

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Zip Krummel (Social Science)

Courtney Cunningham (ESL)

Ashley Mickels (CTE)

Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)

Emilie Miller (Science)

Vacant (Inst Dean)

Katy Jablonski (Wr/FL/Eng)

Pam Morse (MTH)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Curriculum)

Guests

Andrea Ware

April 8, 2021 3:30 pm – 5:00 pm

Zoom log-in: <https://cgcc.zoom.us/j/97366496061>

Meeting ID: 973 6649 6061; phone in: 1-253-215-8782

Approval of March 18, 2021 minutes ¹

Old Business

1. February 11, 2021 Request: Restart discussion regarding revision of BA/CAS course requirements and electives for the ASOT-BUS. (pending)

New Business:

Submissions ²

1. Andrea Ware (3:40 – 4:00 pm)
 - CAS 101 Introduction to Web Design & Development (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 106 Intro to HTML for Designers (Course Revision: prfx, out, cont, text/mat)
 - CAS 180 Search Engine Optimization (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 200 Web Trends (Course Revision: prfx, des, req, out, cont, text/mat)
 - CAS 206 Web Design with HTML (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 213 Cascading Style Sheets (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 215 JavaScript and jQuery (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 225 Database Theory and MySQL (Course Revision: prfx, des, req, cont, text/mat)
 - CAS 235 Graphic Design (Course Revision: prfx, des, req, out, cont, text/mat)
2. Pam Morse (4:00 – 4:15 pm)
 - MTH 111L Foundations of College Algebra (New LDC Course)

Committee Action:

1. Filling the vacant Instructional Dean position
2. June Retreat date
3. Meeting procedures ³
 - Proposed amendment of OP 040.009.001 Curriculum Development and Approval ⁴
 - Proposed amendment of Curriculum Committee Charter ⁵

Next Meeting: May 6, 2021

Attachments: ¹ March 18, 2021 Minutes; ² Submissions: 9 Course Revisions, 1 New LDC Course; ³ Roberts Rules Cheat Sheet, ⁴ Proposed amendment of OP 040.009.001 – Curriculum Development and Approval, ⁵ Proposed amendment of Curriculum Committee Charter

Curriculum Committee Minutes
March 18, 2021, 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)
P.K. Hoffman (Arts & Hum)
Steve Holman (Inst Dean)

Ashely Mickels (CTE)
Emilie Miller (Science)
Pam Morse (MTH)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Mary Martin (Student Services)

Supporting Staff

Sara Wade (Curriculum)

Guest

Daniel Changar, Mike Davis, Karren Stafford, Todd Meislahn, Mary Kramer

ABSENT

Voting Committee Members

Katy Jablonski (ESL) (on leave of Absence)
Courtney Cunningham (ESL)
Mimi Pentz (Nurs/Hlth)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3:33pm	Meeting was called to order by Chair Kristen Booth at 3:33pm	
Approval of March 4, 2021 Minutes	Amendments to the March 4, 2021 in Old Business: Restart discussion of BA/CAS in the second bullet add that Linda Hughitt was part of the discussion instead of Andrea. Add Linda Hughitt in the 4th bullet as well. Motion: approve with amendment to add Linda Hughitt to the February 11 restart discussion bullets.	Motioned: Pam 2nds: Zip 6 in favor – 0 opposed – 0 abstains

Old Business:		
<p>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)</p>	<p>Todd and Ashley explained and discussed ASOT-BUS requirements listed for Computer Applications. Current issues include:</p> <ul style="list-style-type: none"> • Overall number of credits don't add up using the courses currently listed as options • Question on whether or not BA 131 and CAS 133 are sufficiently alike to have them listed as "or" • Coverage of the 4 areas required by the state: word processing, spreadsheet, database, presentation software (demonstrated by successful completion of applicable course) • Can the survey courses adequately cover these four required areas? <p>CGCC currently has individual courses that address the four requirement areas: CAS 109, CAS 216 or 217, CAS 140, and CAS 170 or 270. However, Todd pointed out that we currently don't have an instructor for CAS 140 Databases. Ashley said we could look for an instructor.</p> <p>Discussion on whether or not BA 131 or CAS 133 could provide sufficient coverage of the four required areas on their own. Both are 4 credit courses, but neither currently addresses all four requirements. BA 131 does not address databases; however, it was noted that the course description says that it does. CAS 133 appears to have limited coverage of databases. Todd and Ashley believe that it would be easier to have a single course that covers all four areas.</p> <p>Regarding overall number of credits. The state guidelines do not stipulate the number of credits, only that the four areas be adequately covered and that student proficiency is demonstrated by successful completion of applicable courses. Therefore, the 8 credit</p>	

	<p>requirement listed in the CGCC catalog is a CGCC decision and not a state requirement. It may be changed; however, Susan was not in favor of a variable total. Variable totals are difficult to audit.</p> <p>Other issue impacting the ASOT-BUS is the new statewide Major Transfer Map (MTM) for Business that is still in the works. There is currently lack of agreement on its makeup and this may impact how we view the ASOT-BUS or indeed the future of the ASOT-BUS.</p> <p>Kristen suggested that Todd and Ashley come back to the April 8th meeting with more information and a proposal for how to proceed.</p>	
New Business:		
Submissions		
CAS 170 Beginning Spreadsheets using Excel (Course Revisions: des, out, cont, text/mat)	<p>Kristen introduced Daniel Changar. Daniel explained that this submission of change is to better align this course with the Oregon Transfer Map, adding a few small changes including in the outcomes the additional skills currently being taught in the course.</p> <p>Kristen asked Daniel about Outcome #3, what it means to be “using”. Daniel explains, “Using” is the description of students accomplishing skills and tools within the excel program.</p> <p>Zip asks if “functions” can be added to make clearer in the content section outcome #3, first bullet.</p> <p>Motion: approve with amendment to the course content section outcome #3, first bullet “... if functions & average functions.”</p>	<p>Motion: Pam</p> <p>2nds: Zip</p> <p>6 in favor – 0 opposed – 0 abstains</p>

<p>BLM 100 Professional UAS Pilot Training – Basic (New Non-Credit Course)</p>	<p>Kristen introduced Mike Davis. Mike explained that the Department of Interior approached him about creating a customized training program for BLM employees in drone pilot training. This would be a standardized program for drone pilot training that could be taken online with a short in-person lab by BLM employees across the US. This is a test course.</p> <p>Zip asks Mike who and why someone would take this as a non-credit course. Mike explains this is just the first step, it is an easy way for the BLM to test the program before accreditation or building multiple courses that may be added to the NCTC certificate. The course is designed for individuals that are already employed and interested in upgrading their skills. It is not meant as an open entry course that will be listed in the schedule.</p> <p>Mike explains the difference between the already offered class UAS 101 and BLM 100. There are two major additions in BLM 100: stress management and flight simulations training.</p> <p>Susan explained that while the NCTC is noncredit, it is a transcribed certificate, which is not the case for other noncredit courses.</p> <p>Susan requested changing the course prefix and number to be consistent with other NCT course numbering.</p> <p>Motion: approve with amendment to change prefix and course number from BLM 100 to NCT 32.</p>	<p>Motion: Zip 2nds: Pam 6 in favor – 0 opposed – 0 abstains</p>
<p>Professional UAS Pilot Training – Basic (New NCTC)</p>	<p>Emilie motion to open discussion, Pam 2nds. Professional UAS Pilot Training moves into discussion.</p> <p>Ashley proposed to change the course number in section #3 from BLM 100 to NCT 32.</p>	<p>Motion: Emilie 2nds: Pam 6 in favor – 0 opposed – 0 abstains</p>

