidelines for the ePortfolio project in Appendix B.)
4. Engage Career & Technical Education (CTE) courses in the responsibility of addressing ICLOs. All CTE courses address one or more of CGCC's ICLOs in their course content; however, we don't ask them to identify which or how ICLOs may be addressed. In this way, the burden of teaching ICLOs could be shared by all CGCC curriculum, and the limited number of Gen Ed credits in an AAS would be less relevant.

ICLO Assessment and Analysis (links to previous 5 years of ICLO assessment)

ICLO #1 Communication 2015-16 Assessment Report

ICLO #2 Critical Thinking & Problem Solving 2016-17 Assessment Report

ICLO #3 Quantitative Literacy 2019-20 Assessment Report

ICLO #4 Cultural Awareness 2017-18 Assessment Report

ICLO #5 Community & Environmental Responsibility 2018-19 Assessment Report

Thank you for taking the time to include these two issues in your General Education Program Review

Please let me know if I can provide any additional information or clarification.

Susan Lewis

Director of Accreditation & Assessment

Proposal to revise the standard prerequisites for General Education courses to: Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite/concurrent: WR 121.

In an effort to help students succeed in General Education classes, the five General Education Department Chairs propose that WR 121 be a prerequisite/concurrent requirement for all General Education classes currently listing WR 115 as a pre-requisite.

As can be seen from the WR 121 Course Description which follows, students taking WR 121 will be better prepared to think and read critically, and to write coherently in all of their courses:

WR 121 Course Description
Introduces academic writing as a means of inquiry. Employs critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisite: Placement into WR 121, or completion of WR 115 and RD 115. Audit available.

While students who have successfully completed WR 121 will have the skills listed below, students taking WR 121 *while* taking a General Education course will be working toward the intended outcomes. Also, when the instructor of a General Education course sees a student struggling with one of the following outcomes, the instructor will have the opportunity to communicate with the WR 121 instructor in an effort to help the student address areas of concern.

The implementation of this proposal would not require students to complete an additional course prior to enrolling in General Education courses, and it would not prevent a student from taking such courses. However, it would encourage students to take WR 121, a requirement for all our degrees, early in their academic career.

WR 121 Intended Outcomes
Upon successful completion of this course, students will be able to:

1. *Read closely to determine a writer's purpose and perspective.*
2. *Write for a variety of clearly defined purposes, audiences and contexts.*
3. *Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.*
4. *Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.*
5. *Write and revise coherent essays using MLA format.*

We propose implementing this co-requisite fall term, 2015. No impact upon the budget is expected.

Tim Schell – Writing, Literature & Foreign Languages Department Chair
Dan Ropek – Science Department Chair
John Evans – Math Department Chair
Joel Kabakov – Arts and Humanities Department Chair
John Copp – Social Sciences Department Chair

Proposal to revise the standard prerequisites for General Education courses to: Prerequisite: MTH 20 or equivalent placement test scores; Prerequisite/concurrent: WR 121.

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
TIM SCHELL – WRITING, LITERATURE & FOREIGN LANGUAGES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
DAN ROPEK – SCIENCE DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
JOHN EVANS – MATH DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
JOEL KABAKOV – ARTS AND HUMANITIES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
JOHN COPP – SOCIAL SCIENCES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
CODY YEAGER – TRANSFER & PRE-COLLEGE DIRECTOR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
MARY KRAMER – CTE DIRECTOR

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
DORIS JEPSON – NURSING AND HEALTH OCCUPATIONS DIRECTOR

Obtain Department Chair and Director signatures. Turn in to the Curriculum Office in The Dalles no later than 5:00 p.m. on day posted as the "Signature Submission Deadline."

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

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

_____
DATE

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
CHIEF ACADEMIC AND STUDENT AFFAIRS OFFICER

_____
DATE

**Indicate Reason(s):

ePortfolios (guide for faculty)

This guide is **not** meant to be distributed to students. Rather it is a rough guide for faculty being asked to incorporate the use of ePortfolios into their program and, by association, their courses. This is just a first draft that will benefit from further input and revision as we begin to put ePortfolios into practice. Therefore, be kind and be thoughtful in its use. I admit freely that plagiarism has taken place in its creation. Instead of trying to write our own guides at this time, I've attached several pdfs available on other college or university websites with the idea that you may adapt them for use with your students. This was done in the interest of time. I expect that we will develop our own as we move forward. Please feel free to provide input or suggestions in order that this guide may be more useful.

Susan Lewis slewis@cgcc.edu

What is an ePortfolio and What is its Value?

An ePortfolio is a digital collection of student learning, from experiences both in the classroom and outside the classroom. It is an opportunity for students to gather and showcase "artifacts" that represent themselves and their educational journey. Artifacts may include essays, videos, lab reports, lesson plans, pictures, group and individual project descriptions, certificates, etc. While writing is an important component, artifacts may reflect multiple modes of learning and expression.

In addition to showcasing artifacts, and probably more importantly, the ePortfolio requires students to reflect on what they have learned as well as how and why learning has occurred. The ePortfolio is meant to put their learning into a personal and professional context that has meaning for future employment, further educational pursuits, and personal growth. Through self-reflection, students build bridges between prior and current learning, between courses, and between curricular and co-curricular experiences. Through their ePortfolio, they discover how these multiple learning environments intersect and find meaning in programmatic coursework that may otherwise be looked upon as a checklist of requirements to be completed. Requirements to be checked off and possibly forgotten. The ePortfolio challenges students to find the connections and see their college program as a holistic experience through which they travel – studying, exploring, and creating. They emerge on the other end with a stronger understanding not only of their field of study and its application to real-life, but also of themselves.

The ePortfolio is an inherently public document/activity. It is an introduction to the student that is meant to be shared with instructors, peers, employers, scholarship grantors, university admissions, etc. While creativity is encouraged as well as the expression of individuality and personality, it should be noted that the ePortfolio is of a relatively academic/professional nature. Students should exercise caution regarding the inclusion of abundant social information that may be more appropriate to a Facebook page or similar form of social media. Students should always keep in mind who their audience will be as they build and grow their portfolio.

Finally, the ePortfolio is an assessment tool that can show student learning and growth. The potential benefit of this assessment is not limited to faculty or program administrators gauging individual student progress and achievement. It can provide institutional insight into the effectiveness of programmatic curriculum and its delivery as well as the overall success in teaching relevant student learning outcomes. From an instructor and/or an institutional perspective there is great value in this by itself. However, it

should also be recognized that the ePortfolio is an opportunity for students to self-assess and, ultimately, taking greater responsibility for their own learning as they develop a stronger understanding for what they are wanting to achieve and where they want their educational experiences to take them.

