Curriculum Committee Meeting Agenda

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

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

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

<u>Support Staff</u>	<u>Guests</u>
Sara Wade (Curriculum)	Daniel Changar, Mike Davis, Karen Stafford

March 18, 2021 3:30 pm – 5:00 pm
Zoom log-in: https://cgcc.zoom.us/j/96605228235
Meeting ID: 966 0522 8235; phone in: 1-253-215-8782

Approval of March 4, 2021 minutes [1]

<u>Old Business</u>

1. February 11, 2021 Request: Restart discussion regarding revision of BA/CAS course requirements and electives for the ASOT-BUS. (pending – contacting Todd Meislahn and Andrea Ware to determine readiness for discussion)

<u>New Business</u>:

<u>Submissions</u> [2]

1. Daniel Changar (3:40 – 3:50 pm)
   - CAS 170 Beginning Spreadsheets using Excel (Course Revision: des, out, cont, text/mat)

2. Mike Davis (3:50 – 4:15 pm)
   - BLM 100 Professional UAS Pilot Training – Basic (New Non-Credit Course)
   - Professional UAS Pilot Training – Basic (New NCTC)

3. Karen Stafford & Ashley Mickels (4:15 – 4:25 pm)
   - ECE 200 Professionalism & Advocacy (Course Revision: des, out, cont, text/mat)
   - Early Childhood Education Fundamentals (Modified Certificate Revision: crse titles)

<u>Committee Action</u>:

1. Meeting procedures
   - Curriculum Committee Charter [3]
   - Robert's Rules of Order Quick Reference [4]

Next Meeting: April 8, 2021

Attachments: [1] March 4, 2021 Minutes; [2] Submissions: 2 Course Revisions, 1 New Non Credit Course; 1 New NCTC, 1 Modified Degree/Certificate Revision; [3] Curriculum Committee Charter, [4] Robert's Rules of Order Quick Reference

Curriculum Committee Minutes
March 4, 2021, 3:30 pm – 5:00 pm
Location: Due to State Social Distancing requirements, this meeting is held via Zoom.

PRESENT:

Voting Committee Members

Vice Chair- Zip Krummel (Social Science)

Courtney Cunningham (ESL)

P.K. Hoffman (Arts & Hum)

Emilie Miller (Science)

Steve Holman (Inst Dean)

Pam Morse (MTH)

Ashely Mickels (CTE)

Mimi Pentz (Nurs/Hlth)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Jarett Gilbert (VP Instructional Services)

Supporting Staff

Guest

Sara Wade (Curriculum)

Mary Kramer

ABSENT

Voting Committee Members

Non-Voting Community Members

Katy Jablonski (ESL) (on leave of Absence)

Mary Martin (Student Services)

Chair- Kristen Booth (Pre-College)

Item	Discussion	Action
Call to Order	Meeting was called to order by Vice Chair Zip Krummel at 3:35 pm	
Business		
Approve February 11, 2021 Meeting Minutes	February 11, 2021 Meeting Minutes approved as written.	Motion: Mimi 2nd : Pam Action: 6 in favor - 0 opposed – 0 abstentions
Course Inactivations (information item only): ECE 123, ECE 260A, ECE 264	Information only for the Curriculum Committee. Discussion & Clarification why these courses are becoming inactive.	

Old Business		
February 11, 2021 Action Item: Susan will present a Simplified Certificate/Degree revision form at the next meeting, replacing the Consent Agenda form. (done – included in discussion items)	See discussion items.	
February 11, 2021 Request: Restart discussion regarding revision of BA/CAS course requirements and electives for the ASOT-BUS. (pending – contacting Todd Meislahn and Andrea Ware to determine readiness for discussion)	• Tabling the conversation until the next meeting. • Ashley asking why Andrea is listed in the discussion. • Ashley had a meeting with Todd, and he would be willing to put the CAS course under his degree but decided to wait to see what happening at the State to see if we are aligning the course. • The confusion on the course had been cleared up between Ashley, Todd and Patrick. • We need to catch up with Todd to see what is happening at the State Level. Action item will be continued to the next meeting, March 18, 2021	
Submissions		
ECE 222 Resilience & Wellness for Educators (New CTE Course)	Zip opens ECE 222 into discussion. Ashley explained why some classes were WR 90 & RD 90 & WR 115 & RD 115 prerequisites in the ECE classes. **Motion: approve as written**	Motion: Steve 2nd: Pam Action: 6 in favor – 0 opposed – 1 abstention **Emilie abstained from voting