	<p><i>**Mike wanted to thank Susan & Zip for their work on this and to the committee for approving this great opportunity for the college.</i></p> <p>Motion: approve with amendment to change course prefix and number to NCT 32 in section #3.</p>	
ECE 200 Professionalism & Advocacy (Course Revision: des, out, cont, text/mat)	<p>Ashley explains that they are updating the description, outcomes and content area, with Karen Stafford taking lead in order to bring the course up to the NAEYC standards.</p> <p>Clarification under Outcome # 6 in Content Section regarding Self and Individual Advocacy. Individual Advocacy can be for a different individual, a child or family unit, and is to support not just the child but to support the family as well.</p> <p>Motion: approve as written.</p>	<p>Motion: Zip 2nds: P.K. 6 in favor- 0 opposed – 0 abstains</p>
Early Childhood Education Fundamentals (Modified Certificate Revision: crse titles)	<p>Ashley explains that the title of ECE 122 was changed last meeting and the new title needed to be reflected in the ECE Fundamentals certificate. No other change to the certificate, so it fell within the use of the new Modified Certificate Revision form.</p> <p>Motion: approve as written.</p>	<p>Motion: Emilie 2nds: Pam 6 in favor – 0 opposed – 0 abstains</p>
Committee Action:		
<p>1. Meeting Procedures</p> <ul style="list-style-type: none"> Curriculum Committee Charter Roberts Rules of Order Quick Reference 	<p>Kristen wanted to bring attention to and discuss the use of Roberts Rules of Order in Curriculum Committee meetings. Kristen voiced her concerns about Roberts Rules; she states it can be confusing and may not be needed in the Curriculum Meetings as the committee runs efficiently without them. Zip mentions that it makes</p>	

	<p>the meetings more formal but likes the efficiency it brings to it.</p> <p>A discussion of how Curriculum Meetings run and how possibly they could be changed. And the strengths and weaknesses of the Robert's Rules in the Curriculum Committee Meetings.</p> <p>It was mentioned that other committees have come up with a modified version of Roberts Rules and that could be a new option.</p> <p>Three different options came up to possibly choose from:</p> <ul style="list-style-type: none"> • Robert's Rules • Modified Robert's Rules (always ask for motions, always ask of 2nds, always ask for a discussion, & always ask for a vote) • The previous way of CC Meetings <p>Steve stated that Robert's Rules should be established as per the Curriculum Committee Charter, he was just following what was stated in the Curriculum Committee Charter. If the committee decides to do a modified Robert's Rules or follow a different procedure, it should be stated in the charter.</p> <p>Motion #1: Change the charter and expunge Robert's Rules and go back to the previous way of conducting CC meetings, i.e. discussion, making a motion, and voting, and when there is an amendment to make sure it is written down correctly.</p> <p>Motion #2: to table discussion until April 8th Meeting.</p>	<p>#1 Motion: Motion: Kristen 2nds: P.K.</p> <p>#2 Motion: Motion: P.K. 2nds: Ashley 4 in favor -0 opposed -2 abstained *2 abstained- Steve has a conflict of interest, Steven wants it stated in minutes that he can't vote on a motion that doesn't follow Robert's</p>
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	<p>Kristen makes a motion to dismiss the Motion #1. Ashley 2nds.</p> <p>Motion #3: to dismiss Motion #1</p> <p>Motion #4: to table Robert's Rules and Curriculum Committee Charter amendment decision to April 8th meeting.</p> <p>**Everybody think about ideas and solutions to bring to the April 8th meeting.</p>	<p>Rules, i.e. voting on a motion when another motion is still pending (in this case Motion #1 had not been voted on yet).</p> <p>#3 Motion: Motion: Kristen 2nds: Ashley 5 in favor -0 opposed -0 abstain</p> <p># 4 Motion: Motion: Kristen 2nds: Ashley 5 in favor -0 opposed -0 abstain</p>
Meeting Adjourned: 4:50pm	Zip motioned to end meeting, P.K. 2nds. All in favor, meeting adjourns at 4:50pm	
Next Meeting: April 8, 2021		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 101	Proposed prefix and number	WT 101
Current course title	Introduction to Web Design & Development	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Web Design & Devel	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to their own prefix.		

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

Current Description (required whether being revised or not)	Proposed Description
Explores the different roles, skill sets, jobs, and tools associated with the website development and design industry. Introduces the Web Design Assistant & Development program, including course options, software, and basic web terminology, as well as the uploading of pages to a server using File Transfer Protocol (FTP) and equipment requirements. Recommended: CAS 133 or equivalent file management and word processing experience. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Explores the different roles, skill sets, jobs, and tools associated with the website development and design industry. Introduces the Web Design Assistant & Development program, including course options, software, and basic web terminology, as well as the uploading of pages to a server using File Transfer Protocol (FTP) and equipment requirements. Recommended: CAS 133 or equivalent file management and word processing experience. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.
Reason for description change	To remove MTH 20

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR115, RD 115, MTH 20 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Recommended: CAS 133 or equivalent file management and word processing experience	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR115, RD 115 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Recommended: CAS 133 or equivalent file management and word processing experience	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Removing MTH 20		

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. Demonstrate an understanding of role, job skills and tools for Web Design & Development. 2. Identify web assistant development and design employment opportunities. 3. Recognize and identify current software and technology tools using web design and development terminology. 4. Evaluate web page quality, usability and accessibility. 5. Develop an online portfolio for storing web design and web development artifacts.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

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

(required if revising outcomes)

Outcome #1: Demonstrate an understanding of role, job skills and tools for Web Design & Development.

- Design applications
 - WordPress
 - Adobe
 - Google Web Designer
 - Dreamweaver
- Developer tools
 - Bootstrap
 - Chrome Developer Tools
 - jQuery

Outcome #2: Identify web assistant development and design employment opportunities.

- Job search tools
 - Indeed.com
 - LinkedIn
 - Glassdoor
 - Google for Jobs
 - Facebook
 - Github

Outcome #3: Recognize and identify current software and technology tools using web design and development terminology.

- Keeping up to date on trends
 - Building a personal network
 - Codecademy
 - Treehouse
 - CSS-Tricks
 - Stack Overflow
 - Webdev subreddit
 - Industry conferences: Forward, WordCamps, JSFoo

Outcome #4: Evaluate web page quality, usability and accessibility.

- WCAG
- W3C
- User experience
- Relevance
- Content
- Readability
- Editing and proofreading
- SEO considerations

Outcome #5: Develop an online portfolio for storing web design and web development artifacts.