Required Components

- Institutional Core Learning Outcomes (CLOs)
  1. Responses for all five CGCC CLOs, to include:
     - Representational (Showcase) essay: includes details of how this content was learned throughout the student's course of study. It should include references to coursework and entry of specific artifacts.
     - Reflective entry: includes the student's interpretation of the CLO (its meaning, value, and purpose) as well as its personal and professional application.

     Examples of addressing outcomes:
     https://slcc.digication.com/suzanne_woods/Goals_and_Outcomes
     https://mac00740.wixsite.com/mysite/curricular-outcomes
     https://daniellemcru.wixsite.com/eportfolio/written-communication
     https://k224liu.wixsite.com/k224liu/projects
     https://crodrigo3.wixsite.com/ca5rodri

  2. Student includes a scored self-assessment rubric/scale of proficiency for each CLO. The scale will provide an opportunity to show growth over the program duration.

- Program/Degree Outcomes
  1. Responses for all program/degree outcomes, to include:
     - Representational (Showcase) essay: includes details of how this content was learned throughout the student's course of study. It should include references to coursework and entry of specific artifacts.
     - Reflective entry: includes the student's interpretation of the program/degree outcome (its meaning, value, and purpose) as well as its personal and professional application.
  2. Student includes a scored self-assessment rubric/scale of proficiency for each program/degree outcome. The scale will provide an opportunity to show growth over the program duration
  3. Student includes summary reflection tying together all program/degree outcomes
     - Department provides a list of questions for what might be addressed in the summary

- Reflection on personal development related to educational choice. How have I grown as a person based on my studies? What are my next steps? Where am I at and where am I going?

- Introduction/welcome: may include biographical information, personal goals, interests

Optional Components Decided by Student

- Resume
- Personal goals/direction
- Co-curricular activities that relate to programmatic or personal goals
- Personal experiences at or outside of CGCC that relate to programmatic or personal goals

- Course list with short summary describing relevant content, purpose, value
- Other

Other Notes/Guides

- Students should be encouraged to build their portfolio throughout their program. Don't wait until the end. Add as each course is completed. At the end of the program, it is easier to edit items that are found to be unnecessary than to try and create items at the last minute.
- Instructors, particularly those in the program field, may suggest or require specific assignments/projects from their course to be entered as artifacts. However, exercise caution in becoming too proscriptive in what artifacts students may include. An ePortfolio is meant to be managed by the student. Part of the learning activity is in figuring out what makes a good example.
- Arrange times throughout program for student peer review of portfolios.
- Portfolio grading is part of the summative/culminating course – capstone or practicum. Make the portfolio a sufficient enough part of the course grade that not doing it, or not doing it adequately, would make it impossible to pass the course and so complete the program. For students that fail to complete the portfolio requirement satisfactorily, faculty may give an incomplete for the course as long as the student has completed sufficient coursework in order to satisfy incomplete requirements.
- Students may use multiple forms of expression in order to fulfill some of the portfolio requirements. For example, a reflective entry may be provided in the form of a video rather than an essay. At the same time, the ability to provide written responses is required as having written communication skills is a desired outcome for CGCC graduates.

Free Website-Building Platforms

GoogleDocs –
Wix – https://www.wix.com/
Weebly – https://www.weebly.com/
WordPress – https://wordpress.com/create/
Pathbrite – https://pathbrite.com/portfolio/PXiFPyq/collection-of-example-portfolios
Seesaw – https://web.seesaw.me/ (recommended by Hood River HS for their students to use)
EPAC – ePortfolio-related Tools and Technologies – evolving list – http://epac.pbworks.com/w/page/12559686/Evolving%20List%C2%A0of%C2%A0ePortfolio-related%C2%A0Tools

Examples from Other Colleges/Universities

- http://eportresource.weebly.com/examples.html
- http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/
- https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/eportfolios/examples-student-eportfolios
- https://sites.google.com/cgcc.edu/ecefs-eportfolio/home

Guides/Information for Building ePortfolios

- https://www.aacu.org/eportfolios
- http://wp.auburn.edu/writing/eportfolio-project/student-resources/
- https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis
- https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection
- CGCC CLO #1 Written Communication Rubric and CGCC Oral Communication Rubric
- CGCC CLO #2 Critical Thinking Rubric and CGCC Problem Solving Rubric
- CGCC CLO #3 Quantitative Literacy Rubric
- CGCC CLO #4 Cultural Awareness Rubric
- CGCC CLO #5 Community and Environmental Responsibility Rubric
- Artifact examples (pdf from Auburn University attached)
- Reflective Writing Guide (pdf from Auburn University attached)
- Plagiarism and ethical uses of other people's work (pdf from Auburn University attached)
- ePortfolio Rubric (pdf from Auburn University attached)
- Summative Rubric (pdf from Auburn University attached)

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	CTE		Submitter name phone and email	Mike Davis mdavis@cgcc.edu
Prefix and Course Number:	UAS 210		Credits:	4
Course Title: (60 characters max, including spaces)	UAS Management		Transcript Title: (30 characters max, including spaces)	UAS Management
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: 20 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:
Reason for the new course.	Build on the existing UAS career pathway certificate			

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

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

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

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

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

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

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

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

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

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

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

- Air Operations
- Drones and Sensors
- Data Collection

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

Flight Operations and Management

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

Execution and Post Flight Procedures

- Field Documents
- Data Integrity
- Crew Resource Management

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

Regulatory Systems

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

Understanding the Requirements to Manage UAS Operations

- Development of Concept of Operations
- Safety and Emergency Management Best Practices
- Visual Risk Assessment Map and Factors
- Engagement and Communication Tools
- Case Studies

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

Operational Management

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

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

Management Considerations

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

Project Management Fundamentals

- Project Structure
- Resource Management

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

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):	Professional Small Unmanned Aircraft Systems	# credit: 15
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):		
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Possibly as a CTE elective
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 2/21/2020 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mike Davis	mdavis@cgcc.edu	11.16.20
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

CC date	11-19-20
CC decision	
CC vote	

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Mike Davis	Email: mdavis@cgcc.edu	Phone: 541-506-6033	Department: CTE

(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:	15		Proposed Credits:	19	
Overview and rationale for proposed changes:	After two years of teaching the UAS courses, we've learned from industry that sUAS Management skills is needed to expand individual opportunities for career growth. UAS Organizations has requested a sUAS Management Class.				
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 UAS 210 2. Increase credits from 15 to 19				
Is this a Related Certificate?	☐ Yes ☒ No		Is this a Career Pathway?	☐ Yes ☒ No	
If yes, what is the base degree?					
Will the proposed changes affect the base degree or certificate?				☐ Yes ☐ No	
If yes, how?					
Is this a statewide certificate?	☐ Yes ☒ No		If yes, have the changes been approved by the consortium?	☐ Yes ☐ No	
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	10/26/2020
Requested Implementation Term	Spring 2021			