ECE 232 S.T.E.A.M: Birth to Age 8 (New CTE Course)	Zip opens ECE 232 into discussion. Question regarding page 19, on Outcome #4 about testing theories. You test hypothesizes not theories, suggesting to change testing theories to testing hypothesizes. **Motion: approve with amendment** **Change content listed under Outcome #4, from "… testing of theories …" to "… testing of hypothesizes …"**	Motion: P.K. 2nd: Courtney Action **Original Motion amended** Motion: Emilie 2nd: Steve 7 in favor – 0 opposed – 0 abstentions
ECE 237 Trauma-Informed Care and Education: Birth to Age 8 (New CTE Course)	Zip opens ECE 237 into discussion. Ashley explains that the new ECE adjunct instructor will be taking the lead in teaching this course. **Motion: approve as written**	Motion: Mimi 2nd: P.K. 7 in favor – 0 opposed – 0 abstentions
ECE 121 Guidance & Classroom Management (Course Revision: title, des, out, cont, txt/mat)	Zip opens ECE 121 into discussion. Explaining how guidance is a part of the ECE field. **Motion: approve as written**	Motion: Courtney 2nd: P.K. 7 in favor – 0 opposed – 0 abstentions
ECE 122 Environments & Curriculum in Early Childhood Ed 1 (Course Revision: title, des, out, cont, txt/mat)	Zip opens ECE 122 into discussion. **Motion: approve with amendment** **Add "ECE" to course prefix and number.**	Motion: Steve 2nd: Mimi 7 in favor – 0 opposed – 0 abstentions
ECE 223 Supporting Dual Language Learners (Couse Revision: title, des, out, cont, txt/mat)	Zip opens ECE 122 into discussion. Ashley & Courtney answer a question about development for just single language learners and if you look at reading abilities. The only thing that is being changed in the course is the age range. **Motion: approve as written**	Motion: Courtney 2nd: Emilie 7 in favor – 0 opposed – 0 abstentions

ECE 234 Inclusion of Children with Special Needs (Course Revision: title, des, out, cont, txt/mat)	P.K. moves to open discussion, Steve 2nds. Zip opens ECE 234 into discussion. **Motion: approve as written**	Motions: P.K. 2nd: Steve 6 in favor – 0 Opposed – 1 abstention ** **Mimi abstains from voting
ECE 235 Music & Movement for the Young Child (Course Revision: title, des, out, cont, txt/mat)	Zip opens ECE 235 into discussion. **Motion: approve as written**	Motion: Emilie 2nd: Pam 6 in favor – 0 Opposed – 1 abstention
Early Childhood Education AAS (Degree Revisions: coursework, credits)	Zip opens Early Childhood Education AAS into discussion. Clarification on the reducing the degree by 3 credits, from 97 to 94 credit degree. Jarett want to thank Ashley for the good thing about reducing the amount of credits to help student succeed. Ashley explains that entirely all ECE students are part time this term/year. Ashley explain the how they measure current degree outcomes. CGCC is ahead of the curve in the ECE program from other colleges. **Motion: approve as written**	Motion: Mimi 2nd: Courtney 7 in favor – 0 opposed – 0 abstention
Early Childhood Education Curriculum (Certificate Revision: coursework, credits)	Zip opens Early Childhood Education Curriculum into discussion. Ashley explains NAEYC Standards for Early Childhood Educator levels and what should be known at each level. This certificate falls between Level 1 and Level 2 on that scale and CGCC AAS ECE degree falls into Level 2. Ashley explains the benefits of "Options" for the certificate. Challenges for enrollment in ECE courses due most students being part-time, the ECE department	Motion: Steve 2nd: Pam 7 in favor – 0 opposed – 0 abstention