- Weebly
- Adobe
- Wix
- Qualities of an effective portfolio
 - Showcasing your best work

	<ul style="list-style-type: none"> ○ Sharing the backstory ○ Simple, clean design ○ Concise, proofread language ○ Keeping the portfolio fresh and current ○ Including a bio and contact information
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Recommended: <ul style="list-style-type: none"> • Don't Make Me Think Revisited by Steve Krug • Tragic Design by Shariat & Saucier • The Clean Coder by Robert C. Martin
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	3/5/21
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 106	Proposed prefix and number	WT 106
Current course title	Intro to HTML for Designers	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to HTML for Designers	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to their own WT prefix.		

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 beginning HTML (Hypertext Markup Language) for designers of web pages. Includes codes and tags, FTP (file transfer protocol), and validating HTML codes using industry standards. Introduces elements of web design including story boarding, color palettes, fonts, and layout. Introduces web site organization and navigation via internal and external links. Compares and contrasts hosting services, including cost, technical support, and additional services such as PHP, JavaScript, shopping carts, and SEO. Recommended: CAS 133. Audit available.	
Reason for description change	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	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. Design web storyboards using current professional standards and industry best practices. 2. Write HTML code to create simple web pages using a text editor adding tags, elements of color, font and graphics as design elements. 3. Compare and contrast hosting services. 4. Upload HTML and related files using FTP to a web server and test in different browsers.	Upon successful completion of this course, students will be able to: 1. Design web storyboards using current professional standards and industry best practices. 2. Write HTML code to create simple web pages using a text editor. 3. Compare and contrast hosting services. 4. Upload HTML and related files using FTP to a web server and test in different browsers.
Reason for outcomes change	Removing items from Outcome #2 that are better listed in course content.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p>Outcome #1: Design web storyboards using current professional standards and industry best practices.</p> <ul style="list-style-type: none"> • Navigational architecture • Design outline • Standards and best practices: <ul style="list-style-type: none"> ○ Usability ○ Consistency across pages ○ Accessibility ○ Using templates ○ Creating a site map <p>Outcome #2: Write HTML code to create simple web pages using a text editor.</p> <ul style="list-style-type: none"> • Tags • Attributes • Design elements <p>Outcome #3: Compare and contrast hosting services.</p> <ul style="list-style-type: none"> • Free versus paid • Hosting versus domain <p>Outcome #4: Upload HTML and related files using FTP to a web server and test in different browsers.</p> <ul style="list-style-type: none"> • Extensions: HTML, Standard SSI, active server page • Cross-browser compatibility tools • Mobile compatibility
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <ul style="list-style-type: none"> • Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript and Web Graphics • HTML: Beginner's Guide to HTML to Master Your Web Designing by Josh Steven
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	<input checked="checked" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I 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
Andrea Ware	aware@cgcc.edu	3/5/21
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 180	Proposed prefix and number	WT 180
Current course title	Search Engine Optimization	Proposed title (60 characters max)	No change
Current Repeatability	None	Proposed Repeatability	No change
Current transcript title (30 characters max)	Search Engine Optimization	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to their own prefix.		

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

Current Description (required whether being revised or not)	Proposed Description
Examines search engine basics, on and off-site optimization and analytics. Develops skills and techniques for Search Engine Optimization (SEO). Introduces Search Engine Optimization strategy and research techniques to stay current on industry SEO standards. Recommended CAS 101. Audit available.	Examines search engine basics, on and off-site optimization and analytics. Develops skills and techniques for Search Engine Optimization (SEO). Introduces Search Engine Optimization strategy and research techniques to stay current on industry SEO standards. Recommended WT 101. Audit available.
Reason for description change	To reflect prefix change in CAS 101 to WT 101.

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: Recommended CAS 101

☒ 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: Recommended WT 101

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Reason for
requisite changes

To reflect prefix change for CAS 101.

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 a tailored SEO plan for a new or existing website following current professional and/or industry standards including usability and accessibility.
2. Demonstrate knowledge of SEO techniques for increasing and maintaining high search engine rankings.
3. Employ research techniques to maintain knowledge of industry SEO standards.

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

Reason for outcomes
change

No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p>Outcome #1: Create a tailored SEO plan for a new or existing website following current professional and/or industry standards including usability and accessibility.</p> <ul style="list-style-type: none"> • Search engines • Ranking • Keyword research <p>Outcome #2: Demonstrate knowledge of SEO techniques for increasing and maintaining high search engine rankings.</p> <ul style="list-style-type: none"> • Spiders • Links • Indexing • Site optimization • Meta Tags • Usability • Accessibility <p>Outcome #3: Employ research techniques to maintain knowledge of industry SEO standards.</p> <ul style="list-style-type: none"> • Industry publications • SEO Trends • Google rankings • Algorithm changes
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <ul style="list-style-type: none"> • Beginner's Guide to SEO, moz.com
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW

"I 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
Andrea Ware	aware@cgcc.edu	3/5/21
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 200	Proposed prefix and number	WT 200
Current course title	Web Trends	Proposed title (60 characters max)	No Changes
Current Repeatability	0	Proposed Repeatability	No Changes
Current transcript title (30 characters max)	Web Trends	Proposed transcript title (30 characters max)	No Changes
Reason for above proposed changes	Moving Web Technology courses to WT prefix.		

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
Identifies trends in web design and development, and explores limitations and opportunities for developing web applications on tablets and mobile devices such as cell phones. Explores the history of web design, the migration from static text pages to multimedia and cloud computing, and how different browsers and devices render web pages and content. Recommended: CAS 133 or equivalent file management and word processing experience, required CAS 101. Audit Available.	Identifies trends in web design and development, and explores limitations and opportunities for developing web applications on tablets and mobile devices such as cell phones. Explores the history of web design, the migration from static text pages to multimedia and cloud computing, and how different browsers and devices render web pages and content. Recommended: CAS 133 or equivalent file management and word processing experience. Prerequisite: WT 101. Audit Available.
Reason for description change	Adjusted course prefix to reflect change to WT.

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: CAS 101

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: Recommended: CAS 133 or equivalent file management and word processing experience.

☒ 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: WT 101

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: Recommended: CAS 133 or equivalent file management and word processing experience.

☒ Prerequisite

☐ Corequisite

☐ pre/con

Reason for
requisite changes

Adjusted course prefix to reflect change to WT.

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. Recognize and identify trends in Web Design and Web Development, both currently and from a historical perspective. Differentiate between trends and fads.
2. Recognize current software and technology tools that may be used in future required coursework including web terminology, trends and social media.
3. Evaluate web technologies for usability and portability to different platforms.
4. Assess different trends in order to evaluate evolving career opportunities.

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

1. Recognize and identify trends and fads in web design and web development, from a current and historical perspective.
2. Identify current software and technology tools that may be useful in the growing fields of web design and web development.
3. Evaluate web technologies for usability and portability to different platforms.
4. Assess different trends in order to evaluate evolving career opportunities.

Reason for
outcomes change

Removed content items from outcome language and placed them in content area.