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			☐ Yes ☒ 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
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
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 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.
PROPOSED CERTIFICATE OUTCOMES
Students who complete this certificate will be able to:
No change
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**
Fall Term:			**Fall Term:**		
UAS 100	UAS Flight Training Pre: MTH 20, RD 90, WR 90 or test	3	UAS 100	UAS Flight Training Pre: MTH 20, RD 90, WR 90 or test	3

UAS 101	Introduction to Unmanned Aircraft Systems Pre: MTH 65 or test; WR 115, RD 115	4	UAS 101	Introduction to Unmanned Aircraft Systems Pre: MTH 65 or test; WR 115, RD 115	4
Winter Term:			**Winter Term:**		
UAS 102	Small Unmanned Aircraft Aerial Photogrammetry Pre: UAS 101; Rec: COMM 111	4	UAS 102	Small Unmanned Aircraft Aerial Photogrammetry Pre: UAS 101; Rec: COMM 111	4
Spring Term:			**Spring Term:**		
UAS 103	Small Unmanned Aircraft Systems for Public Safety Pre: UAS 101; Rec: COMM 111	4	UAS 103	Small Unmanned Aircraft Systems for Public Safety Pre: UAS 101; Rec: COMM 111	4
			UAS 210	**UAS Management (ADD)** Pre: UAS 101; Rec: COMM 111	**4**
	Credit total	15		**Credit total**	**19**

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	mdavis@cgcc.edu	11/16/2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

CC date 11.19.20
CC decision
CC vote

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	Mary Kramer mkramer@cgcc.edu
Prefix and Course Number:	CT 114	Credits:	3
Course Title: (60 characters max, including spaces)	Windows and Exterior Doors	Transcript Title: (30 characters max, including spaces)	Windows and Exterior Doors
May this course be repeated for credit? ☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: Lec/lab: 60 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:
Reason for the new course.	To be included in the new Construction Technology and Basic Construction certificates.		

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

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

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

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

☐ placement into:	☐ placement into:		
course prefix & number: RD 90, WR 90 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: MTH 60 or MTH 98 or equivalent placement test scores	☒ prerequisite	☐ corequisite	☐ pre/co

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

Introduces the various types of windows, skylights, and exterior doors available and their proper use. Provides instructions for installation. Includes procedures for installing weather-stripping and locksets. Prerequisites: MTH 60 or MTH 98, RD 90, WR 90 or equivalent placement test scores. Audit Available.

<table>
<tr><td colspan="2">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.)</td></tr>
<tr><td rowspan="5">Outcomes: (Use observable and measurable verbs)</td><td>Upon successful completion of this course, students will be able to:</td></tr>
<tr><td>1. Install a standard window and replacement window.</td></tr>
<tr><td>2. Install a bow or box bay window unit.</td></tr>
<tr><td>3. Prepare a rough opening for door frame installation.</td></tr>
<tr><td>4. Install standard door frame and exterior door.</td></tr>
<tr><td>Outcomes assessment strategies:</td><td>Outcomes are assessed through a combination of hands-on and written assessments. Priority is given to hands-on proficiency based assessment in an environment that requires demonstration of skills necessary for success in industry.</td></tr>
<tr><td colspan="2">COURSE CONTENT, ACTIVITIES AND DESIGN</td></tr>
<tr><td colspan="2">Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.
Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</td></tr>
<tr><td>Department required course activities (optional):</td><td></td></tr>
<tr><td>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</td><td>1. Install a standard window and replacement window.
• Identify the basic parts of a window
• Define standard window height
• Describe how to acclimate windows before installing
• Check the rough opening for correct size
• Apply proper leveling before fastening
• Apply procedure for removing older window and installing replacement
2. Install a bow or box bay window unit.
• Understand the differences between a stick-built bay window and prefabricated units
• Apply proper installation procedure for pre-fabricated unit
3. Prepare a rough opening for door frame installation.
• Refer to local building code to determine minimum door width
• Prepare door frame for installation
4. Install standard door frame and exterior door.
• Identify the swing for the door and where rabbets and jambs must be</td></tr>
</table>

	located • Check door for proper fit within frame • Determine the advantages of using pre-hung door units • Follow manufacturer's recommendations when installing a pre-hung door unit
Suggested Texts & Materials (specify if any texts or materials are required):	Modern Carpentry, 12th Edition, Wagner, Smith
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Construction Technology	# credit: 33
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):	Required course	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Comparables: Portland Community College, Lane Community College
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 10/21/2020 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Mary Kramer	mkramer@cgcc.edu	11-14-2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

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

Columbia Gorge Community College

CC date	11-19-20
CC decision	
CC vote	

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.

Submitted by:	Mary Kramer	**Email:** mkramer@cgcc.edu	**Phone:** 541-506-6133
Title of Degree/Certificate:	Construction Technology (certificate)	**Requested Implementation Term:**	Fall 2021
What type of change are you requesting?	☒ Course title change ☐ Degree or certificate title change	☐ Course number change ☐ Addition/deletion of electives	
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	Windows and Exterior Walls	**Proposed Course Title:**	Windows and Exterior Doors
Current Course Number:	CT 114	**Proposed Course Number:**	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	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**
			☐ add ☐ delete
			☐ add ☐ delete

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
Mary Kramer	mkramer@cgcc.edu	11/19/2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Consent Agenda Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's 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 11.19.20
CC decision
CC vote

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
☒ Pre-College ☐ ESOL ☐ NCTC ☐ Other			
Department:	Pre-College	Submitter name Phone Email	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	ABE 60	Course Title: 60 characters max	Pre-College Language Arts I: Science & Social Studies
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 55 Lec/Lab (# of hours): Lab (# of hours):
Reason for new course		This is not a new course. Pre-college has opted into the CGCC Curriculum Committee review process. Additionally, this helps meet state requirements regarding Oregon Adult College and Career Readiness Standards. This is a course designed to prepare students for Language Arts II and ultimately earn their GED or place as high as possible on the Next Generation Accuplacer.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☒ Yes ☐ No	Course Number and Title GED 60 Pre-College Language Arts I: Science & Social Studies

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			
Placement into:			