	created "Options" for the ECE Curriculum certificate so that a student can have flexibility within the program to come in at Year 1 or 2 and be able to take any of the classes from either year to stay on track. **Motion: approve as written**	
Discussion Items:		
1. Adoption of new Modified Degree/Certificate Revision form and determination of eligible items that may be included on a Consent Agenda	Zip opens Adoption of new Modified Degree/Certificate Revision form into discussion. Susan presented the new Modified Degree/Certificate Revision form to be used for degree/certificate revisions that don't require a full submission. Replacing the "Consent Agenda" form. Noted that the footer needed to be updated. **Privileged Motion: approve with amendment** **Update footer to correct title of form: Modified Degree/Certificate Revision form** Discussion continued around what might be put on a Consent Agenda. It was agreed that more than one Modified Degree/Certificate form could be put together as a Consent Agenda. Nothing else appears to currently fit within a consent agenda framework. There was discussion around potential subcommittee reports being on a consent agenda. Clarified that if an item on a consent agenda needs discussion, the item may be pulled off the consent agenda.	Motion: Ashely 2nd: Steve 7 in favor – 0 Opposed – 0 abstentions

	If committee members think of anything new that would make sense to be put on a Consent Agenda, let Susan know and she will include them when they arise.	
Meeting Adjourned: 4:28 pm	P.K. moves to end meeting, Steve 2nds. Vice Chair Zip closes the meeting. **Motion: to adjourn**	Motion: P.K. 2nd: Steve 7 in favor – 0 oppose – 0 abstentions
Next Meeting: March 18, 2021		

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☐ Requisites	☒ Content
☐ Title	☒ Outcomes	☒ Texts/Materials
☒ Description	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE	Submitter name Phone Email	Daniel Changar dchangar@cgcc.edu
Current prefix and number	CAS 170	Proposed prefix and number	no change
Current course title	Beginning Spreadsheets using Excel	Proposed title (60 characters max)	no change
Current Repeatability	0	Proposed Repeatability	no change
Current transcript title (30 characters max)	Beginning Excel	Proposed transcript title (30 characters max)	no change
Reason for above proposed changes			

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the basic features of spreadsheet concepts to design and create accurate professional worksheets for use in business and industry. Includes entering data, creating formulas, professional formatting, creating charts, creating, sorting, and filtering lists, creating and using templates, and working with functions. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Recommended: placement into RD 115, WR 115 and MTH 20. Audit available.	Introduces the basic features of spreadsheet concepts to design and create accurate professional worksheets for use in business and industry. Includes entering data, creating formulas, professional formatting, creating charts, creating, sorting, and filtering lists, creating and using templates, and working with functions Introduces the basics of Pivot Tables, Pivot Charts, and Solver. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Recommended: placement into RD 115, WR 115 and MTH 20. Audit available.

Reason for description change	This description change will more accurately reflect the updated course outcomes and content associated with this revision.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Create personal and/or business spreadsheets following current professional and/or industry standards. 2. Use critical thinking skills to design and create spreadsheets. 3. Communicate in a business setting using spreadsheet vocabulary.	Upon successful completion of this course, students will be able to: 1. Use critical thinking skills to design and create personal and/or business spreadsheets following current professional and/or industry standards. 2. Communicate in a business setting using spreadsheet vocabulary. 3. Demonstrate understanding of relative, absolute, and mixed cell references when using mathematical and statistical formulas and/or functions. 4. Analyze worksheet data using datasets, tables, Pivot Tables, Pivot Charts, and Solver.
Reason for outcomes change	These changes aim to better align this course with the Business Transfer Map that will transfer to all Oregon public universities. Additionally, the changes will introduce students to a broader representation of common spreadsheet tools and better prepare them for future use.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Use critical thinking skills to design and create personal and/or business spreadsheets following current professional and/or industry standards. - Building basic worksheets by entering text, numbers, and formulas. - Generating various styles of charts by using the chart wizard. - Developing skills in managing multiple-sheet worksheets. - Creating lists and using sort and filter features. - Creating a spreadsheet from data with no specific instructions. - Creating Templates - Using linking and embedding concepts. - Generating Web pages from spreadsheet documents. **Outcome #2:** Communicate in a business setting using spreadsheet vocabulary. - Discuss and describe spreadsheet functionalities. - Developing skills in formatting, and saving, accurate, readable worksheets. - Developing decision-making skills by using what-if analysis on spreadsheets. - Using help features. **Outcome #3:** Demonstrate understanding of relative, absolute, and mixed cell references when using mathematical and statistical formulas and/or functions. - Creating formulas using absolute and relative references, if and average functions, AutoSum, and grand total. - Using Statistical Functions - Using 3-D referencing. - Using additional functions such as PMT, maximum, and minimum. **Outcome #4:** Analyze worksheet data using datasets, tables, Pivot Tables, Pivot Charts, and Solver. - Using Pivot Tables and Pivot Charts. - Using Solver. - Insert tables to organize and present data.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Open source: Beginning Excel, First Edition by Barbara Lave, Diane Shingledecker, Julie Romey, Noreen Brown, and Mary Schatz