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <p>Outcome #1: Recognize and identify trends and fads in web design and web development, from a current and historical perspective.</p> <ul style="list-style-type: none"> • Historical trends and fads. <ul style="list-style-type: none"> ○ <table> structures ○ Evolution of protocols; coding, scripting and markup languages: HTTP, HTML, CSS, JavaScript, PHP ○ 3-dimensional designs, buttons and gradients <ul style="list-style-type: none"> ▪ Subsequent move away from 3-D to modern flat designs ▪ Minimalistic designs ▪ Brutalism ○ Visual design elements: <ul style="list-style-type: none"> ▪ Web banners, video background headers ○ Evolution of browsers: Archie, WorldWideWeb, Gopher system, Line Mode Browsers, Netscape, Opera, Internet Explorer, Firefox, Chrome ○ Evolution of Search Engines: Lycos, Veronica, Yahoo, Safari ○ HTTP ○ W3C.org ○ Webhosting: Geocities ○ Introduction of E-Commerce: Amazon.com, Ebay • The impact of fads on Usability • Current trends <p>Outcome #2: Identify current software and technology tools that may be useful in the growing fields of web design and web development.</p> <ul style="list-style-type: none"> • Adobe Suite • Code and text editors • Web application frameworks such as Ruby on Rails, Django and Angular <p>Outcome #3: Evaluate web technologies for usability and portability to different platforms.</p> <ul style="list-style-type: none"> • PC/Mac applications versus mobile apps and portability between these different devices and browsers • Web Content Accessibility Guidelines • Domain Name registration • Hosting • FTP Information <p>Outcome #4: Assess different trends in order to evaluate evolving career opportunities.</p> <ul style="list-style-type: none"> • Cybersecurity • Social media platforms • Mobile Technology
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed)</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Subscribe to and follow Google digests • Follow BrightEdge • Subscribe to industry magazines such as Search Engine Watch • A History of the Internet and the Digital Future • How the Internet Happened

Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	3/5/21
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.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 206	Proposed prefix and number	WT 206
Current course title	Web Design with HTML	Proposed title (60 characters max)	No change
Current Repeatability	None	Proposed Repeatability	No change
Current transcript title (30 characters max)	Web Design with HTML	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to WT prefix.		

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 Hypertext Markup Language (HTML) using HTML5 standards. Presents the foundation for future web design course work and career opportunities: hand coding of basic HTML; links, lists, tables, and forms; web graphics and colors; accessibility; best practices; and an introduction to Cascading Style Sheets (CSS). Includes creating a multi-page website and uploading the site using File Transfer Protocol (FTP). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 133. Audit available.	Introduces Hypertext Markup Language (HTML) using HTML5 standards. Presents the foundation for future web design course work and career opportunities: hand coding of basic HTML; links, lists, tables, and forms; web graphics and colors; accessibility; best practices; and an introduction to Cascading Style Sheets (CSS). Includes creating a multi-page website and uploading the site using File Transfer Protocol (FTP). Recommended: CAS 133. Audit available.
Reason for description change	To update requisites.

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

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

☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121

☐ Placement into:

prefix & number: CAS 133, WR 115, RD 115, MTH 20

☒ 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: Recommended CAS 133

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Reason for
requisite changes

Changed to recommended, and dropped RD, WR and MTH prereqs.

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

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

Current learning outcomes (required whether being revised or not)

New learning outcomes

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

1. Use knowledge of HTML scripting and text editor to create personal and/or business websites following current professional standards and industry best practices.
2. Use critical thinking skills to design and create websites.
3. Apply internal cascading styles to control the appearance of a website.

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

Reason for outcomes
change

No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p>Outcome #1: Use knowledge of HTML scripting and text editor to create personal and/or business websites following current professional standards and industry best practices.</p> <ul style="list-style-type: none"> • HTML5 Standards • Best practices <ul style="list-style-type: none"> ○ Alt attributes ○ Frequent validation ○ Meaningful tags ○ Doctype ○ Placing external style sheets within <head> tags • Block and inline elements • Href attributes <p>Outcome #2: Use critical thinking skills to design and create websites.</p> <ul style="list-style-type: none"> • Elements of design • Responsive web design • Proper document structure • Grouping content • Text-level semantics <p>Outcome #3: Apply internal cascading styles to control the appearance of a website.</p> <ul style="list-style-type: none"> • Page layout techniques: <ul style="list-style-type: none"> ○ Normal flow ○ display property ○ flexbox ○ grid ○ floats ○ positioning • Table layout
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) <i>Web Development & Design Foundations With HTML 5</i> , by Felke-Morris. <i>current edition</i>
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	3/5/21
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 213	Proposed prefix and number	WT 213
Current course title	Cascading Style Sheets	Proposed title (60 characters max)	No change
Current Repeatability	None	Proposed Repeatability	No change
Current transcript title (30 characters max)	Cascading Style Sheets	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to WT prefix.		

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 use of external Cascading Stylesheets (CSS) to format web pages that comply with industry and accessibility standards, work in multiple browsers, and adapt to a variety of screen display sizes. Includes established CSS terminology as well as CSS3 innovations, applying graceful degradation and progressive enhancement to provide improved aesthetics and usability for the web user. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 106 or 206. Audit available.	Introduces the use of external Cascading Stylesheets (CSS) to format web pages that comply with industry and accessibility standards, work in multiple browsers, and adapt to a variety of screen display sizes. Includes established CSS terminology as well as CSS3 innovations, applying graceful degradation and progressive enhancement to provide improved aesthetics and usability for the web user. Prerequisites: WR 115, RD 115 or equivalent placement test scores; WT 106 or WT 206. Audit available.
Reason for description change	Prefix change in requisites and removal of MTH 20

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: CAS 106 or CAS 206	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115, RD 115 and MTH 20 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WT 106 or WT 206	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115, RD 115 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Removed MTH 20, changed prerequisite prefix		

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 and link external stylesheets to format web pages that are easy to maintain and update, separating the HTML content from the presentation style. 2. Apply aesthetic design skills to select styles for colors, fonts, and other properties to create an optimal web user experience. 3. Follow CSS best practices to create web pages that are accessible and that scale for viewing on a wide range of electronic devices.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p>Outcome #1: Create and link external stylesheets to format web pages that are easy to maintain and update separating the HTML content from the presentation style.</p> <ul style="list-style-type: none"> • Linking and exporting • Defining external style • Stylesheet Contents <p>Outcome #2: Apply aesthetic design skills to select styles for colors, fonts, and other properties to create an optimal web user experience.</p> <ul style="list-style-type: none"> • Margins • Padding • Borders • Web page graphics • Tables • Forms <p>Outcome #3: Follow CSS best practices to create web pages that are accessible and that scale for viewing on a wide range of electronic devices.</p> <ul style="list-style-type: none"> • WebAim Best Practices <ul style="list-style-type: none"> ○ Specifying document language ○ Content linearization ○ Navigating content using links and form controls, headings, landmarks, page sections, paragraph and page elements, “skip navigation” links, • Hiding Content
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>CSS, The Definitive Guide, by Eric Meyer and Estelle Weyl</p>
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	<input checked="checked" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I 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
Andrea Ware	aware@cgcc.edu	3/5/21
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

CC date	
CC decision	
CC vote	

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 215	Proposed prefix and number	WT 215
Current course title	JavaScript and jQuery	Proposed title (60 characters max)	No change
Current Repeatability	None	Proposed Repeatability	No change
Current transcript title (30 characters max)	JavaScript and jQuery	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to their own prefix.		