COURSE DESCRIPTION: 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 basic grammar, sentence structure and paragraph writing, incorporating regular practice through the use of journals, descriptive paragraphs, and GED written response. Develops and builds reading comprehension skills, both fiction and non-fiction, while exploring content within the language arts, social studies and science. Includes an introduction to the interpretation of graphs, charts, time lines, etc.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate knowledge of basic sentence structure and grammar.
	2. Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	3. Interpret charts, graphs, and time lines as related to science and social studies.
	4. Read regularly and identify, clarify, and/or prepare for a complex reading purpose.
	5. Apply reading comprehension strategies.
	6. Analyze readings or videos and compose written response and/or summary.
Outcomes assessment strategies:	• Written assignments (journals, paragraphs, summary, GED Extended Response) • Daily assignments • Online quizzes • Grammar and sentence structure assignments

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1**: Demonstrate knowledge of basic sentence structure and grammar
	• Sentence Structure:
	  o Run-on sentences
	  o Fragments
	  o Subjects and verb agreement
	• Grammar
	  o Commas
	  o Apostrophes
	  o Verbs, adverbs, pronouns, nouns, prepositions
	
	Outcome #2: Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	• Simple, compound, complex sentences
	• Topic sentence
	• Supporting information

	Outcome #3: Interpret charts, graphs, and time lines as related to science and social studies • Maps: physical, topographical, road maps & climatic maps • Learn the basic parts & create their own chart or graph. This includes: pie charts, line graphs, time lines, diagrams, bar graphs. **Outcome #4:** Read regularly and identify, clarify, and/or prepare for a complex reading purpose. • Recognize evidence • Reading non-fiction or fiction book, journaling, comprehension questions **Outcome #5:** Apply reading comprehension strategies. • Notes in margins • Use strategies to pronounce and/or understand the meanings of unfamiliar words as well as their usage in a complex or dense texts. • Reading levels, fluency, building inferences (newspaper articles, charts, cartoons etc.) **Outcome #6:** Analyze readings or videos and compose written response and/or summary. • Topic sentence • Summary • Response • Paraphrasing
Department Notes (optional)	**Suggested Materials and Texts:** • "This I Believe" https://www.npr.org/series/4538138/this-i-believe • Ted Talks https://www.ted.com/talks • Vocabulary https://www.vocabulary.com/ and/or Oxford 300 word lists https://www.oxfordlearnersdictionaries.com/us/wordlist/american_english/oxford3000/ (can put on phone too) • Newsela https://www.newsela.com • GED practice tests https://www.test-guide.com/free-ged-practice-tests.html • Reading Skills: Marshal Adult Education http://resources.marshalladulteducation.org/reading_skills_home.htm • www.awesomestories.com • www.about.readworks.org • www.freereadingtest.com (speed reading and words per minute) • www.studylib.net (signal words) • Review the OACCRS to help guide instruction.

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	This course helps students to feel successful in school and comfortable with being in a classroom. These two goals are accomplished through support and interaction with the teacher and Pre-College staff and support team. After the student successfully passes the GED and/or the skills in this class, they may move to the LAII, SC, SS or to other college courses (after taking the Accuplacer test).

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes date: 11/12/2020 ☐ No
Implementation term:	☒ Next available term after approval ☐ 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
Kristen Booth	kbooth@cgcc.edu	11.12.20
Department Chair (enter name of department chair): Andrew Carmicheal		
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 or slewis@cgcc.edu.

CC date 11.19.20
CC decision
CC vote

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
☒ Pre-College ☐ ESOL ☐ NCTC ☐ Other			
Department:	Pre-College	Submitter name Phone Email	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	GED 60	Course Title: 60 characters max	Pre-College Language Arts I: Science & Social Studies
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 55 Lec/Lab (# of hours): Lab (# of hours):
Reason for new course		This is not a new course. Pre-college has opted into the CGCC Curriculum Committee review process. Additionally, this helps meet state requirements regarding Oregon Adult College and Career Readiness Standards. This is a course designed to prepare students for Language Arts II and ultimately earn their GED or place as high as possible on the Next Generation Accuplacer.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☒ Yes ☐ No	Course Number and Title ABE 60 Pre-College Language Arts I: Science & Social Studies

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			
Placement into:			

COURSE DESCRIPTION: 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 basic grammar, sentence structure and paragraph writing, incorporating regular practice through the use of journals, descriptive paragraphs, and GED written response. Develops and builds reading comprehension skills, both fiction and non-fiction, while exploring content within the language arts, social studies and science. Includes an introduction to the interpretation of graphs, charts, time lines, etc.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate knowledge of basic sentence structure and grammar.
	2. Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	3. Interpret charts, graphs, and time lines as related to science and social studies.
	4. Read regularly and identify, clarify, and/or prepare for a complex reading purpose.
	5. Apply reading comprehension strategies.
	6. Analyze readings or videos and compose written response and/or summary.
Outcomes assessment strategies:	• Written assignments (journals, paragraphs, summary, GED Extended Response) • Daily assignments • Online quizzes • Grammar and sentence structure assignments

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1**: Demonstrate knowledge of basic sentence structure and grammar
	• Sentence Structure:
	  o Run-on sentences
	  o Fragments
	  o Subjects and verb agreement
	• Grammar
	  o Commas
	  o Apostrophes
	  o Verbs, adverbs, pronouns, nouns, prepositions
	
	Outcome #2: Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
	• Simple, compound, complex sentences
	• Topic sentence
	• Supporting information

	Outcome #3: Interpret charts, graphs, and time lines as related to science and social studies • Maps: physical, topographical, road maps & climatic maps • Learn the basic parts & create their own chart or graph. This includes: pie charts, line graphs, time lines, diagrams, bar graphs. **Outcome #4:** Read regularly and identify, clarify, and/or prepare for a complex reading purpose. • Recognize evidence • Reading non-fiction or fiction book, journaling, comprehension questions **Outcome #5:** Apply reading comprehension strategies. • Notes in margins • Use strategies to pronounce and/or understand the meanings of unfamiliar words as well as their usage in a complex or dense texts. • Reading levels, fluency, building inferences (newspaper articles, charts, cartoons etc.) **Outcome #6:** Analyze readings or videos and compose written response and/or summary. • Topic sentence • Summary • Response • Paraphrasing
Department Notes (optional)	**Suggested Materials and Texts:** • "This I Believe" https://www.npr.org/series/4538138/this-i-believe • Ted Talks https://www.ted.com/talks • Vocabulary https://www.vocabulary.com/ and/or Oxford 300 word lists https://www.oxfordlearnersdictionaries.com/us/wordlist/american_english/oxford3000/ (can put on phone too) • Newsela https://www.newsela.com • GED practice tests https://www.test-guide.com/free-ged-practice-tests.html • Reading Skills: Marshal Adult Education http://resources.marshalladulteducation.org/reading_skills_home.htm • www.awesomestories.com • www.about.readworks.org • www.freereadingtest.com (speed reading and words per minute) • www.studylib.net (signal words) • Review the OACCRS to help guide instruction.