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No

Please provide details, who was contacted and the resolution.

Implementation term	☐ Next available term after approval ☒ Specify term (if AFTER the next available term) Fall 2021

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Daniel Changar	Dchangar@cgcc.edu	02/26/2021

Department Chair (enter name of department chair): Ashley Mickels

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

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

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course – Non-Credit

<mark>(double click on check boxes to activate dialog box)</mark>

SECTION #1 GENERAL INFORMATION			
☐ Pre-College	☐ ESOL	☒ NCTC	☐ Other

Department:	CTE	Submitter name Phone Email	Mike Davis 541-506-6033 mdavis@cgcc.edu
Course Prefix and Number:	BLM 100	Course Title: 60 characters max	Professional UAS Pilot Training – Basic
Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 44 Lec/Lab (# of hours): 16 Lab (# of hours):
Reason for new course	Request from BLM/DOI		
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

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 the fundamentals of Unmanned Aircraft Systems (UAS), including their history as well as their developing and potential future role in modern aviation. Covers UAS applications, design, communication and power systems, FAA regulations, public policies, and the potential impacts related to human factors. Introduces the fundamentals of in-person drone flight with a focus on the use of quadcopters. Provides training geared toward gaining industry standard proficiency in order to pass an NIST approved flight test and a BLM/DOI flight test exam. Includes a 3-day Lab/Flight session.

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. Comply with federal, state and local UAS flight regulations.
	2. Recognize the National Airspace System and its definitions.
	3. Obtain and interpret weather briefings, and define weather related impacts on a UAS mission.
	4. Use UAS simulators and meet performance criteria.
	5. Prepare a mission plan using the components of the UAS mission planning process.
	6. Identify hazards associated with UAS operations and prescribe risk controls.
	7. Recognize stress and apply stress management techniques.
Outcomes assessment strategies:	The student will demonstrate outcome competency via written tests, verbal demonstrations and team/group participation.

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: Comply with federal, state and local UAS flight regulations.
	    1. CFR 14 Part 107
	    2. sUAS Registration
	    3. Lawful Flight Operations
	    4. Commercial versus recreational UAS usage
	
	Outcome #2: Recognize the National Airspace System and its definitions.
	    1. Airspace Classification
	    2. Topography
	    3. Airport Operations
	    4. Collision Avoidance
	    5. Notices to Airman
	
	Outcome #3: Obtain and interpret weather briefings, and define weather related impacts on a UAS mission.
	    1. Air Masses and Wind
	    2. Atmospheric Stability & Clouds
	    3. Precipitation
	    4. Weather Reports and Forecasts
	
	Outcome #4: Use UAS simulators and meet performance criteria.
	    1. Use of simulation software
	    2. Actions and Grading
	    3. Proficiency Skills

4. Visual line of site
5. Operation in the dark
6. Monitoring altitude and movement
7. Visual illusions during night operation
8. Increasing conspicuity of sUAS

Outcome #5: Prepare a mission plan using the components of the UAS mission process.
1. Communications
2. Emergency Procedures
3. Studying area maps
4. Sensor characteristics
5. Geometry of vertical images
6. Designing a flight route
7. Sensor calibration and bore sighting

Outcome #6: Identify hazards associated with UAS operations and prescribe risk controls.
1. Aeronautical Decision Making, Safety Management
2. Physiology, Risk Assessment
3. Risk management
4. Maintenance & Inspection
5. Technical issue with UAS
6. External system dysfunction
7. Human error
8. Adverse operating conditions