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 JavaScript for writing client-side scripts for creating dynamic (interactive) web pages. Explores ways to make a web site come alive with a variety of interactive effects such as displaying and hiding text or images, filling out form fields automatically, and creating interactive maps or calendar. Uses jQuery, an extensive, feature-rich library to make JavaScript more accessible to the novice web designer. Prerequisite: CAS 213. Audit available.	Introduces JavaScript for writing client-side scripts for creating dynamic (interactive) web pages. Explores ways to make a web site come alive with a variety of interactive effects such as displaying and hiding text or images, filling out form fields automatically, and creating interactive maps or calendar. Uses jQuery, an extensive, feature-rich library to make JavaScript more accessible to the novice web designer. Prerequisite: WT 213. Audit available.
Reason for description change	Prefix change in requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: CAS 213	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WT 213	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Changed prerequisite to WT prefix.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Use JavaScript to develop simple routines for website interactivity. 2. Use critical thinking skills to apply interactivity to websites. 3. Find, utilize, and modify JavaScript and jQuery resources on the Internet.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Use JavaScript to develop simple routines for website interactivity. <ul style="list-style-type: none"> • Coding editor • Objects • Functions • Events. • Document Object Model (DOM) scripting • Create effects and animations using jQuery. • Validate forms
	Outcome #2: Use critical thinking skills to apply interactivity to websites. <ul style="list-style-type: none"> • jQuery User Interface (UI) • Arrays to group and process related data • jQuery plugins and options
	Outcome #3: Find, utilize, and modify JavaScript and jQuery resources on the Internet. <ul style="list-style-type: none"> • Browser developer tools <ul style="list-style-type: none"> ○ DOM Inspector ○ CSS Editor ○ CHROME DOM Inspector ○ Safari DOM Inspector and style explorer ○ JavaScript Debugger ○ JavaScript Console • Testing and debugging applications.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Murach's JavaScript and jQuery
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	<input checked="checked" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I 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
Andrea Ware	aware@cgcc.edu	3/5/21
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 225	Proposed prefix and number	WT 215
Current course title	Database Theory and MySQL	Proposed title (60 characters max)	No change
Current Repeatability	None	Proposed Repeatability	No change
Current transcript title (30 characters max)	Database Theory and MySQL	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	Moving Web Technology courses to WT prefix.		

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

Current Description (required whether being revised or not)	Proposed Description
Develops an understanding of relational database concepts and terminology, database design concepts and Structured Query Language (SQL). Introduces the use of languages and technology used to integrate data within a web site. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores; CAS 213. Audit available.	Develops an understanding of relational database concepts and terminology, database design concepts and Structured Query Language (SQL). Introduces the use of languages and technology used to integrate data within a web site. Prerequisites: WR 115, RD 115 or equivalent placement test scores; WT 213. Audit available.
Reason for description change	Revising WT prefix in requisites. Removing MTH 20.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 115, RD 115, MTH 20 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: CAS 213	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WR 115, RD 115 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WT 213	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Changed prerequisite prefix and removed MTH 20.		

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, design and implement relational databases. 2. Code SQL statements. 3. Execute SQL statements against a database. 4. Apply knowledge of SQL using an application program such as Hypertext Preprocessor (PHP) or MySQL (My Sequel).	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>(required if revising outcomes)</p> <p>Outcome #1: Create, design and implement relational databases.</p> <ul style="list-style-type: none"> • Database security issues <ul style="list-style-type: none"> ○ Deployment failures ○ Broken databases ○ Data leaks ○ Lack of segregation ○ Hopscotch ○ SQL injections ○ Database Threats: Privileges, Malware, vulnerable databases • Working with data types <p>Outcome #2: Code SQL statements.</p> <ul style="list-style-type: none"> • Queries and Subqueries • Using functions • Data Definition Language Statements • Data Manipulation Language Statements • Transaction Control Statements • Session Control Statements • Embedded SQL Statements <p>Outcome #3: Execute SQL statements against a database.</p> <ul style="list-style-type: none"> • Data retrieval from single and multiple tables • Loops • CASE/IF statements • Error handling • Debugging <p>Outcome #4: Apply knowledge of SQL using an application program such as Hypertext Preprocessor (PHP) or MySQL (My Sequel).</p> <ul style="list-style-type: none"> • Generating client-side code • Syntax: <ul style="list-style-type: none"> ○ Variable, Operators, Strings ○ Conditional and Looping Statements ○ Functions and Global Variables ○ Arrays • HTTP Requests and Forms • Cookies and Sessions
<p>Suggested Texts & Materials updates (specify if any texts or materials are required):</p>	<p>(update as needed)</p> <p>Murach's PHP and MySQL</p> <p>Database Design for Mere Mortals</p>
<p>Department Required Course Activities (optional)</p>	<p>(update as needed)</p>
<p>Department Notes (optional)</p>	<p>(update as needed)</p>

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	3/5/21
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.
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Columbia Gorge Community College

CC date	
CC decision	
CC vote	

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	CTE	Submitter name Phone Email	Andrea Ware 509-768-6557 aware@cgcc.edu
Current prefix and number	CAS 235	Proposed prefix and number	WT 235
Current course title	Graphic Design	Proposed title (60 characters max)	No Change
Current Repeatability	None	Proposed Repeatability	No Change
Current transcript title (30 characters max)	Graphic Design	Proposed transcript title (30 characters max)	No Change
Reason for above proposed changes	Moving Web Technology courses to WT prefix.		

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

Current Description (required whether being revised or not)	Proposed Description
Provides an overview of practical and effective design processes. Develops skills in digital illustration, page layout, image-scanning, image manipulation, digital printing processes and photography. Prerequisites: CAS 230. Audit available.	Provides an overview of practical and effective graphic design processes. Develops skills in digital illustration, page layout, image-scanning, image manipulation, digital printing processes and photography. Prerequisites: WT 230. Audit available.
Reason for description change	Updating requisite courses to WT prefix.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: CAS 230	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: WT 230	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Changed prerequisite prefix.		

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
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Use different design application software. 2. Apply practical and effective design principles and concepts to projects. 3. Create original artwork using appropriate tools, color theory and typography. 4. Demonstrate creative expression using digital media that shows a basic technological proficiency with industry standard hardware, software and protocols applicable to the computer graphics industry. 5. Define and appreciate graphic design as a profession. 	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Use design application software to create effective print and digital content. 2. Apply graphic design principles to the creation of layouts, digital illustrations and photography manipulation and enhancements. 3. Apply knowledge of color theory and typography to original graphic design projects. 4. Create original digital content that demonstrates basic technological proficiency with industry standard hardware, software and protocols applicable to the computer graphics industry.
Reason for outcomes change	Revised language to be more specific.

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

(required if revising outcomes)

Outcome #1: Use design application software to create effective print and digital content.