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	This course helps students to feel successful in school and comfortable with being in a classroom. These two goals are accomplished through support and interaction with the teacher and Pre-College staff and support team. After the student successfully passes the GED and/or the skills in this class, they may move to the LAII, SC, SS or to other college courses (after taking the Accuplacer test).

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes date: 11/12/2020 ☐ No
Implementation term:	☒ Next available term after approval ☐ 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
Kristen Booth	kbooth@cgcc.edu	11.12.20
Department Chair (enter name of department chair): Andrew Carmicheal		
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 or slewis@cgcc.edu.

CC date 11.19.20
CC decision
CC vote

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
☒ Pre-College ☐ ESOL ☐ NCTC ☐ Other			
Department:	Pre-College	Submitter name Phone Email	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	ABE 70	Course Title: 60 characters max	Pre-College Language Arts II: Science & Social Studies
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 55 Lec/Lab (# of hours): Lab (# of hours):
Reason for new course		This is not a new course. Pre-college has opted into the CGCC Curriculum Committee review process. Additionally, this helps meet state requirements regarding Oregon Adult College and Career Readiness Standards. This is a course designed to prepare students for Language Arts II and ultimately earn their GED or place as high as possible on the Next Generation Accuplacer.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☒ Yes ☐ No	Course Number and Title GED 70 Pre-College Language Arts II: Science & Social Studies

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number: ABE 60, GED 60 or department permission	☒ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			

COURSE DESCRIPTION: 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.

Improves reading comprehension, both fiction and non-fiction, and develops understanding and use of academic vocabulary related to language arts, social studies and science. Examines the evaluation of information and whether arguments are logical and evidence-based. Deepens understanding of basic grammar and sentence structure, and introduces paragraph and essay writing. Includes writing practice through journaling, descriptive paragraphs, essays, and GED written response. Covers the knowledge and skills applicable to achieving placement into college level courses and/or attempting official GED exams (Reasoning through Language Arts, Social Science, and Science). Prerequisites: ABE 60 or GED 60 or department permission.

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.)

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Receive a passing score (145 or higher) on the Reasoning through Language Arts, Science, and Social Studies GED exams, OR score above a 250 on the reading and writing portions of the Next Generation Accuplacer.
	2. Write a well-organized paragraph and essay.
	3. Use academic vocabulary as applied to the topics of science, language arts and social studies.
	4. Apply active reading strategies.
	5. Evaluate information to determine if the arguments presented are logical and if the evidence provided is from expert sources.
Outcomes assessment strategies:	• Written assignments (journals, paragraphs, summary, GED Extended Response) • Daily assignments • Online quizzes • Grammar and sentence structure assignments

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Receive a passing score (145 or higher) on the Reasoning Through Language Arts, Science, and Social Studies GED exams, OR score above a 250 on the reading and writing portions of the Next Generation Accuplacer. • GED Practice Ready tests • GED Practice Extended Response • Steck Vaugh GED book • Accuplacer study guide (online or printed) Outcome #2: Write a well-organized paragraph and essay. • Prewriting, journaling, outlining • Topic sentence, thesis statement, supporting sentences • Use a variety of sentence types (simple, compound, complex, compound complex) • Transition words • GED Extended Response (4-7 paragraphs)

	Outcome #3: Use academic vocabulary as applied to the topics of science, language arts and social studies. • Vocabulary quizzes (electric) • Using a dictionary (electronic) and thesaurus (electronic) • Synonyms, antonyms • Homonyms Outcome #4: Apply active reading strategies. • Determine the author's point of view and purpose • Identification of theme • Improve reading and fluency rate. • Making predictions/inferences (location, time, object) using context clues Outcome #5: Evaluate information to determine if the arguments presented are logical and if the evidence provided is from expert sources. • Determine fact vs. opinion in writing. • Determine type of support used by author
Department Notes (optional)	**Suggested Materials and Texts:** • "This I Believe" https://www.npr.org/series/4538138/this-i-believe • Ted Talks https://www.ted.com/talks • Vocabulary https://www.vocabulary.com/ • Newsela https://www.vocabulary.com • GED practice tests https://www.test-guide.com/free-ged-practice-tests.html • www.freereadingtest.com (reading speed and words per minute) • Explore the OACCRS to help guide instruction & new ideas. https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx • Accuplacer: https://www.test-guide.com/Accuplacer/

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	This class builds foundational knowledge, vocabulary, and reading comprehension skills necessary to succeed in the classroom. Furthermore, this class helps the transition to credit programs by helping the students to understand the educational opportunities offered at CGCC.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no

Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes date: 11/12/2020 ☐ No
Implementation term:	☒ Next available term after approval ☐ 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
Kristen Booth	kbooth@cgcc.edu	11.12.20
Department Chair (enter name of department chair): Andrew Carmicheal		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date 11.19.20
CC decision
CC vote

Columbia Gorge Community College

New Course – Non-Credit

(double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
☒ Pre-College ☐ ESOL ☐ NCTC ☐ Other			
Department:	Pre-College	Submitter name Phone Email	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	GED 70	Course Title: 60 characters max	Pre-College Language Arts II: Science & Social Studies
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 55 Lec/Lab (# of hours): Lab (# of hours):
Reason for new course		This is not a new course. Pre-college has opted into the CGCC Curriculum Committee review process. Additionally, this helps meet state requirements regarding Oregon Adult College and Career Readiness Standards. This is a course designed to prepare students for Language Arts II and ultimately earn their GED or place as high as possible on the Next Generation Accuplacer.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☒ Yes ☐ No	Course Number and Title ABE 70 Pre-College Language Arts II: Science & Social Studies

REQUISITES: Identify prerequisite, corequisite, and concurrent course(s)			
Course prefix & number: ABE 60, GED 60 or department permission	☒ prerequisite	☐ corequisite	☐ pre/con
Course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/con
Placement into:			

COURSE DESCRIPTION: 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.

Improves reading comprehension, both fiction and non-fiction, and develops understanding and use of academic vocabulary related to language arts, social studies and science. Examines the evaluation of information and whether arguments are logical and evidence-based. Deepens understanding of basic grammar and sentence structure, and introduces paragraph and essay writing. Includes writing practice through journaling, descriptive paragraphs, essays, and GED written response. Covers the knowledge and skills applicable to achieving placement into college level courses and/or attempting official GED exams (Reasoning through Language Arts, Social Science, and Science). Prerequisites: ABE 60 or GED 60 or department permission.