Outcome #7: Recognize stress and apply stress management techniques.
1. Understanding stress
2. Monitoring stress indicators
   - Aches and pains
   - Chest pain or a feeling like your heart is racing
   - Exhaustion or trouble sleeping
   - Headaches, dizziness or shaking
   - High blood pressure
   - Muscle tension or jaw clenching
   - Stomach or digestive problems
3. Stress management techniques
   - Breathing techniques
   - Exercise options
   - Talking to others
   - Prioritizing and organizing

Department Notes (optional)	

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	This course is designed as customized training for Bureau of Land Management and not intended as a gateway course to CGCC credit courses.

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.	Yes, there is an existing credit course, UAS 101. Because this non-credit course is being specifically designed for industry and enrollment limited to industry, we don't anticipate any impact to the credit program.
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.	Content overlap only impacts the existing UAS credit program. This course has been customized to meet BLM needs.
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes ☒ No
Implementation term:	☐ Next available term after approval ☒ Specify term (if after next available term): Spring 2021
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
Mike Davis	mdavis@cgcc.edu	03/10/2021

Department Chair (enter name of department chair): Jim Pytel
Department Dean (enter name of department dean): Mary Kramer

CC date	_____
CC decision	_____
CC vote	_____

Columbia Gorge Community College

NEW NON-CREDIT TRAINING CERTIFICATE REQUEST

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Professional UAS Pilot Training – Basic	Proposed Clock Hours:	60
Reason for new certificate:	To provide Customized Training contracted by the Bureau of Land Management (BLM) and the Department of the Interior (DoI)	Requested implementation term:	Spring 2021
Is there impact on other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved: This certificate is designed specifically for BLM/DOI UAS needs as defined by DOI/BLM. The existing programs at CGCC are relevant to the general Commercial Drone industry whereas the BLM program is designed to meet the agency' specific needs/environment.	Has the certificate 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:	
Certificate CIP Code	36.0207 Remote Aircraft Pilot		

SECTION #2 PREREQUISITES AND OUTCOMES

PROPOSED PREREQUISITES

Course Number	Course Title or Placement level	Credits/Clock Hours
	none	

Is this a limited entry program? Students must apply, via the department for program entry.	☒ Yes ☐ No

PROPOSED 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.)
Students who complete this certificate will be able to:
1. Comply with federal, state and local UAS flight regulations.
2. Recognize the National Airspace System and its definitions.
3. Obtain and interpret weather briefings, and define weather related impacts on a UAS mission.
4. Use UAS simulators and meet performance criteria.
5. Prepare a mission plan using the components of the UAS mission planning process.
6. Identify hazards associated with UAS operations and prescribe risk controls.
7. Recognize stress and apply stress management techniques.

SECTION #3 PROPOSED COURSEWORK			
List all courses in the term by term order that is to be displayed in the catalog certificate map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)			
Course Number	**Course Title**	**Cert Outcome included?**	**Clock Hours**
BLM 100	Professional UAS Pilot Training – Basic	☒ Yes ☐ No	60
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		Clock Hour Total	60
ELECTIVES (if applicable)			
Course Number	**Course Title**	**Cert Outcome included?**	**Clock Hours**
	none	☐ Yes ☐ No	
		☐ Yes ☐ No	

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	3.11.21
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed New Non-Credit Training Certificate Request 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 time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☐ Requisites	☐ Related Instruction
☐ Title	☒ Outcomes	☒ Content
☒ Description	☐ Repeatability	☒ Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	CTE - ECE	Submitter name Phone Email	Karen Stafford kstafford@cgcc.edu
Current prefix and number	ECE 200	Proposed prefix and number	No change.
Current course title	Professionalism & Advocacy	Proposed title (60 characters max)	No change.
Current Repeatability	0	Proposed Repeatability	No change.
Current transcript title (30 characters max)	Professionalism & Advocacy	Proposed transcript title (30 characters max)	No change.
Reason for above proposed changes	No changes.		