- Draw and illustrate using computer software such as Adobe Photoshop, Illustrator, InDesign, Canva, GIMP or other current design software
- Complete single and multiple-page layouts.
 - Applying visual themes using master pages
 - File naming conventions
 - Interactive page elements

Outcome #2: Apply graphic design principles to the creation of layouts, digital illustrations and photography manipulation and enhancements.

- Hierarchy
- Balance using tension, Balance using Symmetry
- 2D and 3D Illustrations
- Alignment
- Symmetry
- Repetition
- Contrast
- Filters and special effects
- Importance of white space

Outcome #3: Apply knowledge of color theory and typography to original graphic design projects.

- Typography
 - Fonts
 - Kerning
 - Widows and orphans
- Type
 - Relationships: concordant, conflicting, contrasting
 - Categories of type: Oldstyle, Modern, Slab serif, Sans serif, Script, decorative
- Color Theory
 - The color wheel
 - Color relationships
 - Shades, tints, and tones
- CMYK vs. RGB, print vs screen

Outcome #5: Create original digital content that demonstrates basic technological proficiency with industry standard hardware, software and protocols applicable to the computer graphics industry.

- File management
- Importing images for use in various applications.
- Copyright
- Fair Use
- Creative Commons
 - Commercial use, royalty free
- User experience
- Accessibility
- Vector graphics, avoiding pixilation

	<ul style="list-style-type: none"> • Accuracy, Importance of proofreading and editing • Workflow
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Robin Williams Design Workshop The Non-Designer's Design Book, Robin Williams The Non-Designer's Web Book, Robin Williams The Graphic Designer's Digital Toolkit, Allan Wood Graphic Design: The New Basics, Ellen Lupton
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	3/5/21
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Mathematics	Submitter name: phone: email:	Pam Morse pmorse@cgcc.edu	
Prefix and Course Number:	MTH 111L	Credits:	1	
Course Title: (60 characters max, including spaces)	Foundations of College Algebra	Transcript Title: (30 characters max, including spaces)	Foundations of College Algebra	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 0 Lec/lab: 0 Lab: 33
Reason for the new course	State required co-requisite support for math pathways			
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	MTH 111	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: 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 .	
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 111 College Algebra. Provides appropriate support in algebra, functions, problem solving, graphing, technology, and study skills in an interactive setting. Co-requisite: MTH 111.	
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. Demonstrate the ability to effectively engage with the concepts and skills needed in MTH 111.
	2. Communicate and interpret results in context.
	3. Utilize study habits and learning strategies that promote success in MTH 111.
	4.
Outcomes assessment strategies:	Quizzes, reflections, lab assessments, projects
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>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.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<ol style="list-style-type: none"> 1. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 111 <ol style="list-style-type: none"> a. Properties of exponents b. Factoring (with leading coefficient greater than 1) c. Simplifying rational equations d. Solving rational equations e. Graphing linear equations f. Functional notation (including variables that are not x, y)

	<ul style="list-style-type: none"> g. Multiple representations of functions – tables (vertical and horizontal), graphs, equations h. Contextual understanding of functions i. Graphing technology j. Complex number arithmetic k. Subscripts l. Units and unit conversion m. Set notation vs. interval notation n. Domain and range o. Percent increase and decrease p. Reasonableness of solutions q. Curve fitting from data and regression analysis r. The number e s. Rounding <p>2. Communicate and interpret results in context of</p> <ul style="list-style-type: none"> a. Properties of exponents b. Factoring (with leading coefficient greater than 1) c. Simplifying rational equations d. Solving rational equations e. Graphing linear equations f. Functional notation (including variables that are not x, y) g. Multiple representations of functions – tables (vertical and horizontal), graphs, equations h. Contextual understanding of functions i. Graphing technology j. Complex number arithmetic k. Subscripts l. Units and unit conversion m. Set notation vs. interval notation n. Domain and range o. Percent increase and decrease p. Reasonableness of solutions q. Curve fitting from data and regression analysis r. The number e s. Rounding <p>3. Utilize study habits and learning strategies that promote success in MTH 111 through student self-assessment</p> <ul style="list-style-type: none"> a. Time management and scheduling b. Organization for learning and reviewing / portfolios
--	--

	<ul style="list-style-type: none"> c. Self-reflection and student skill self-assessment d. Reading skills for math e. Effectively using on-line homework systems and Learning Management Systems
Suggested Texts & Materials (specify if any texts or materials are required):	Precalculus: An Investigation of Functions (2nd Ed), David Lippman and Melonie Rasmussen MyOpenMath software/LMS
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

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

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

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

Which Oregon universities will the course transfer to? List all	OSU, EOU, PSU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	None exist at this time
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed form required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	<p>Students will be placed into this course based on multiple measures. The targeted audience will be:</p> <ol style="list-style-type: none"> 1. recent high school grads who scored a B or C in Algebra 2 2. students out of high school 1 - 5 years 3. MTH 95 students who scored a C (or any if they feel they need it) 4. MTH 111 students attempting to retake the class due to failure the first time 	
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 – This course is being created as an additional pathway for students seeking a STEM major. By offering this course as a co-requisite, students can shorten their math pre-requisite and/or have the potential for more success in MTH 111.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	The math department chair acknowledges that multiple measures will be used to properly place students in MTH 111L. This may reduce the number of students flowing through the MTH 60, 65, 95 sequence. This sequence will not go away. Many of the current degrees only need 65 or 95 and those students will not need to take Math 111.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 3/11/21 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3.24.21
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Steve Holman		

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.

Transfer/Articulation of Individual CGCC Courses

Directions:

Complete this form with all applicable information and as much detail as possible. Include any communication (letters, email strings, phone transcripts) you've had with faculty/staff at the Oregon universities. When you have finished, e-mail this as an attachment to the Curriculum Office at: curriculum@cgcc.edu or slewis@cgcc.edu.

In order to obtain a General Education designation, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as General Education. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: MTH 111L **Title:** Foundations of College Algebra

Credits: 1 **Total Contact Hours:** **Lec:** 0 **Lab:** 3 **Lec-Lab:** 0

Course Description:

Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 111 College Algebra. Provides appropriate support in algebra, functions, problem solving, graphing, technology, and study skills in an interactive setting. Co-requisite: MTH 111.

Course Prerequisites: Co-requisite: MTH 111

This course will be accepted in transfer as counting towards:(please check all that apply, identify receiving university, and provide details)

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math) _____
- ☐ Requirement in major: (list major) _____
- ☐ Elective for major: (list major) _____
- ☐ Course Equivalency: (list comparable courses; identify univ.) _____
- ☐ Other: _____
- ☒ Elective only

Rationale, college/university departments contacted, etc., in support of requested transfer status (**include contact names and titles, times and dates of conversations/emails, and be specific documenting agreements/understandings; include attachments to verify documentation as needed**):

This is a support class for MTH 111. This course is new and CGCC is one of the first schools in the state to offer the co-requisite. See attached for OSU and EOU and PSU.

Based on my conversations with faculty and/or staff at Oregon universities, I verify that to the best of my knowledge, this course will transfer as noted above.