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.)	
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Receive a passing score (145 or higher) on the Reasoning through Language Arts, Science, and Social Studies GED exams, OR score above a 250 on the reading and writing portions of the Next Generation Accuplacer.
	2. Write a well-organized paragraph and essay.
	3. Use academic vocabulary as applied to the topics of science, language arts and social studies.
	4. Apply active reading strategies.
	5. Evaluate information to determine if the arguments presented are logical and if the evidence provided is from expert sources.
Outcomes assessment strategies:	• Written assignments (journals, paragraphs, summary, GED Extended Response) • Daily assignments • Online quizzes • Grammar and sentence structure assignments
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Receive a passing score (145 or higher) on the Reasoning Through Language Arts, Science, and Social Studies GED exams, OR score above a 250 on the reading and writing portions of the Next Generation Accuplacer. • GED Practice Ready tests • GED Practice Extended Response • Steck Vaugh GED book • Accuplacer study guide (online or printed) Outcome #2: Write a well-organized paragraph and essay. • Prewriting, journaling, outlining • Topic sentence, thesis statement, supporting sentences • Use a variety of sentence types (simple, compound, complex, compound complex) • Transition words • GED Extended Response (4-7 paragraphs)

	Outcome #3: Use academic vocabulary as applied to the topics of science, language arts and social studies. • Vocabulary quizzes (electric) • Using a dictionary (electronic) and thesaurus (electronic) • Synonyms, antonyms • Homonyms Outcome #4: Apply active reading strategies. • Determine the author's point of view and purpose • Identification of theme • Improve reading and fluency rate. • Making predictions/inferences (location, time, object) using context clues Outcome #5: Evaluate information to determine if the arguments presented are logical and if the evidence provided is from expert sources. • Determine fact vs. opinion in writing. • Determine type of support used by author
Department Notes (optional)	**Suggested Materials and Texts:** • "This I Believe" https://www.npr.org/series/4538138/this-i-believe • Ted Talks https://www.ted.com/talks • Vocabulary https://www.vocabulary.com/ • Newsela https://www.vocabulary.com • GED practice tests https://www.test-guide.com/free-ged-practice-tests.html • www.freereadingtest.com (reading speed and words per minute) • Explore the OACCRS to help guide instruction & new ideas. https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx • Accuplacer: https://www.test-guide.com/Accuplacer/

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES	
Briefly describe how this course prepares students for entry into credit programs	This class builds foundational knowledge, vocabulary, and reading comprehension skills necessary to succeed in the classroom. Furthermore, this class helps the transition to credit programs by helping the students to understand the educational opportunities offered at CGCC.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no

Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	no
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes date: 11/12/2020 ☐ No
Implementation term:	☒ Next available term after approval ☐ 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
Kristen Booth	kbooth@cgcc.edu	11.12.20
Department Chair (enter name of department chair): Andrew Carmicheal		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Foundations of Elementary Mathematics I

Course Number: MTH 211
Transcript Title: Foundations of Elem Math I
Created: April 20, 2020
Updated: April 20, 2020
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites
MTH 95 (https://www.cgcc.edu/courses/mth-95) or MTH 98 (https://www.cgcc.edu/courses/mth-98) or higher or equivalent placement test scores

Prerequisite / Concurrent
WR 121 (/courses/wr-121)

Course Description

Prepares prospective elementary teachers to teach math by strengthening their mathematical background. Explores the following topics: problem solving, sets, whole numbers, number theory, and fractions. First term of a three-term math sequence.Prerequisites: MTH 95 or MTH 98 or higher or equivalent placement test scores; Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

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

1. Extend mathematical content knowledge, including: problem solving, sets, whole numbers, number theory, and fractions.
2. Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios.
3. Use appropriate mathematical vocabulary to strengthen skills needed for communicating while teaching elementary math.
4. Provide examples of mathematical problems that will strengthen students' ability to reason, reflect, observe and engage more deeply in mathematical thinking.

Alignment with Institutional Core Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. *(Critical thinking and Problem-Solving)*
Major	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
Not addressed	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. *(Cultural Awareness)*
Not addressed	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

Major Designation

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Outcome Assessment Strategies

- Reflective Writing
- Quizzes
- Class Discussions
- Homework
- Problem Solving Assignments
- Projects
- Presentations
- Exams

Texts and Materials

Mathematics for Elementary Teachers -
A Conceptual Approach by Bennett, Burton, Nelson, and Ediger

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content (Themes, Concepts, Issues and Skills)

Outcome #1: Improve and deepen mathematical content knowledge, including: problem solving, sets, whole numbers, number theory, and fractions.

1. Sets and Reasoning
   - 1.1 Venn Diagrams
   - 1.2 Deductive Reasoning
2. Whole numbers
   - 2.1 Numeration
   - 2.2 Addition and Subtraction
   - 2.3 Multiplication
   - 2.4 Division and Exponents
3. Number Theory
   - 3.1 Factors and Multiples
   - 3.2 Greatest Common Factor and Least Common Multiple
4. Integers and Fractions
   - 4.1 Integers
   - 4.2 Fractions
   - 4.3 Operations with Fractions

Outcome #2: Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios.

- Introduction to problem solving
  - Use and present an example of Polya's Four-Step Process
  - Demonstrate the problem-solving strategies which include: drawing, guessing and checking, making a table, working backward, finding a pattern.
  - Explain the concept of conjecture
- Patterns
  - Show how patterns and sequences can be used to solve problems

Outcome #3: Use appropriate mathematical vocabulary to strengthen skills needed for communicating while teaching elementary math.

- Show how mathematical vocabulary is necessary to explain problems
- Compare and contrast non-mathematical vocabulary with proper mathematical vocabulary.

Outcome #4: Provide examples of mathematical communication that will strengthen student's ability to reason, reflect, observe and engage more deeply in mathematical thinking.

- Demonstrate the steps (algorithms) needed for addition, subtraction, multiplication and division of whole numbers, integers and fractions and explain how they work.
- Explain the thought processes used for whole number operations: estimation, rounding, divisibility tests.
- Apply the definition of fraction and identify the relationship of fractions to whole numbers.
- Recognize the models for a variety of conceptual approaches for addition, subtraction, multiplication and division of whole numbers, integers and fractions.
- Identify how application problems can be modeled mathematically.

Foundations of Elementary Mathematics II

Course Number: MTH 212
Transcript Title: Foundations of Elem Math II
Created: April 20, 2020
Updated: April 20, 2020
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites
MTH 211 (/courses/mth-211)

Course Description

Continues to prepare prospective elementary teachers to teach math by strengthening their mathematical background. Explores the following topics: operations involving fractions, decimals, ratio, proportion, percent, integers, also an introduction to statistics and probability. Second term of a three-term sequence. Prerequisites: MTH 211. Audit available.