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

Current Description (required whether being revised or not)	Proposed Description
Surveys the history, current practices, and future issues of early childhood education. Reviews professionalism, parent interaction, job opportunities, ethical/legal issues, and community resources. Develops a professional philosophy. Prepares students to become informed advocates for young children, families, and the profession. Prerequisites: RD 90, WR 90 or equivalent placement test scores; ECE 120. Audit available.	Examines the characteristics of early childhood education as a profession, including key competencies, roles and responsibilities, current issues and trends. Focuses on use of the NAEYC Code of Ethics to guide daily practices and decision-making. Prepares students to become advocates for children, families, self and the profession. Prerequisites: RD 90, WR 90 or equivalent placement test scores; ECE 120. Audit available
Reason for description change	The course description needed to be revised to reflect the new learning outcomes and course content.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Summarize historical, current, and future influences on the Early Childhood Education and Family Studies (ECEFS) field. 2. Evaluate personal knowledge, skills and interests in order to determine current placement in ECEFS field. 3. Construct a professional development plan and resume specific for their career in ECEFS field.	Upon successful completion of this course, students will be able to: 1. Identify and participate as a member of the early childhood profession. 2. Apply the NAEYC Code of Ethical conduct to guide daily practices and ethical decision-making. 3. Use reflection as a tool to guide daily practice and ongoing professional development. 4. Demonstrate effective, respectful communication strategies. 5. Describe current issues and trends that affect the early childhood profession. 6. Advocate for resources and policies that support children, families, and early childhood educators.

Reason for outcomes change	The results of the 2020 ECE Program Review indicated that this course needed a deeper focus on advocacy for children, families, self, and the profession. The current outcomes do not reflect this need, and they use the outdated department prefix, which was ECEFS, but is now ECE.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Identify and participate as a member of the early childhood profession.**
	• Characteristics of professions
	• Criteria for professional status and early childhood education
	• Professional values in early childhood education
	• Role of professional organizations
	• Statements of professional commitment
	• Employment application process
	
	Outcome #2: Apply the NAEYC Code of Ethical conduct to guide daily practices and ethical decision-making.
	• Purpose of a Code of Ethics for any profession
	• Organization of Code of Ethics
	    o Core Values
	    o Ideals
	    o Principles
	• The four constituencies addressed in the NAEYC Code of Ethics
	    o Children
	    o Families
	    o Colleagues
	    o Community and Society
	• Distinguishing between ethical responsibilities and ethical dilemmas
	• Using the Code of Ethics to consider ethical cases for each constituency
	
	Outcome #3: Use reflection as a tool to guide daily practice and ongoing professional development.
	• Influences on personal values and morality
	• Intentional practice
	• Collaborative learning
	• Ethical decision making
	• Respectful communication
	• Advocacy
	• Self-care
	
	Outcomes #4: Demonstrate effective, respectful communication strategies.
	• Characteristics of effective interpersonal communication
	• Importance of attentive, active listening
	• Diversity of cultural perspectives and styles of communication
	• Components of effective written/ media communication
	
	Outcome #5: Describe current issues and trends that affect the early childhood profession.
	• Education and compensation of early childhood staff
	• Families' inequitable access to early childhood programs
	• Licensing regulations and quality guidelines

	- Developmentally Appropriate Practice and K-12 alignment
	- State and federal investment/ public policy
	
	Outcome #6: Advocate for resources and policies that support children, families, and early childhood educators.
	- Types of advocacy
	    o Self Advocacy
	    o Individual Advocacy
	    o Systems Advocacy
	- Essential considerations and advocacy tools
	- Advocacy roles and responsibilities in early childhood education

Suggested Texts & Materials updates (specify if any texts or materials are required):	Feeney, S. & Freeman, N. (2019). *Ethics and the Early Childhood Educator*. NAEYC. ISBN: 978-1938113499
Department Required Course Activities (optional)	This course should result in a minimum of one portfolio artifact for the following NAEYC Standard: - # 6 – Professionalism as an Early Childhood Educator
Department Notes (optional)	**NAEYC Standards:** - # 6 – Professionalism as an Early Childhood Educator **Oregon Core Knowledge Categories:** - Personal, Professional & Leadership Development (PPLD) – 30 hours