Signature: Pam Morse

Date: March 24, 2021

Printed Name: Pam Morse

Title: Instructor/Department Chair

Department: Mathematics

E-mail: pmorse@cgcc.edu



Pam Morse <pmorse@cgcc.edu>

Transferability

3 messages

Pam Morse <pmorse@cgcc.edu>
To: Brooke Hewitt <bhewitt@eou.edu>

Tue, Mar 16, 2021 at 9:19 AM

Brooke,

Good Morning! My team here at CGCC is working on creating a co-requisite lab class for Math 111, College Algebra. This will be a 1 credit lab to help support students be more successful in the Math 111 course. This course is being planned for Fall 2021. This is a new initiative here in the state and only one or two community colleges/colleges are working on 111 through a grant program. My question is transferability. I realize that EOU might not have this course, but might it transfer as an elective? What do you need from me to see if this will transfer?

Thanks,
Pam Morse
Chair Math Dept.
Mathematics Instructor
541-308-8218
541-645-0512 (cell/text)
<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)
<https://www.cgcc.edu/patricia-pam-morse>

"Learning is a treasure that will follow its owner everywhere" - Chinese Proverb

Math isn't just about numbers, it's about any kind of abstract object that has properties we can reason about.



Brooke Hewitt <bhewitt@eou.edu>
To: Pam Morse <pmorse@cgcc.edu>

Wed, Mar 17, 2021 at 9:03 AM

The course would transfer in as MATH LDT and would count as an elective only here at EOU. Once you have a course number and description just sent it over and I will get it added to our transfer catalog!

Thanks!



Brooke Hewitt, MBA
Transfer Articulation Specialist

p: 541-962-3936

Check out how your classes will transfer over [HERE](#)

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Pam Morse <pmorse@cgcc.edu>
To: Brooke Hewitt <bhewitt@eou.edu>

Wed, Mar 17, 2021 at 9:06 AM

Brooke,

Thank you so much. Will get you that information as soon as all my my leprechauns are in a row!

Pam Morse

Chair Math Dept.

Mathematics Instructor

541-308-8218

541-645-0512 (cell/text)

<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)

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[Quoted text hidden]



Pam Morse <pmorse@cgcc.edu>

Transferability Math 111L

7 messages

Pam Morse <pmorse@cgcc.edu>
To: RO Articulation <articulation@pdx.edu>

Tue, Mar 16, 2021 at 9:22 AM

Good Morning! My team here at CGCC is working on creating a co-requisite lab class for Math 111, College Algebra. This will be a 1 credit lab to help support students be more successful in the Math 111 course. This course is being planned for Fall 2021. This is a new initiative here in the state and only one or two community colleges/colleges are working on 111 through a grant program. My question is transferability. I realize that Portland State might not have this course, but might it transfer as an elective (or gen ed)? What do you need from me to see if this will transfer?

Thank you,
Pam Morse
Chair Math Dept.
Mathematics Instructor
541-308-8218
541-645-0512 (cell/text)
<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)
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RO Articulation <articulation@pdx.edu>
To: Pam Morse <pmorse@cgcc.edu>

Tue, Mar 16, 2021 at 9:37 AM

Hi Pam,

Unless the lab is focused on intermediate algebra topics instead of college algebra topics, it should transfer as some sort of elective. It would be helpful to see the course outline, course outcomes guide or proposed syllabus that you have put together so far-whatever it may be that you are sending to CGCC's curriculum office for approval of the course.

Thanks,
Suzanne

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[Quoted text hidden]

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Pam Morse <pmorse@cgcc.edu>
To: RO Articulation <articulation@pdx.edu>

Tue, Mar 16, 2021 at 9:41 AM

Here is a copy of the Lower Division paperwork. It is not complete as you will see, but it does show what the topics are.

Thanks,

Pam Morse

Chair Math Dept.

Mathematics Instructor

541-308-8218

541-645-0512 (cell/text)

<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)

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[Quoted text hidden]



Math 111L.doc

115K

RO Articulation <articulation@pdx.edu>

Mon, Mar 22, 2021 at 8:43 AM

To: Pam Morse <pmorse@cgcc.edu>

Hi Pam,

I apologize for not getting back to you, and missing your phone call last week.

I've sent what you provided to our Math faculty, and passed along your phone number, along with the information that you need our transfer information this week. However, last week was finals week for PSU, and our grading deadline is tomorrow. It is also Spring break. We will try to get an answer to you as soon as possible.

Best,

Suzanne

[Quoted text hidden]

--



Suzanne Koedoot

Transfer Articulation & Degree Map Coordinator

Degree Progress Technology Team

Office of the Registrar

Pronouns: she, her, hers

Desk: 503-725-3482

skoedoot@pdx.edu

Pam Morse <pmorse@cgcc.edu>

Mon, Mar 22, 2021 at 9:19 AM

To: RO Articulation <articulation@pdx.edu>

I realize it is spring break and for that I apologize. I am up against a curriculum submission deadline to have this ready for fall. Finals were last week for us too and grades are due by noon today. I appreciate you passing this along.

Pam Morse

Chair Math Dept.

Mathematics Instructor

541-308-8218

541-645-0512 (cell/text)

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RO Articulation <articulation@pdx.edu>

Tue, Mar 23, 2021 at 3:13 PM

To: Pam Morse <pmorse@cgcc.edu>

Hi Pam,

Our Math/Stat curriculum committee has decided to accept the class as GEN LD, which is a general(GEN) lower division(LD) elective. The class only counts towards the 180 credits needed for the degree.

If you have any questions, I would recommend reaching out to Rachel Vale, who was a member of the committee who helped create the course for the Strong Start to Finish Oregon grant.

Thanks,

Suzanne

[Quoted text hidden]

Pam Morse <pmorse@cgcc.edu>

Wed, Mar 24, 2021 at 9:53 AM

To: RO Articulation <articulation@pdx.edu>

Thank you. This is great news.

Pam Morse

Chair Math Dept.

Mathematics Instructor

541-308-8218

541-645-0512 (cell/text)

<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)

<https://www.cgcc.edu/patricia-pam-morse>

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Pam Morse <pmorse@cgcc.edu>

Transferability of Math 111L

3 messages

Pam Morse <pmorse@cgcc.edu>
To: articulation <articulation@oregonstate.edu>

Tue, Mar 16, 2021 at 9:21 AM

Good Morning! My team here at CGCC is working on creating a co-requisite lab class for Math 111, College Algebra. This will be a 1 credit lab to help support students be more successful in the Math 111 course. This course is being planned for Fall 2021. This is a new initiative here in the state and only one or two community colleges/colleges are working on 111 through a grant program. My question is transferability. I realize that Oregon State might not have this course, but might it transfer as an elective (or gen ed)? What do you need from me to see if this will transfer?

Thank you,
Pam Morse
Chair Math Dept.
Mathematics Instructor
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articulation <articulation@oregonstate.edu>
To: Pam Morse <pmorse@cgcc.edu>

Tue, Mar 16, 2021 at 9:46 AM

Hello Pam,

I double checked our database just to make sure and it looks like we have MTH 111 set to transfer as our own MTH 111 "College Algebra" course. Since our course does not have a lab, we typically accept courses like MTH 111L as MTH LDT (so long as the credit is applicable to their associate's degree), which will provide students with lower-division math elective credit.