Intended Outcomes

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

1. Extend mathematical content knowledge, including:operations involving fractions, decimals, ratio, proportion, percent, integers, and introductory statistics and probability.
2. Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios which focus on fractions, decimals, percent, and statistics.
3. Use the appropriate mathematical vocabulary necessary in the teaching of elementary math.
4. Provide examples of mathematical problems which use fractions, decimals, percent, and statistics that strengthen the ability to reason, reflect, observe and engage more deeply in mathematical thinking.

Alignment with Institutional Core Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. *(Critical thinking and Problem-Solving)*
Major	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
Not addressed	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. *(Cultural Awareness)*
Not addressed	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

Major Designation

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Outcome Assessment Strategies

- Reflective writing
- Quizzes
- Class Discussions
- Homework
- Problem solving assignments
- Projects
- Presentations
- Exams

Texts and Materials

Mathematics for Elementary teachers – A conceptual Approach by Bennett, Burton, Nelson, and Ediger

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content (Themes, Concepts, Issues and Skills)

Outcome #1: Improve and deepen Extend mathematical content knowledge, including: operations involving fractions, decimals, ratio, proportion, percent, integers, and introductory statistics and probability.

1. Expand knowledge of Fractions
   - 1.1 Operations with fractions
   - 1.2 Problem solving with fractions
2. Decimals
   - 2.1 Introduction to decimals
   - 2.2 Operations with decimals
   - 2.3 Problem solving with decimals
3. Ratios, and percent
   - 3.1 Introduction to the differences of ratios and percent
   - 3.2 Problem solve with ratios and percent
4. Scientific Notation
   - 4.1 Applying scientific notation to real life situations
5. Real Numbers
   - 5.1 Introduction to the real numbers
   - 5.2 Problem solving with real numbers
6. Fundamentals of Statistics
   - 6.1Collecting and graphing data
   - 6.2 Describing and analyzing data
   - 6.3 Using statistical models in the appropriate scenarios
   - 6.4 Predicting outcomes based on statistical data
7. Probability
   - 7.1 Introduction to the fundamentals of probability

- 7.2 Interpreting results from various types of events

Outcome #2: Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios which focus on fractions, decimals, percent, and statistics.

- Demonstrate the problem-solving strategies which include: drawing, guessing and checking, making a table, working backwards, finding a pattern using fraction bars
- Use technology to verify and compare the outcomes of various mathematical models in statistics and probability.

Outcome #3: Use the appropriate mathematical vocabulary necessary in the teaching of elementary math.

- Show how mathematical vocabulary is necessary to explain problems
- Compare and contrast non-mathematical vocabulary with proper mathematical vocabulary.

Outcome #4: Provide examples of mathematical problems which use fractions, decimals, percent, and statistics that strengthen the ability to reason, reflect, observe and engage more deeply in mathematical thinking.

- Demonstrate the steps (algorithms) needed for fractions, decimals, ratios, percent, fundamental statistics and probability and explain how they work.
- Explain the thought processes used when analyzing various types of data used in statistics/probability such as graphs, charts, and other data in various formats.
- Use technology to model the similarities and differences between fractions, decimals, percent, and probability.
- Identify how application problems using fractions, decimals, percent, and statistics can be modeled mathematically.

Foundations of Elementary Mathematics III

Course Number: MTH 213
Transcript Title: Foundations of Elem Math III
Created: April 20, 2020
Updated: April 20, 2020
Total Credits: 4
Lecture Hours: 40
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: Yes
Grading options: A-F (default), P-NP, audit
Repeats available for credit: 0

Prerequisites
MTH 212 (/courses/mth-212)

Course Description

Continues to prepare prospective elementary teachers to teach math by strengthening their mathematical background. Explores the following topics: problem solving using Algebra, use of the coordinate plane, functions, geometry and measurement. Third term of a three-term math sequence.Prerequisites: MTH 212. Audit available.

Intended Outcomes

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

1. Extend mathematical content knowledge, including: problem solving using Algebra, use of the coordinate plane, functions, geometry and measurement.
2. Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios.
3. Use appropriate mathematical vocabulary to strengthen skills needed for communicating while teaching elementary math.
4. Provide examples of mathematical problems that will strengthen students' ability to reason, reflect, observe and engage more deeply in mathematical thinking.

Alignment with Institutional Core Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. *(Critical thinking and Problem-Solving)*
Major	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
Not addressed	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. *(Cultural Awareness)*
Not addressed	5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

Major Designation

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
   - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Outcome Assessment Strategies

- Reflective Writing
- Quizzes
- Class Discussions
- Homework
- Problem Solving Assignments
- Projects
- Presentations
- Exams

Texts and Materials

Mathematics for Elementary Teachers -
A Conceptual Approach by Bennett, Burton, Nelson, and Ediger

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content (Themes, Concepts, Issues and Skills)

Outcome #1: Extend mathematical content knowledge, including: problem solving using Algebra, use of the coordinate plane, functions, geometry and measurement.

1. Solving linear equations
   - 1.1 Linear equality
   - 1.2 Linear inequality
2. Coordinate Plane
   - 2.1 Ordered Pairs
   - 2.2 Slopes
   - 2.3 Lines
3. Functions
   - 3.1 Linear Functions
   - 3.2 Graphical Interpretations
   - 3.3 Use of technology to interpret
4. Geometry
   - 4.12 Dimensional figures
   - 4.2 Angles
   - 4.3 Polygons
   - 4.4 3 Dimensional figures
   - 4.5 Symmetry
5. Measurement
   - 5.1 History of various measuring systems
   - 5.2 English system
   - 5.3 Metric system
   - 5.4 Temperature
   - 5.5 International system of units

Outcome #2: Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios.

- Problem solving
  - Set up Algebraic equations to predict outcomes in real world situations
  - Create and interpret graphical models
  - Use perimeter, area, and volume and apply these to real life situations

Outcome #3: Use the appropriate mathematical vocabulary necessary in the teaching elementary math.

- Show how mathematical vocabulary is necessary to explain problems
- Compare and contrast non-mathematical vocabulary with proper mathematical vocabulary.

Outcome #4: Provide examples of mathematical communication that will strengthen the student's ability to reason, reflect, observe and engage more deeply in mathematical thinking.

- Demonstrate the steps needed for solving linear equations and explain how these can be used to problem solve
- Recognize the appropriate equations to find perimeter, area, and volume of polygons.
- Explain how the history of measurement has changed over time.
- Identify how application problems can be modeled mathematically.
- Apply the definitions in the areas of linear equations, geometry and various systems of measurement.