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

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

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the

Submitter	Email	Date
day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Karen Stafford	ksessistafford@gmail.com kstafford@cgcc.edu	3/8/2021
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

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

Columbia Gorge Community College

Modified Degree/Certificate Revision

The Modified Certificate/Degree Revision form may be used for the following:

1. **Course title changes within degrees/certificates**
2. **Course number changes within degrees/certificates**
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:	Ashley Mickels	**Email:** amickels@cgcc.edu	**Phone:** 541-490-9063
Title of Degree/Certificate:	Early Childhood Education Fundamentals	**Requested Implementation Term:**	Summer 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:	Environments & Curriculum in Early Childhood Ed I	**Revised Course Title:**	Environments & Curriculum: Birth to Age 8
Current Course Number:	ECE 122	**Revised 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
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ 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
Ashley Mickels	amickels@cgcc.edu	3/4/2021
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Modified Certificate/Degree Revision 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 your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned 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 the CC meeting; however, you are always welcome. You will be notified of the committee's decision.

<div align="center">COLUMBIA GORGE COMMUNITY COLLEGE
CURRICULUM COMMITTEE</div>

The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of courses, program offerings, certificates and degrees. The Committee will make recommendations regarding new courses, changes, and deletions to courses, programs, certificates and degrees. The Committee will analyze congruence between content and credits, rigor, and overall effect of courses, programs, certificates and degrees. Recommendations of the Committee will be submitted to the Vice President of Instructional Services.

Article I. Membership and Meetings

Section 1.01 Members
   A. Voting Members
       1. One faculty member from each academic department.
          Faculty representation must include:
               a) adjunct faculty
               b) full-time faculty
       2. An Instructional Dean/Director

   B. Non-Voting Members
       1. Vice President of Instructional Services
       2. Curriculum Office representative
       3. Student Services representative

Section 1.02 Eligibility and Elections
   A. Committee Members
       1. Department Chairs are responsible for recruiting committee members, who are then elected by their department in the spring.
       2. Committee members are elected for three-year terms that commence with the first meeting of the fall term.
       3. A Committee member may be re-elected for additional three-year terms.
       4. If practical, terms shall be staggered so at least one-half of the Committee members are chosen yearly.

   B. Officers
       1. The officers of the Committee are Chair and Vice-Chair.
       2. Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
       3. The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot.

4. The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
5. In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

Section 1.03 Meetings
A. The Committee shall meet eleven times per year and additionally as needed (September through June).
B. A quorum for taking action shall be 50%+1 of seated voting members.
C. Motions are passed by a simple majority of the members present.
D. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings.
E. All Committee meetings will be open to the college community and be governed by Robert's Rules of Order, Newly Revised.
F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

Robert's Rules of Order
Quick Reference

The genius of Robert's Rules is that they work well for groups of all sizes and types. If you simply read through the rules, all of those terms and the complexity tend to conceal his key concepts. Used with a little assertive leadership, they keep a meeting organized and flowing.

1. **Conduct business one item at a time.** Jumping around from one item to another can be confusing, and it generally delays progress on any of the items.
2. **Let committees do their work.** Your general meeting is to resolve the major issues. Save everybody's time by letting committees deal with the smaller details.
3. **Don't allow crosstalk.** Require all speakers to address the chairperson. This helps you keep control and ensures everyone will hear the business at hand.
4. **Limit discussion to the topic at hand.** Keep things focused, and don't be shy about asking speakers to deal only with the current topic.
5. **Cut off discussion when it becomes redundant.** For controversial issues, setting a time limit for each speaker can help. When discussion becomes circular, summarize the points on each side and ask for anything new–or shut off discussion by calling for a motion.

An orderly, well-run meeting is better for the officers and it's better for those attending. You'll get more business done in a shorter time, and everyone will be happier. As for the terms and procedures you find in Robert's Rules, there are a few fundamentals that you should know.

Agenda

The agenda is a detailed list of specific items, in the sequence in which they will be covered. Use a consistent order of business from meeting to meeting and distribute hard copies of the agenda to attendees. Post the agenda ahead of time on your website so members know what issues will be discussed at the upcoming meeting. Be specific. Don't just list "unfinished business." State what items of unfinished business will be covered.