Once you've finalized your plans and confirmed the course will begin in the Fall, I'd be happy to add it to our database so we can have it prepared ahead of any potential transfers. Otherwise, we'll add it as soon as we receive the first transcript with MTH 111L and it will start to appear on our transfer tools within 48 hours.

If you have any further questions, please let me know.

Thank you,

Scott T. Harrington

Transfer Coordinator | Office of Admissions

104 Kerr Administration Building | Corvallis, Oregon 97331

P | (541) 737-4411



From: Pam Morse <pmorse@cgcc.edu>
Sent: Tuesday, March 16, 2021 9:21 AM
To: articulation <articulation@oregonstate.edu>
Subject: Transferability of Math 111L

[This email originated from outside of OSU. Use caution with links and attachments.]

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Pam Morse <pmorse@cgcc.edu>
To: articulation <articulation@oregonstate.edu>

Tue, Mar 16, 2021 at 9:49 AM

Scott,

Thank you for getting back to me so quickly.

Pam Morse

Chair Math Dept.

Mathematics Instructor

541-308-8218

541-645-0512 (cell/text)

<https://cgcc.zoom.us/j/5704017360> (zoom conferencing by appt.)

<https://www.cgcc.edu/patricia-pam-morse>

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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



OPERATING PROCEDURE

Approval Date: 12/10/12
Effective Date: 12/10/12
Last Revised: 07/22/19

Procedure Number/Name:	040.009.001 – Curriculum Development and Approval
Associated Rule Number/Name:	040.009.000 – Curriculum Development and Approval
Responsible Department:	Instructional Services

Overview

Curriculum requests are submitted, in accordance with established procedures and deadlines, to the Curriculum Office for placement on the next available Curriculum Committee agenda. Committee decisions are forwarded to the vice president of Instructional Services (VPIS), president, and Board of Education for approval as appropriate.

Areas of Responsibility

The individual(s) proposing the curriculum changes, the Curriculum Committee, and the VPIS are responsible for following the established procedures. The Curriculum Office provides technical, content, and routing assistance. The Curriculum Office is responsible for overseeing application to appropriate state entities and accrediting bodies as required.

Operating Procedure Details

Proposals for new degrees, certificates and/or programs (not including related certificates or career pathway certificates) are submitted to the Initial Program Adoption Review Board for initial review and recommendations regarding continued investment in program development.

New course, related certificate, and career pathway certificate submissions, as well as all revision submissions proceed directly to the Curriculum Committee.

Initial Program Adoption Review Board

Submissions proposing a new degree, certificate, or program are to complete Step One of the New Program Adoption Process and request a hearing before the Initial Program Review Board.

Programs approved for next steps in the New Program Adoption Process will proceed to the Curriculum Committee submission process.

Curriculum Committee

The process for considering a proposal will be as follows:

- A. Curricular submissions are submitted to the Curriculum Office using approved submission forms. Submissions for new degrees, certificates, or programs (other



OPERATING PROCEDURE

- than new related certificates or career pathways) will continue with Step 2 of the New Program Adoption Process.
- B. The Curriculum Office will place submissions on the next available Curriculum Committee agenda and post to the Curriculum Office website prior to each Curriculum Committee meeting.
 - C. Representative(s) for each curriculum request are encouraged to attend the committee meeting in order to represent their department and respond to committee questions. For courses and most revisions, attendance is not mandatory, however, unanswered questions could result in approval being withheld and/or delayed. Attendance is mandatory for submissions of all new degrees or certificates.
 - D. The Committee will vote to approve or not approve each curriculum request/submission. **Time for discussion will be provided, and a motion supported by a second will be required prior to voting.** Approval requires a positive vote of 50% + one with a quorum present.
 - a. Approved submissions will be routed to the VPIS.
 - b. Submissions not approved may be:
 - 1) Postponed for further development, resubmission, and review;
 - 2) Withdrawn; or
 - 3) Directed to the VPIS for arbitration. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.

Post Curriculum Committee Approval Process

- A. New and/or revised courses, programs, degrees, and/or certificates require endorsement by the VPIS.
 - a. VPIS questions that cannot be satisfactorily answered by the Curriculum Office or the submitting department will be brought to the Curriculum Committee for further clarification and discussion.
 - b. The VPIS will not override a committee decision. Concerns/differences will be discussed by the VPIS and the committee in order to find a common understanding and decision. If no resolution can be made, an ad hoc committee will be appointed by the Curriculum Committee chair and the VPIS to address and resolve the issue.
- B. The VPIS or the VPIS's representative will present newly approved programs, degrees or certificates, or changes therein, to the college president and/or the Board of Education, as appropriate.
 - a. New degrees and certificates require presidential and board approval.



OPERATING PROCEDURE

- b. Degree or certificate revisions that significantly change the nature of a degree or certificate, in essence making it a new degree or certificate, require presidential and board approval.
- c. Termination of a degree or certificate requires presidential and board approval.
- C. New degrees, certificates and programs proceed with Step 3 of the New Program Adoption Process in order to obtain the required external approvals.
- D. The Curriculum Office will oversee and provide technical and content support to the department regarding the filing of the necessary requests with the Higher Education Coordinating Commission (HECC).
- E. Following HECC approval, the VPIS will seek approval from the Northwest Commission on Colleges and Universities (NWCCU) for any new degrees or certificates as well as any significant revision of existing degrees or certificates.
- F. Following NWCCU approval, the Financial Aid Office will apply to the Federal Department of Education requesting eligibility to participate in federal student financial aid programs for any new or significantly revised non-degree certificates.
- G. Upon completion of the required external approvals (excluding Financial Aid approval), the appropriate additions/revisions will be made to the course catalog and schedule.

Definitions

- A. Curriculum: All courses offered and their content; a prescribed set of courses leading to a specific outcome, which may include the completion of a degree, certificate, or program.
- B. Quorum: 50% + one of active voting committee members represent a quorum.
- C. Active committee member: Faculty elected to serve by their department, not on leave or temporarily excused because of conflicting class schedule; professional management representatives (instructional director and library representative) not on leave or temporarily excused because of conflicting assignment.
- D. Significant change: Any revision that changes the intent/nature of the certificate or degree, essentially making a new certificate or degree. Any revision resulting in a 30% change in curriculum would be considered a "significant" change.
- E. Webforms: CCWD/HECC online system for the submission, approval, and housing of college curriculum, including courses (credit and non-credit), certificates, and degrees.

Further Information

Director of Curriculum, Assessment, Strategic Planning & Accreditation
slewis@cgcc.edu



OPERATING PROCEDURE

541-506-6047

References

1. CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval
2. [CGCC Curriculum Committee Charter](#)
3. Oregon Administrative Rule 589-006 – [Community College Course Approval](#)

Forms

1. Curriculum submission forms – [CGCC Curriculum Office website](#)
2. [New Program Adoption Process & Guidelines](#)

COLUMBIA GORGE COMMUNITY COLLEGE CURRICULUM COMMITTEE

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.