Medical Office Assistant 2

Course Number: MA 122
Transcript Title: Medical Office Assistant 2
Created: September 1, 2012
Updated: August 15, 2019
Total Credits: 1
Lecture Hours: 10
Lecture / Lab Hours: 0
Lab Hours: 0
Satisfies Cultural Literacy requirement: No
Satisfies General Education requirement: No
Grading options: A-F, P-NP (default)
Repeats available for credit: 0

Course Description

Examines communication and professionalism in the role of the medical assistant with emphasis on verbal and non-verbal communication, patient education and communicating wellness.

Intended Outcomes

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

1. Develop an understanding of professionalism and how it relates to the delivery of health care.
2. Articulate what it means to communicate through touch the qualities of compassion, empathy and understanding.
3. Use role play to educate patients.
4. Recognize the grief process and how grief influences patient compliance.
5. Apply principles of effective workplace ethics and communication.

Outcome Assessment Strategies

1. Student will complete at least one journal entry per week emphasizing the setting and achieving of goals to demonstrate understanding of the application of material to the real world.
2. Student will complete one or more written papers on topics related to communicating with patients, families and fellow employees.
3. Student will report on one CME study out of the AAMA journal that emphasizes one of the stated outcomes.
4. Student will produce and explain a patient brochure on selected topics appropriate to educating patients.

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content (Themes, Concepts, Issues and Skills)

1. Introduction to Communication
   - Develop an awareness of self-understanding and social adaptability for communications and actions with physicians, employees and patients.
   - List responsibilities in the communication process
   - Gain an awareness of the impact of culture, social and ethnic influences on communication
   - Demonstrate empathy, active listening and respect when communicating with both coworkers and patients.
   - Demonstrate effective writing skills in development of a patient brochure and weekly journal entries.
2. Communication Barriers

- Differentiate between adaptive and non-adaptive coping mechanisms.
- Explain how to approach communication with patients who have physical or mental impairments, or emotional responses such as assertive, aggressive or passive behaviors.
- Differentiate between various styles and methods of communication including open-ended questioning, clarifying, reflection, restatement and summarizing techniques.
- Learn to coach patients with consideration to cultural diversity, social or ethnic differences, stage of life, gender, religion, economic status and appearance; and understand how those differences affect communication
- Learn to respond to nonverbal communication

3. Learning about the Patient
   - Discuss the theories of Maslow, Erikson and Kubler-Ross in understanding a patient's communication style.
   - Differentiate between subjective and objective responses to questions.
   - Use feedback techniques to obtain patient information including reflection, restatement and clarification.
4. Educating the patient
   - List and describe factors that make teaching and coaching patients successful which might include such topics as health maintenance, disease prevention, compliance with a treatment plan, using community resources and adapting the plan to meet the individual patient's needs.
5. Communicating Wellness
   - Articulate what it means to be "healthy" and demonstrate ways to explain health to patients.
   - Coach patients regarding disease prevention and treatment plans.
6. Communicating Through Grief
   - Explain how grief influences communication between patient and caregiver.
7. Communicating in the Workplace
   - Use effective workplace communication in working within a health care team
   - Be able to utilize computers and word processing to communicate with patients and co-workers.
   - Develop ethical and professional behavior as it applies to the health care workplace.

Related Instruction

Activity	Hours of Instruction Method	RI Hours
Listening skill development lecture and Journal Entry	1 hour lecture	3
Telephone Etiquette Lecture and Journal Entry	1 hour lecture	3
Developing Diversity Awareness Lecture and Journal Entry	1 hour lecture	3
Managing Conflict Lecture and Journal Entry	1 hour lecture	3
Working within a team group project	1 hour lecture	3
Development of Problem Solving Skills in a group setting	1 hour group project	3
Using touch as a communication tool journal entry	1 hour lecture	3
Helping patients with communication barriers group project	1 hour group project	3
Creating a patient education handout	1 hour presentations	3
Asking the right questions group project	1 hour group project	3
	Total Hours	**30**

Department Notes

This is a required course which fulfills a portion of the curriculum for the certificate in Medical Assisting. The extent of transferability or credit allowed for the course would be dependent upon the institution and the program to which the student is transferring.

Related Instruction

Definitions/Criteria/Outcomes for Standalone Options

Curriculum Committee Approved June 12, 2020

Work groups:

- Computation: Abel Wolman, Emilie Miller and PK Hoffman
- Communication: Linnea Jaeger, Kristen Booth and Katy Jablonski
- Human Relations: Ashley Mickels, Zip Krummel, Mimi Pentz

❖ **General Criteria for all Categories**

- The class must be a 100 or above level course.
- The content covered in the course may only address one related instruction area.

Computation

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

Outcomes

Through Related Instruction, a student should be able to:

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

Communication

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

Outcomes

Through Related Instruction, a student should be able to:

- Engage in purposeful communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts;
- Read actively, think critically, and write purposefully and capably for academic and/or professional audiences;
- Demonstrate appropriate reasoning in response to complex issues; and/or
- Locate, evaluate, and ethically utilize information to communicate effectively

Human Relations

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

Outcomes

Through Related Instruction, a student should be able to:

- Develop a personal and workplace human relations philosophy.
- Demonstrate an understanding of the evolving dynamics of interpersonal and group interactions
- Demonstrate abilities to address and deal with conflict with safe and satisfactory results
- Define your personal leadership style and demonstrate how that style can be effective in specific situations
- Explain how cultural intelligence is a positive influence in relationships with others
- Clarify and demonstrate communication techniques to include body language, oral and written communication, and good listening skills to assist in relationships and meeting goals.

Related Instruction – Approved Standalone Options

Communication

- BA 205 Business Communication (4 cr)
- COMM 111 Public Speaking (4 cr)
- COMM 140 Introduction to Intercultural Communication (4 cr)
- COMM 214 Interpersonal Communication: Process and Theory (4 cr)
- COMM 215 Small Group Communication: Process and Theory (4 cr)
- WR 115 Introduction to Expository Writing (4 cr)
- WR 121 English Composition (4 cr)
- WR 122 English Composition (4 cr)
- WR 227 Technical and Professional Writing (4 cr)

Computation

- BA 104 Applied Business Math (4 cr)
- MTH 105 Math in Society (4 cr)
- MTH 110 Technical Math (4 cr)
- MTH 111 College Algebra (5 cr)
- MTH 112 Elementary Functions (5 cr)
- MTH 243 Statistics I (5 cr)
- MTH 244 Statistics II (5 cr)
- MTH 251 Calculus I (5 cr)
- MTH 252 Calculus II (5 cr)
- MTH 253 Calculus III (5 cr)

Human Relations

- BA 285 Human Relations in Organizations (3 cr)
- PSY 101 Psychology and Human Relations (4 cr)