A typical order of business for a regular volunteer group meeting might be:

1. Welcome
2. Approval of minutes (from last meeting)
3. President's report
4. Treasurer's report
5. Committee reports
6. Unfinished business
7. New business
8. Announcements (including date and time of the next meeting)
9. Adjournment

Motion

A motion is a formal way to propose something on which the group should vote. The proposer says, "I move that..." and clearly states what is being considered. Someone else "seconds" the motion. Guided by the president, the group discusses the motion until they are ready to vote. Finally, the president asks for an indication of "all those in favor" followed by "those opposed." There is no need to ask for "abstentions" (those who choose not to vote at all), because abstentions are not counted toward the outcome of the motion.

Quorum

A quorum is the minimum number of members required to conduct business at a meeting. Usually this number is stated in the group's bylaws. If a quorum is not indicated in the bylaws, Robert's Rules of Order sets it at a majority of members.

Minutes

The minutes are the permanent record of the business conducted during a meeting, typically prepared by the group's secretary. They include details such as the attendees, guests, date, time, and location of the meeting, whether a quorum was present, and the presiding officer. Specific motions and their outcomes (but not exact vote counts) are also included in the minutes. Discussion is not documented in the minutes. The minutes for each meeting are presented for the assembly's approval at the next meeting.

Adjournment

Adjournment is simply a formal way to close a meeting so everyone knows the session has come to an end. The time of adjournment is recorded in the meeting minutes.

Tabling a Motion

If it is clear that a motion cannot or should not be voted upon at the current time, it is typical to postpone ("table") it until the next meeting. Technically there should be a new motion to table the current motion, but most groups can agree to delay discussion without layers of parliamentary procedure. Often, it helps to appoint a committee or a member to study the issue and report back to other members at the next meeting. This tactic can save time on circular debate, especially when all of the facts aren't available.

ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until…"	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until…"	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by…"	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that…"	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table…"	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to…"	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider…"	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

PROCEDURE FOR HANDLING A MAIN MOTION

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor
* The chair recognizes the member by name

How the Motion is Brought Before the Assembly

* The member makes the motion: *I move that (or "to")* ... and resumes his seat.
* Another member seconds the motion: *I second the motion* or *I second it* or *second*.
* The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and* ... (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.
- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

AMENDING A MOTION

You want to change some of the wording that is being discussed.
- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.
- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.
- After recognition, "Madame Chairman, I move to postpone the question until _____."

PREVIOUS QUESTION

You think discussion has gone on for too long and you want to stop discussion and vote.
- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.
- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

POSTPONE INDEFINITELY

You want to kill a motion that is being discussed.
- After recognition, "Madam Moderator, I move to postpone the question indefinitely."

POSTPONE INDEFINITELY

You are against a motion just proposed and want to learn who is for and who is against the motion.
- After recognition, "Madame President, I move to postpone the motion indefinitely."

RECESS

You want to take a break for a while.
- After recognition, "Madame Moderator, I move to recess for ten minutes."

ADJOURNMENT

You want the meeting to end.
- After recognition, "Madame Chairman, I move to adjourn."

PERMISSION TO WITHDRAW A MOTION

You have made a motion and after discussion, are sorry you made it.
- After recognition, "Madam President, I ask permission to withdraw my motion."

CALL FOR ORDERS OF THE DAY

At the beginning of the meeting, the agenda was adopted. The chairman is not following the order of the approved agenda.
- Without recognition, "Call for orders of the day."

SUSPENDING THE RULES

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.
- After recognition, "Madam Chairman, I move to suspend the rules and move item 5 to position 2."

POINT OF PERSONAL PRIVILEGE

The noise outside the meeting has become so great that you are having trouble hearing.
- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

COMMITTEE OF THE WHOLE

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.
- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

POINT OF ORDER

It is obvious that the meeting is not following proper rules.
- Without recognition, "I rise to a point of order," or "Point of order."

POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.
- Without recognition, "Point of information."

POINT OF PARLIAMENTARY INQUIRY

You are confused about some of the parliamentary rules.
- Without recognition, "Point of parliamentary inquiry."

APPEAL FROM THE DECISION OF THE CHAIR

Without recognition, "I appeal from the decision of the chair."

Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote