Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
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)

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

<u>Support Staff</u>   <u>Guests</u>
Sara Wade (Curriculum)   Todd Meislahn, Lorie Saito

May 6, 2021 3:30 pm – 5:00 pm
Zoom log-in: https://cgcc.zoom.us/j/99307501034
Meeting ID: 993 0750 1034; phone in: 1-253-215-8782

Approval of April 8, 2021 minutes [1]

<u>Old Business</u>

1. February 11, 2021 Request: Restart discussion regarding revision of BA/CAS course requirements and electives for the ASOT-BUS. (item #2 in submission section)

<u>New Business</u>:

<u>Submissions</u> [2]

1. Todd Meislahn (3:40 – 4:10 pm) [3]
   - BA 211 Principles of Accounting I (Contact Hours / Credit Change)
   - BA 211 Principles of Accounting I (Course Revision: des, req, out, cont)
   - BA 212 Principles of Accounting II (Contact Hours / Credit Change)
   - BA 212 Principles of Accounting II (Course Revision: out, cont, text/mat)
   - Accounting AAS (Degree Revision: course credits)
   - Accounting / Bookkeeping (Certificate Revision: course credits)
   - Entry-Level Accounting Clerk (Certificate Revision: course options & credits, cert credits)

2. Ashley Mickels for Instructional Council (4:10 – 4:15 pm)
   - ASOT-BUS (Degree Revision) [4-5]

3. Lorie Saito (4:15 – 4:25 pm)
   - EMS 105 EMT Part 1 (Contact Hours / Credit Change)
   - EMS 105 EMT Part 1 (Course Revision: des, req, out, cont, text/mat)
   - EMS 106 EMT Part 2 (Contact Hours / Credit Change)
   - EMS 106 EMT Part 2 (Course Revision: out, cont, text/mat)

4. Kristen Booth (4:25 – 4:30 pm)
   - ABE 75 Writing for College Preparation (New Non-Credit Course)

5. Consent Agenda (4:30 – 4:35 pm)
- Administrative Assistant AAS and certificate (Modified Degree/Certificate Revision)
- Web Design Assistant certificate (Modified Degree/Certificate Revision)
- Web Development Assistant certificate (Modified Degree/Certificate Revision)

<u>Committee Action</u>:

1. June Retreat topics

2. Meeting procedure proposals
- Proposal #1: The Curriculum Committee Robert's Rules [6-7]
- Proposal #2: Curriculum Committee Procedural Rules [8-10]

Next Meeting: June 3, 2021, 9 am – 12 pm, CC Retreat

Attachments: [1] April 8, 2021 Minutes; [2] Submissions: 4 Course Revisions, 4 Contact Hour / Credit Changes, 1 New Non-Credit Course, 2 Degree Revisions, 2 Certificate Revisions, 1 Consent Agenda (3 items); [3] Transfer Students' Business Course Outcomes; [4] ASOT-BUS Catalog Entry, [5] ASOT-BUS CCWD Handbook Entry; [6] Curriculum Committee Robert's Rules, [7] Roberts Rules Cheat Sheet, [8] Curriculum Committee Procedural Rules, [9] Proposed amendment of OP 040.009.001 – Curriculum Development and Approval, [10] Proposed amendment of Curriculum Committee Charter

Curriculum Committee Minutes
April 8, 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)
Ashely Mickels (CTE)
Pam Morse (MTH)

Mimi Pentz (Nurs/Hlth)
Courtney Cunningham (ESL)
Katy Jablonski (ESL)
Vacant (Inst Dean)

Non-Voting Committee Members
Susan Lewis (Curriculum)
Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

Supporting Staff
Sara Wade (Curriculum)

Guest
Andrea Ware, Axel Hernandez, Mary Kramer

ABSENT
Voting Committee Members
Emilie Miller (Science)

Non-Voting Committee Members

Item	Discussion	Action
Call to Order: 3:38pm	Meeting is called to order at 3:38pm by Chair Kristen Booth.	
Approval of March 18, 2021 minutes	**Motion: approve as written.**	Motioned: P.K. 2nds: Ashley 7 in favor – 0 opposed – 0 abstains
Old Business:		
1. **February 11, 2021 Request: Restart discussion regarding**	Susan informed the committee that she asked Ashley, Todd, and Mary Kramer to come to the Instructional	

revision of BA/CAS course requirements and electives for the ASOT-BUS (pending)	Council with a proposal of changes to the ASOT-BUS for the revision of BA/CAS course requirements and electives. Instructional Council will bring it to the Curriculum Committee, after they vote on it April 16, 2021.	
New Business:		
Submissions:		
CAS 101 Introduction to Web Design & Development (Course Revision: prfx, des, reg, cont, text/mat)	P.K. motions to open discussion, Pam 2nds, Kristen opens CAS 101 into discussion. Katy asks Andrea if there will be courses left with CAS or will all of them be changed to WT. Andrea explains that only the Web Technology classes will be changed to WT as they are not "actually" Computer Application courses, and she explained what the difference between Web Technology and Computer Application courses are. **Motion: approve as written**	Motion: P.K. 2nds: Pam 7 in favor – 0 opposed – 0 abstains
CAS 106 Intro to HTML for Designers (Course Revision: prfx, out, cont, text/mat)	Ashley moves to open discussion, Courtney 2nds, Kristen opens CAS 106 into discussion. **Motion: approve as written**	Motion: Ashley 2nds: Courtney 7 in favor – 0 opposed – 0 abstains
CAS 180 Search Engine Optimization (Course Revision: prfx, des, req, cont, text/mat)	Ashley moves to open discussion, Zip 2nds, Kristen opens CAS 180 into discussion. Courtney asked how many hours this course was. And questions arose why there is no number of credits on the course revision forms. Susan explains. Discussion about changing the course revision form in the future. **Motion: approve as written**	Motion: Ashley 2nds: Zip 7 in favor – 0 opposed – 0 abstains
CAS 200 Web Trends (Course Revision: prfx, des, req, out, cont, text/mat)	Ashley moves to open discussion, Courtney 2nds. Kristen opens CAS 200 for discussion. **Motion: approve as written**	Motion: Ashley 2nds: Courtney 7 in favor- 0 opposed – 0 abstains

CAS 206 Web Design with HTML (Course Revision: prfx, des, reg, cont, text/mat)	Katy moves to open discussion, Courtney 2nds. Kristen opens CAS 206 for discussion. **Motion: approve as written**	Motion: Katy 2nds: Courtney 7 in favor – 0 opposed – 0 abstains
CAS 213 Cascading Style Sheets (Course Revision: prfx, des, reg, cont, text/mat)	Ashley moves to open discussion, Zip 2nds. Kristen opens CAS 213 for discussion. Kristen asked how many credits that CAS 213 was. Andrea answered that it was a 4-credit course. **Motion: approve as written**	Motion: Ashley 2nds: Zip 7 in favor – 0 opposed – 0 abstains
CAS 215 JavaScript and jQuery (Course Revision: prfx, des, req, cont, text/mat	Mimi moves to open discussion, Zip 2nds. Kristen moves CAS 215 into discussion. **Motion: approve as written**	Motion: Mimi 2nds: Zip 7 in favor – 0 opposed – 0 abstains
CAS 225 Database Theory and MySQL (Course Revision: prfx, des, req, cont, text/mat)	Ashley moves to open discussion, Zip 2nds. Kristen moves CAS 225 into discussion. **Motion: approve as written**	Motion: Ashley 2nds: Zip 7 in favor – 0 opposed – 0 abstains
CAS 235 Graphic Design (Course Revision: prfx, des, reg, out, cont, text/mat)	Ashely moves to open to discussion, Courtney 2nds. Kristen moves CAS 235 into discussion. **Motion: approve as written**	Motion: Ashley 2nds: Courtney 7 in favor – 0 opposed – 0 abstains
MTH 111L Foundations of College Algebra (New LDC Course)	Mimi moves to open discussion, Courtney 2nds. Kristen moves MTH 111L into discussion. Pam explains that this course is 1 of 3 that the state recommends for the Strong Start program. This course will help students be able to have a refresher in College Algebra or get the extra help on the specific objectives of the course that they may need additional guidance on. Question was asked if this course is a great need for the students. Pam explained yes, this course is a need as it will help those students be able to understand the basics	Motion: Mimi 2nds: Courtney 6 in favor – 0 opposed – 0 abstains

	of college algebra. For students that have taken a college level algebra course in the past, this course will be a refresher course without having to take the whole math class over again. It will also help the students struggling in college math courses. This is just a start for the Strong Start program as in the future there will likely be courses for writing and reading. **Motion: approve as written**	
Committee Action:		
1. Filling the vacant Instructional Dean position	Discussion about filling the vacant Instructional Dean position, it was agreed that for the last two meetings of the year to just stay as it was in this meeting (April 8th), and not fill the Instructional Dean position. **Motion: allow the Instructional Dean position to remain vacant for the rest of this year.**	Motion: P.K. 2nds: Zip 6 in favor – 0 opposed – 0 abstains
2. June Retreat date	Discussion on the upcoming Curriculum Committee retreat, what is the Curriculum Committee retreat, and making an action plan for the meeting. And to confirm a date that works for all committee members. *possible agenda ideas bring to May 6th meeting or email Susan. **Motion: Hold the Curriculum Committee Retreat on Thursday, June 3, 2021, 9am to noon.**	Motion: Zip 2nds: Courtney 7 in favor – 0 opposed – 0 abstains
3. Meeting Procedures • Proposed amendment of OP 040.009.001 Curriculum Development and Approval • Proposed amendment of Curriculum Committee Charter	A recap discussion on last meetings discussion on Robert's Rules. • Susan explains the previous order of conducting Curriculum meetings. She explains that when the committee was established the members formed a way of conducting business within meetings that much of was outlined in the Curriculum Development and Approval OP. The proposed amendment to the OP would ensure that time for discussion was included and that votes would be	

	preceded by a motion and a second. If this level of procedural direction was sufficient, the reference to Robert's Rules could be eliminated in the Charter. • Zip explains about modified Robert's Rules, that what we are proposing and currently conducted in the meetings is a modified version of Robert's Rules. And that "Modified" should just be added to charter regarding Robert's Rules. • P.K. states that newcomers to the committee should know or have access of how meetings are to be conducted. • Kristen asks how such changes or how the rules need to be stated in the charter. Zip stated that the rules just needed to be stated and written in the charter as how the committee wants the meeting to be ran. ==**Zip will bring a proposal of new Modified Robert's Rules of order to the May 6th meeting.**==	
Meeting Adjourned: 4:36pm	**Zip motioned to end the meeting, Ashley 2nds. All in favor. Meeting Closed at 4:36pm.**	Motioned: Zip 2nds: Ashley All in favor
Next Meeting: May 6, 2021		

Transfer Students' Business Course Outcomes

Council of Instructional Administrators Summer Meeting

Amy G. Cox

Director, Office of Research and Data

July 30, 2020

We identified certain community college transfer students and looked at their later university course outcomes

Identify student pool

Community college students who took BA 211 or BA 212 and earned a C- or better

Of these, students who transferred to a public university

Of these, students who took specified university business courses

University courses

ACC 203	BA 213
ACC 325	BA 240
FIN 316	BA 303
	BA 313
	BA 360

Compare outcomes

Students who took BA 211 from Lane or Linn-Benton Community Colleges

Students who took BA 212 from all other Oregon community colleges

We identified 1,829 students who:

- Earned a C- or better in BA 211 or BA 212 from 2006-07 onward
- Transferred to a public university between 2014-15 and 2018-19
- Took one of the specified university business courses and had a known outcome

Source: HECC analysis of students records from Oregon community colleges and public universities.
Notes: Some students may not be identifiable because their records did not match across the institutions. An additional 392 students had an unknown outcome for the university business courses.

HIGHER EDUCATION COORDINATING COMMISSION

Students who transferred with BA 211 earned similar grades, on average, as students who transferred with BA 212

BA 211 students earned a **B-** in university business courses, on average **(2.7)**

BA 212 students earned a **B/B-** in university business courses, on average **(2.9)**

As a comparison, first-time freshmen at the universities who took these university business courses earned a B/B- (2.9) on average

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EDUCATION
COORDINATING
COMMISSION

Within similar universities, average grades for the university business courses are sometimes even closer

Oregon State University
University of Oregon

Students with BA 211 earned a **B-**, on average **(2.8)**

Students with BA 212 earned a **B-**, on average **(2.8)**

Portland State University

Students with BA 211 earned a **B-/C+**, on average **(2.4)**

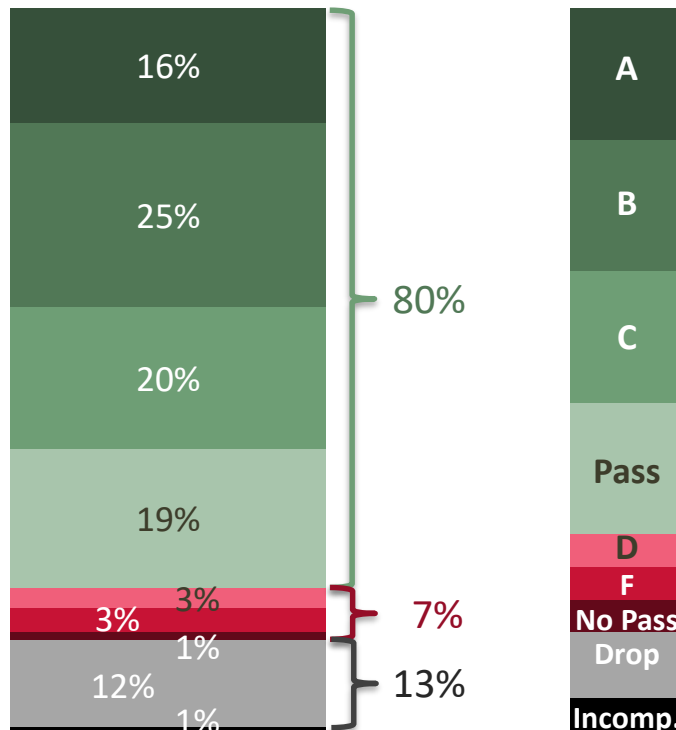Students with BA 212 earned a **B/B-**, on average **(2.9)**

Eastern Oregon University
Oregon Tech
Southern Oregon University
Western Oregon University

Students with BA 211 earned a **B-**, on average **(2.8)**

Students with BA 212 earned a **B/B-**, on average **(3.0)**

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Source: HECC analysis of students records from Oregon community colleges and public universities.
Notes: Students took BA 211 at Lane or Linn-Benton Community Colleges or took BA 212 from any other Oregon community college from 2006-07 onward and earned a C- or better; transferred to a public university between 2014-15 and 2018-19, and earned a letter grade in the specified public university business courses.
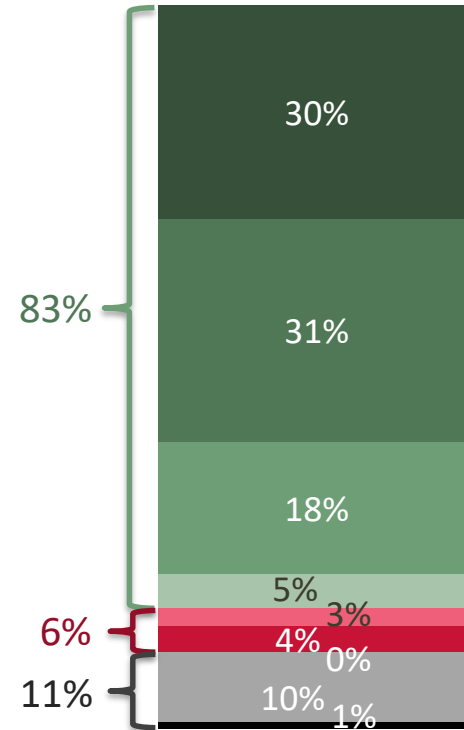
Similar proportions of students in both groups earned satisfactory grades in the university business courses

Grade distribution in university business courses for students transferring with BA 211

Grade distribution in university business courses for students transferring with BA 212

Different percentages of pass/no pass are driven by differing pass/no pass rates at receiving universities

BA 211 chart:
16%
25%
20%
19%
3%
3%
80%
1%
7%
12%
13%
1%

Legend: A, B, C, Pass, D, F, No Pass, Drop, Incomp.

BA 212 chart:
30%
31%
18%
5%
3%
83%
4%
0%
6%
10%
11%
1%

Students transferring from Lane and Linn-Benton Community Colleges

Students transferring from all other Oregon community colleges

83% of first-time freshmen earned satisfactory grades in the university business courses

HIGHER EDUCATION COORDINATING COMMISSION

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NOTE: An additional 392 students who took the specified business course (almost all at OSU and UO) did not have an outcome recorded.

Grade distributions are sometimes more similar within similar universities

Oregon State University
University of Oregon

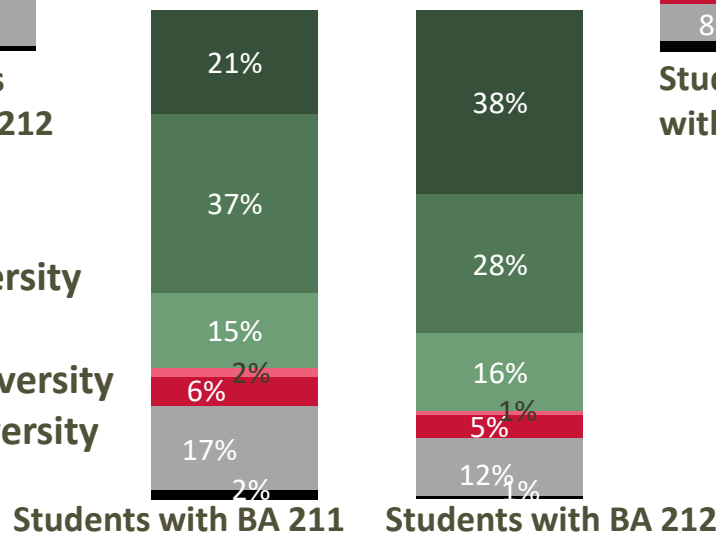**Portland State University**

Legend:
A
B
C
Pass
D
F
No Pass
Drop
Incomp.

Oregon State University / University of Oregon — Students with BA 211:
- 15%
- 25%
- 19%
- 23%
- 3%
- 2%
- 1%
- 12%
- 0%

Students with BA 212:
- 19%
- 29%
- 22%
- 15%
- 2%
- 3%
- 0%
- 10%
- 1%

Portland State University — Students with BA 211:
- 21%
- 22%
- 31%
- 6%
- 8%
- 8%
- 2%

Students with BA 212:
- 30%
- 35%
- 18%
- 5%
- 3%
- 6%
- 2%

Eastern Oregon University
Oregon Tech
Southern Oregon University
Western Oregon University

Students with BA 211:
- 21%
- 37%
- 15%
- 2%
- 6%
- 17%
- 2%

Students with BA 212:
- 38%
- 28%
- 16%
- 1%
- 5%
- 12%
- 1%

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NOTE: An additional 392 students who took the specified business course (almost all at OSU and UO) did not have an outcome recorded.

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Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Business & Entrepreneurship	Submitter name: Phone: Email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Course prefix and number	BA 211	Course title	Principles of Accounting I

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	33	Lecture	44
Lab	0	Lab	0
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	3	Total weekly contact hours	4
Total credits	3	Total credits	4

Reason for change:	Required by Oregon Public Universities workgroup for Major Transfer Map (5/11/2020)

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.	
☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?		
☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	Administrative Assistant AAS electives include all BA courses that are not a degree requirement. The change in credits will not adversely impact elective option choices or require language revision for listing in catalog.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Impact to Admin Asst AAS is a minimal change to the elective offerings and doesn't change the base degree.
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 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
Todd Meislahn	tmeislahn@cgcc.edu	4/27/21

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 ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). 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 director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply		
☐ Course number	☒ Requisites	☒ Content
☐ Title	☒ Outcomes	☐ Texts/Materials
☒ Description:	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 211	Proposed prefix and number	No change
Current course title	Principles of Accounting I	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Principles of Accounting I	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with generally accepted accounting principles. Recommended: MTH 60. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.	Introduces financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with generally accepted accounting principles. Recommended: MTH 60. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. Audit available.
Reason for description change	Requisite revision. MTH 20 is no longer offered at CGCC.

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: MTH 60	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115, RD 115 and MTH 20 or equivalent placement test scores	☒ 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: MTH 60	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115 and RD 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	MTH 20 is no longer offered at CGCC.		

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. Comprehend the fundamentals of accounting theory. 2. Support basic-level recording and reporting of financial information for business. 3. Apply accounting principles and knowledge of each step in the accounting cycle.	Upon successful completion of this course, students will be able to: 1. Use the accounting cycle to develop financial statements from business transactions. 2. Analyze basic business economic events to determine their effect on accounts and financial statements. 3. Interpret and analyze financial statements to aid in decision making. 4. Demonstrate a basic understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses. 5. Interpret and analyze accrual and cash flow information presented in accounts. 6. Analyze issues relating to inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment. 7. Describe basic generally accepted accounting principles.
Reason for outcomes change	Required by Oregon Public Universities workgroup for Major Transfer Map (5/11/20)

| Course Content – organized by outcomes (list each outcome followed by an outline of the related content): | 1. **Use the accounting cycle to develop financial statements from business transactions.**
• Record transactions by journalizing entries and posting to ledger accounts in a manual system
• Complete the adjusting process including accruals, deferrals, depreciation, and amortization
• Prepare financial statements
• Complete the accounting cycle through to preparation of the Post-Closing Trial Balance
• The basic functionality of accounting software and its relationship to a manual system

2. **Analyze basic business economic events to determine their effect on accounts and financial statements.**
• The similarities and differences between service businesses and merchandising businesses from an accounting perspective
• The effect of basic economic events on service and merchandising businesses

3. **Interpret and analyze financial statements to aid in decision making.**
• Perform basic analysis and interpretation of financial statements using:
   o Basic financial ratios
   o Horizontal, and vertical analysis
   o Segment analysis

4. **Demonstrate a basic understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses.**
• Summary of internal control principles, especially as they relate to cash.

5. **Interpret and analyze accrual and cash flow information presented in accounts.**
• The purpose, use, and interpretation of information on the balance sheet and income statement.
• Summary of the purpose, use, and interpretation of information on the statement of cash flows.

6. **Analyze issues relating to inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment.**
• The principles behind perpetual and periodic inventory systems and how to account for both in a merchandising business
• Summary of the principles on how to:
   o Account for receivables, to include their recognition, disposal and valuation.
   o Record the acquisition, depreciation and disposal of plant assets.
   o Explain the nature of natural resources and intangible assets and the methods of cost expiration.
   o Explain the nature and types of current liabilities.
   o Explain the nature, purpose and valuation of bonds payable.
   o Account for bonds payable, to include the issuance, retirement and amortization of discounts and premiums.
   o Account for common and preferred stock issuance.
   o Account for cash dividends, and stock dividends.
   o Account for the acquisition and re-issuance of treasury stock. |

	7. **Describe basic generally accepted accounting principles.**
	• The nature of and relationship between business, accounting, and Generally Accepted Accounting Principles
	• The Accounting Equation and the relationship between assets, liabilities, and equity
	• The four components of equity (contributions, distributions, revenue, and expenses)
	• The double-entry accounting system
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No
Please provide details, who was contacted and the resolution.	
BA 211 is a requirement for the Associate of Science Oregon Transfer – Business (AOST-BUS) degree, the Accounting AAS, and the Accounting/Bookkeeping certificate. It is a requirement option for the Entry-Level Accounting Clerk certificate, and it is an elective for the Administrative Assistant AAS.	

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	4/27/2021
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Business & Entrepreneurship	Submitter name: Phone: Email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Course prefix and number	BA 212	Course title	Principles of Accounting II

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	33	Lecture	22
Lab	0	Lab	0
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	3	Total weekly contact hours	2
Total credits	3	Total credits	2

Reason for change:	Oregon Public Universities workgroup for Major Transfer Map required that credit hours for BA211 be increased from 33 to 44. Credit hours for BA212 are being reduced from 33 to 22 so that students seeking earn the CGCC Accounting AAS maintain 66 credits for the Principles of Accounting sequence.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	Administrative Assistant AAS electives include all BA courses that are not a degree requirement. The change in credits will not adversely impact elective option choices or require language revision for listing in catalog.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Impact to Admin Asst AAS is a minimal change to the elective offerings and doesn't change the base degree.
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 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
Todd Meislahn	tmeislahn@cgcc.edu	4/27/21

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 ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). 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 director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

What are you seeking to revise? Check all that apply		
☐ Course number	☐ Requisites	☒ Content
☐ Title	☒ Outcomes	☒ Texts/Materials
☐ Description:	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA 212	Proposed prefix and number	No change
Current course title	Principles of Accounting II	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Principles of Accounting II	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces statement of cash flows and financial statement analysis and continues the presentation of fundamental accounting issues begun in BA 211. Prerequisite: BA 211. 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)

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

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Reason for requisite changes	No change

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply an understanding of the fundamentals of financial accounting theory. 2. Record and report financial information for business at a basic level. 3. Comprehend the business use of the required financial statements.	Upon successful completion of this course, students will be able to: 1. Analyze issues relating to inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment. 2. Demonstrate an intermediate understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses. 3. Interpret and analyze financial statements to aid in reporting and decision making.

Reason for outcomes change	Modification due to BA111 changes required by Oregon Public Universities workgroup for Major Transfer Map (5/11/20)

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	1. **Analyze issues relating to inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment.**
	     • Review inventory accounting principles
	     • Accounting for receivables, to include their recognition, disposal and valuation.
	     • Recording the acquisition, depreciation and disposal of plant assets.
	     • The nature of natural resources and intangible assets and the methods of cost expiration.
	     • The nature and types of current liabilities.
	     • The nature, purpose and valuation of bonds payable.
	     • Accounting for bonds payable, to include the issuance, retirement and amortization of discounts and premiums.

| | • Accounting for common and preferred stock issuance.
• Accounting for cash dividends, and stock dividends.
• Accounting for the acquisition and re-issuance of treasury stock.
2. Demonstrate an intermediate understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses.
 • Principles of internal control, especially as they relate to cash.
 • Preparation of a statement of cash flows, as well as the purpose, use, and interpretation of information on the report.
3. Interpret and analyze financial statements to aid in reporting and decision making.
 • Perform intermediate analysis and interpretation of financial statements using:
  o Basic financial ratios
  o Horizontal, and vertical analysis
  o Segment analysis |
| Suggested Texts & Materials updates (specify if any texts or materials are required): | Text: *Accounting*, 27th Ed; Warren/Reeve/Duchac; Cengage Learning |

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No
Please provide details, who was contacted and the resolution.	
BA 212 is a requirement for the Associate of Science Oregon Transfer – Business (AOST-BUS) degree, the Accounting AAS, and the Accounting/Bookkeeping certificate. Elective for the Administrative Assistant AAS.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	4/27/2021
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting	Proposed Title:	No change
Current Credits:	95	Proposed Credits:	No change
Overview and rationale for proposed changes:	Oregon Public Universities workgroup for Major Transfer Map required that credit hours for BA211 be increased from 33 to 44. Credit hours for BA212 are being reduced from 33 to 22 so that students seeking earn the degree maintain 66 credits for the Principles of Accounting sequence.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Increase credits for BA 211 2. Decrease credits for BA 212		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Entry-Level Accounting Clerk Accounting/Bookkeeping

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Requested Implementation Term		Summer, 2021		

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	☐ Yes ☒ No

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES **(Required whether or not prerequisites are being changed.)**			
Course Number	Course Title or Placement level	Requisites	Credits
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	WR 90 or placement into WR 115	4
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4

PROPOSED PREREQUISITES **(No change, leave blank.)**			
Course Number	Course Title or Placement level	Requisites	Credits

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

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

Does the revision involve changing degree outcomes?	☐ Yes	☒ No

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

Students who successfully complete this degree will be able to:

1. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Practice within the legal, ethical, and economic standards of the business environment.
5. Develop and interpret accounting and financial information for decision making.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

No change.

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

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

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
FALL Y1					
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
BA 211	Principles of Accounting I Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	3	**BA 211**	Principles of Accounting I **(INCREASE CREDITS)** Pre: WR 115 and RD 115 or test Rec: MTH 60	**4**

BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
CAS 121	Beginning Keyboarding Rec: Place into RD 90 & WR 90; CAS 103W	3	CAS 121	Beginning Keyboarding Rec: Place into RD 90 & WR 90; CAS 103W	3
CAS 170	Beginning Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3	CAS 170	Beginning Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3
WINTER Y1					
BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4	BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4
BA 188	Customer Service Pre: WR 115, RD 115 or test	2	BA 188	Customer Service Pre: WR 115, RD 115 or test	2
BA 212	Principles of Accounting II Pre: BA 211	3	**BA 212**	Principles of Accounting II **(DECREASE CREDITS)** Pre: BA 211	**2**
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4
SPRING Y1					
BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3	BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3
BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4	BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4
BA 213	Managerial Accounting Pre: BA 111 or BA 211	4	BA 213	Managerial Accounting Pre: BA 111 or BA 211	4
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4

FALL Y2

BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3	BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3
MTH 65 -or- MTH 98	Beginning Algebra 2 Pre: MTH 60 or test or Quantitative Math Pre: MTH 20, placement into RD 90, WR 90	4	MTH 65 -or- MTH 98	Beginning Algebra 2 Pre: MTH 60 or test or Quantitative Math Pre: MTH 20, placement into RD 90, WR 90	4
OS 131	10-Key for Business Pre: MTH 20 or test.	1	OS 131	10-Key for Business Pre: MTH 20 or test.	1
BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4	BA 150	Introduction to Entrepreneurship Pre: WR 115, RD 115, MTH 20 or test	4
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4

WINTER Y2

BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4	BA 208	Business Ethics Pre: MTH 20 or test. Pre/con: WR 115 or test	4
BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4	BA 226	Business Law Pre: WR 115, RD 115, MTH 20 or test	4
BA 256	Income Tax Pre: none	3	BA 256	Income Tax Pre: none	3
EC 201	Principles of Economics: Microeconomics[1] Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics[1] Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60	4

SPRING Y2

BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 191, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals Pre: WR 115, RD 115, MTH 20 or test Rec: BA 191, WR 121, and BA 131 or CAS 133	3
	Accounting Degree Electives Varied	3		Accounting Degree Electives Varied	3

	Financial Management			Financial Management	
BA 222	Pre: MTH 65 or test, WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher.	3	BA 222	Pre: MTH 65 or test, WR 121, BA 101, BA 111 or BA 211, and BA 104 or MTH 65 or MTH 98 or higher.	3
BA 228	QuickBooks for Business Pre: BA 111 or 211; Rec: BA 104, CAS 133	3	BA 228	QuickBooks for Business Pre: BA 111 or 211; Rec: BA 104, CAS 133	3
EC 202	Principles of Economics: Macroeconomics[1] Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4	EC 202	Principles of Economics: Macroeconomics[1] Pre: MTH 20 or test. Pre/con: WR 121 Rec: MTH 60, EC 201	4
	Credit Total	95		**Credit Total**	95
[1] *May be used as a general education elective.*			[1] *May be used as a general education elective.*		

ELECTIVE LIST (ACCOUNTING DEGREE ELECTIVES)					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
BA 207	Introduction to E-Commerce	4		No change	
BA 223	Principles of Marketing	4			
BA 225	Introduction to Entrepreneurship Law	4			
BA 250	Managing Entrepreneurial Ventures	3			
CAS 122	Keyboarding for Speed & Accuracy	3			
CAS 123	Production Keyboarding	3			
CAS 140	Beginning Databases	4			
CAS 216	Beginning Word	3			
CAS 217	Intermediate Word	3			
CAS 270	Intermediate Spreadsheets Using Excel	4			
OS 240	Filing and Records Management	4			

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

Next steps:

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

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business & Entrepreneurship

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

SECTION #1 OVERVIEW			
Current Title:	Accounting / Bookkeeping	Proposed Title:	No change
Current Credits:	52	Proposed Credits:	No change
Overview and rationale for proposed changes:	Oregon Public Universities workgroup for Major Transfer Map required that credit hours for BA211 be increased from 33 to 44. Credit hours for BA212 are being reduced from 33 to 22 so that students seeking earn the certificate maintain 66 credits for the Principles of Accounting sequence		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Increase credits for BA 211 2. Decrease credits for BA 212		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	Changes are mirrored in the AAS degree.		
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Requested Implementation Term		Summer, 2021		

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	☐ Yes ☒ No

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4

PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits

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

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

Does the revision involve changing certificate outcomes?	☐ Yes ☒ No

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

Students who complete this certificate will be able to:

1. Apply math principles to analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Recognize and respectfully address basic ethical conflicts and issues in accounting.
5. Use accounting and financial information for analysis and reporting.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?	☐ Yes ☒ No

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

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information	**Proposed Certificate Information**

Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall					
BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
BA 211	Principles of Accounting I Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	3	**BA 211**	Principles of Accounting I **(INCREASE CREDITS)** Pre: WR 115 and RD 115 or test Rec: MTH 60	**4**
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3	BA 224	Introduction to Human Resource Management Pre: WR 115, RD 115, MTH 20 or test	3
OS 131	10-Key for Business Pre: MTH 20 or test.	1	OS 131	10-Key for Business Pre: MTH 20 or test.	1
CAS 121 or CAS 122	Beginning Keyboarding [2] or Keyboarding for Speed and Accuracy [2] Rec: Place into RD 90 & WR 90; CAS 103W	3	CAS 121 or CAS 122	Beginning Keyboarding [2] or Keyboarding for Speed and Accuracy [2] Rec: Place into RD 90 & WR 90; CAS 103W	3
Winter					
BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4	BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4
BA 212	Principles of Accounting II Pre: BA 211	3	**BA 212**	Principles of Accounting II **(DECREASE CREDITS)** Pre: BA 211	**2**
BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3	BA 285	Human Relations in Organizations Pre: WR 115, RD 115, MTH 20 or test Recommended: Pre/Con: WR 121, BA 101	3
WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4	WR 121	English Composition Pre: Placement into WR 121 or completion of WR 115 and RD 115	4
CAS 170 or CAS 270	Beginning Spreadsheets Using Excel or Intermediate Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3	CAS 170 or CAS 270	Beginning Spreadsheets Using Excel or Intermediate Spreadsheets Using Excel Rec: RD 115, WR 115, MTH 20	3

	Spring						
BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3	BA 177	Payroll Accounting Pre: BA 111 or BA 211; Rec: BA 104	3
BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4	BA 205	Business Communication Pre: RD 115, WR 115, MTH 20 or test; Rec: WR 121; BA 131 or CAS 133; BA 101.	4
BA 228	QuickBooks for Business Pre: BA 111 or 211; Rec: BA 104, CAS 133	3	BA 228	QuickBooks for Business Pre: BA 111 or 211; Rec: BA 104, CAS 133	3
OS 240	Filing & Records Management Rec: RD 115, WR 115; CAS 133 or CAS 140	4	OS 240	Filing & Records Management Rec: RD 115, WR 115; CAS 133 or CAS 140	4
	Accounting/Bookkeeping Electives	3		Accounting/Bookkeeping Electives	3
	Credit total	52		**Credit total**	52

<table>
<tr><td colspan="6" align="center">ELECTIVE LIST
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.</td></tr>
<tr><td colspan="3" align="center">Current Electives</td><td colspan="3" align="center">Proposed Electives</td></tr>
<tr><td>Course Number</td><td>Course Title / Requisites</td><td>Credits</td><td>Course Number</td><td>Course Title / Requisites</td><td>Credits</td></tr>
<tr><td>BA 208</td><td>Business Ethics</td><td>4</td><td></td><td>No change</td><td></td></tr>
<tr><td>BA 213</td><td>Managerial Accounting</td><td>4</td><td></td><td></td><td></td></tr>
<tr><td>BA 226</td><td>Business Law I</td><td>4</td><td></td><td></td><td></td></tr>
<tr><td>BA 256</td><td>Income Tax</td><td>3</td><td></td><td></td><td></td></tr>
</table>

SECTION #4 DEPARTMENT REVIEW	

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	4/27/2021

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

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

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business & Entrepreneurship

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

SECTION #1 OVERVIEW				

Current Title:	Entry-Level Accounting Clerk	Proposed Title:	No change
Current Credits:	15	Proposed Credits:	16

Overview and rationale for proposed changes:	Oregon Public Universities workgroup for Major Transfer Map required that credits for BA211 be increased from 3 to 4 credits. BA111 is a 3-credit introductory course covering both accounting and finance. The CPC needs more focus on accounting than BA111 offers, therefore BA111 is being removed.
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove BA 111 Option 2. Increase BA 211 credits 3. Increase overall credits from 15 to 16

Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			☐ Yes ☒ No
If yes, how?			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	
Requested Implementation Term		Summer, 2021		

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	☐ Yes ☒ No

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115	Introductory to Expository Writing	Placement into WR 115	4
RD 115	Critical Reading	Placement into RD 115	4
MTH 20	Basic Math	Placement into MTH 20	4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits

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

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

Does the revision involve changing certificate outcomes?	☒ Yes	☐ No

CURRENT CERTIFICATE OUTCOMES (Required whether or not outcomes are being changed.)
Students who complete this certificate will be able to:

1. Analyze, record, and report accounting information.

2. Use applicable technology available in accounting practice.

3. Communicate effectively with business professionals.

PROPOSED CERTIFICATE OUTCOMES
Students who complete this certificate will be able to:

RELATED INSTRUCTION		
Does the revision involve changing or adding Related Instruction?	☐ Yes	☒ No
If yes, complete the Related Instruction Template which may be found on the catalog website.		
Additional Comments Or Changes		

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information			Proposed Certificate Information		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
Fall			**Fall**		

BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4	BA 101	Introduction to Business Pre: WR 115, RD 115, MTH 20 or test	4
BA 111 or BA 211	Introduction to Accounting[1] **(REMOVE OPTION)** Pre: WR 115, RD 115, MTH 20 or test Principles of Accounting I Pre: WR 115, RD 115, MTH 20 or test Rec: MTH 60	**3**	**BA 211**	Principles of Accounting I **(INCREASE CREDITS)** Pre: WR 115 and RD 115 or test Rec: MTH 60	**4**
BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4	BA 131	Introduction to Business Technology Pre: WR 115, RD 115, MTH 20 or test	4
Winter			**Winter**		
BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4	BA 104	Applied Business Math Pre: WR 115, RD 115, MTH 20 or test	4
	Credit total	**15**		**Credit total**	**16**

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	4/27/2021
Department Chair (enter name of department chair): Ashley Mikels		
Department Dean (enter name of department dean): Mary Kramer		

April 14, 2021

Proposal to revise the ASOT-BUS Computer Applications requirements by increasing the number of course options available to students and revising requirement language.

A recent review of the Computer Applications requirement for the ASOT-BUS revealed that 8 credits were required, but based on the list of approved courses, students would have to complete 10 credits. This matter was first presented by Susan Lewis and Todd Meislahn at Curriculum Committee on October 8th, 2021. Afterward, the following people met to examine this matter in more detail and discuss possible changes to the requirements:

Ashley Mickels, Department Co-Chair CTE
Linda Hughitt, CAWT Instructor
Mary Kramer, Dean of CTE
Patrick Hawke, CAWT Instructor
Todd Meislahn, Business & Entrepreneurship Instructor

To meet the state ASOT-BUS requirements for Computer Applications, students must show "Proficiency in word-processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable coursework." Currently, CGCC has the following courses approved as applicable coursework:

BA 131: Introduction to Business Technology (4cr)
CAS 133: Intro to Office Software (4cr)
CAS 170: Beginning Spreadsheets Using Excel (3cr)
CAS 270: Intermediate Spreadsheets Using Excel (3cr)

This group is formally proposing to add the following options to the approved list:

CAS 140: Beginning Databases (4cr)
CAS 109: Digital Presentations (1cr)

... and revising the requirement listed in the catalog from:
    Computer Applications – 8 credits: BA 131 or CAS 133 or CAS 170 or CAS 270.

... to:
    Computer Applications – 8 credits: (BA 131 or CAS 133) and (CAS 140; or CAS 109 and [CAS 170 or CAS 270]).

This change allows students to become proficient in all four areas without increasing their required credits. In addition, providing more course options will allow students greater scheduling flexibility and could decrease the amount of time it takes them to complete their degree.

If this proposal is approved, it is expected the new options will be available to students   next academic year. No impact on the budget is expected

Proposal to revise the ASOT-BUS Computer Applications requirements by increasing the number of course options available to students and revising requirement language.

_____ ( ) RECOMMENDED (   ) NOT RECOMMENDED**
LEIGH HANCOCK – WRITING, LITERATURE & FOREIGN LANGUAGES DEPARTMENT CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
ROBERT KOVACICH – SCIENCE DEPARTMENT CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
PAM MORSE – MATH DEPARTMENT CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
ELIZABETH ANDERSON – ARTS AND HUMANITIES DEPARTMENT CHAIR

_____ ( ) RECOMMENDED (   ) NOT RECOMMENDED**
ZIP KRUMMEL – SOCIAL SCIENCES DEPARTMENT CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
ASHLEY MICKELS – CAREER & TECHNICAL EDUCATION DEPARTMENT CO-CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
JIM PYTEL – CAREER & TECHNICAL EDUCATION DEPARTMENT CO-CHAIR

_____ ( ) RECOMMENDED (   ) NOT RECOMMENDED**
ANDREW CARMICHEAL – PRE-COLLEGE DEPARTMENT CHAIR

_____ ( ) RECOMMENDED (   ) NOT RECOMMENDED**
LINNEA JAEGER – ESOL DEPARTMENT CHAIR

_____ (✔) RECOMMENDED (   ) NOT RECOMMENDED**
MARY KRAMER – DEAN OF CAREER & TECHNICAL & PRE-COLLEGE

_____ ( ) RECOMMENDED (   ) NOT RECOMMENDED**
LORIE SAITO – DEAN OF NURSING AND HEALTH OCCUPATIONS

_____

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

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

_____
DATE

_____(   ) RECOMMENDED   (   ) NOT RECOMMENDED**

VP INSTRUCTIONAL SERVICES

_____

DATE

**Indicate Reason(s):

Associate of Science Oregon Transfer
Business
90 credit minimum

The Associate of Science Oregon Transfer—Business (ASOT—BUS) degree is designed for students planning to transfer credits to any Oregon public university, and seek entry into that institution's business school program. Students completing the ASOT—BUS degree will have met the lower-division general education requirements of the institution's baccalaureate degree programs. Students transferring will have junior status for registration purposes.

Admission to the business school program of a public university is not guaranteed upon completion of the ASOT—BUS. It is strongly recommended that students contact the business school program of the school they intend to transfer to early in the first term of their ASOT—BUS program to be advised of additional requirements. Students should also meet with a CGCC Academic advisor.

Candidates for the ASOT—BUS must satisfy the General Education Requirements and Associate Degree Comprehensive Requirements and Limits as established on pages 12-13 and meet all the degree-specific requirements listed here.

Degree-Specific Requirements
¤ Associate Degree Comprehensive Requirements and Limits, see pages 12-13.
¤ Each course must be completed with a "C" or better.
¤ BA 101, 211, 212, 213 and 226. BA 226 may be replaced by any other faculty-approved 200-level BA course.

¤ A minimum of 20 BA credits are required for the ASOT—BUS degree.

General Education Requirements
Students must complete at least 11 discipline studies courses from the General Education Electives List on pages 14-15. All courses in discipline studies must be a minimum of three credits. A course may count towards foundational requirements or discipline studies, but not both.

¤ Arts & Letters: complete three courses from at least two disciplines.
¤ Social Sciences: Complete four courses from at least two disciplines; two courses must be microeconomics and macroeconomics.
¤ Science, Mathematics, and Computer Science: Complete four courses from at least two subject areas (including three laboratory courses in biological and/or physical science).
¤ Cultural Literacy: Select one course from any course designated as meeting the cultural literacy requirement on pages 14-15. This course may be one of the required discipline studies courses.

Elective Credit Requirements
¤ All candidates must complete additional elective or university specific prerequisite courses for a minimum of 90 credits. Elective courses may be any number of credits.
¤ A maximum of 12 credits of CTE courses may be applied (may not include the career technical required coursework in the degree).
¤ A maximum of three credits of physical education (PE) may be applied to this degree.

Core Requirements

Requirements	Credits	Courses which satisfy requirements
Writing	8	WR 121 and either WR 122 or WR 227. A student must have at least eight credits of Writing.
Mathematics	12	A minimum of three courses MTH 111 or higher for which Intermediate Algebra is a prerequisite. One course must be Statistics.
Oral Communications	3	COMM 111, 140, 214, 215
Computer Applications	8	BA 131 or CAS 133 or CAS 170 or 270.

ASSOCIATE OF SCIENCE OREGON TRANSFER - BUSINESS (ASOT–BUSINESS)

Oregon Administrative Rule 589-006-0050(7) (https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=248692) defines the Associate of Science (AS) degree as a state approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in such areas as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.

Any student who holds an Oregon community college Associate of Science Oregon Transfer degree in Business (ASOT–Business) that conforms to the guidelines set forth below, and transfers to any Oregon Public University, will have met the lower division general education requirements of that university.

Grade point average requirements for entry into the university's major are not necessarily satisfied by the ASOT–Business degree. Once admitted to the university and the Business program, however, students transferring under this agreement will have junior standing for both for the Business major and for university registration purposes.

Background and Intent

The ASOT–Business degree was created in 2003 through collaboration between Oregon community college faculty and administration and Oregon public university business department chairs and deans, to begin an exploration of offering statewide Associate of Science degrees. Like the AAOT (Associate of Arts Oregon Transfer degree) the intention is to recognize lower division coursework, but in this case coursework taken by students intending to major in business.

Any student holding the Associate of Science Oregon Transfer–Business degree recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs of any Oregon public university.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT–Business degree.

General Guidelines

- A student must complete a total of 90 quarter credits to be awarded the ASOT–Business.
- All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses within the ASOT–Business degree for alignment to the institution the student intends to transfer.
- All Foundational Requirements and Discipline Studies courses must be a minimum of 3 credits. All Elective courses may be any number of credits.
- All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time the ASOT–Business is awarded.

General Requirements

- **Writing:** Students taking writing courses of three credits each must take WR121, WR122, and WR227. Students taking writing classes of four credits each must take WR121 and either WR122 or WR227. Information Literacy will be included in the writing requirement.
- **Oral Communication:** One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.
- **Mathematics:** A minimum of three courses for which Intermediate Algebra is a prerequisite, including one course in statistics.
- **Computer Applications:** Proficiency in word-processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable courses.

Distribution Requirements

- **Arts and Letters:** Three courses chosen from two or more disciplines.
- **Social Sciences:** Four courses chosen from two or more disciplines, with a minimum of two courses in "principles of economics" (to include microeconomics and macroeconomics) at the 200 level. The courses in economics must be completed with a grade of "C-" or better.
- **Science:** Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science.
- **Cultural Literacy:** Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.

Special note: The remainder of the degree outline, specifically the business-specific requirements and the electives and/or university specific prerequisites (updated as needed), have not changed from the original curricular outline.

Electives

- Electives will comprise up to 13 credits depending on the student's selection of courses to meet the requirements above.

Notes and Clarifications

1. Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.
2. Courses used to meet the "Distribution Requirements" should be at least 3 credits each.
3. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language is considered a foreign language.
4. Oregon public universities may have requirements/recommendations specific to potential majors. Please see Appendix F - ASOT-Business University-Specific Electives (/handbook/appendices/appendix-j---asot---business) of this *Handbook*.
5. All colleges are pre-approved to offer this degree.

Adopted by Joint Boards Articulation Commission November 2011; Approved State Board of Education May 2012.

Prior Guidelines (provided for purpose of student completion)

An Associate of Science/Oregon Transfer degree in Business (AS/OT-Bus), offered by any Oregon community college, shall meet the guidelines listed below.

- 90 -108 credits is required for the degree, and of these
- At least 62-65 credits shall conform to the general education and distribution requirements listed below, and

General Requirements

- *Writing:* A minimum of eight credits of college transfer writing courses, with a grade of "C-" or better in each course. Designated courses are WR 121, 122, 123 or 227.
- *Oral Communication/Rhetoric:* A minimum of three credits of a fundamentals of speech or communication course with a grade of "C-" or better.
- *Mathematics:* A minimum of twelve credits of college level mathematics with a grade of "C-" or better. Math 111 or above with a minimum of four credits in statistics.
- *Computer Applications:* Three to six credits. Proficiency in word processing, spreadsheet, database, and presentation software demonstrated by successful completion of applicable courses.

Distribution Requirements

- *Arts and Letters:* A minimum of twelve credits, chosen from at least two disciplines.
- *Social Sciences:* A minimum of twelve credits, and shall include Microeconomics and Macroeconomics (8 credits minimum) at the 200 level. Courses in Economics must be completed with a C or better.
- *Science:* A minimum of twelve credits of laboratory courses in the biological or physical sciences.

Business Specific Requirements

- A minimum of twenty credits in Business.
- Each course in this section must be completed with a grade of "C" or better. Required courses are:
  - BA 101: Introduction to Business
  - BA 211, 213: Financial, Managerial Accounting
  - BA 131: Business Data Processing
  - BA 226/230: Business Law (or other advisor approved Business course elective)

Electives

Electives will comprise up to 13 credits depending on the student's selection of courses to meet the requirements above.

Notes

1. Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.
2. Courses used to meet the "Distribution Requirements" should be at least 3 credits each.
3. In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language.
4. Oregon University System institutions may have requirements/recommendations specific to potential majors. Please see Appendix F - ASOT-Business University-Specific Electives (/handbook/appendices/appendix-j---asot---business) in this *Handbook*.

Columbia Gorge Community College

Contact Hours / Credit Change

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

SECTION #1 GENERAL INFORMATION			
Department	Nursing and health Occupations	Submitter name: Phone: Email:	Lorie Saito 541-506-6146 lsaito@cgcc.edu
Course prefix and number	EMS 105	Course title	EMT Part 1

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	44	Lecture	55
Lab	33	Lab	33
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	7	Total weekly contact hours	8
Total credits	5	Total credits	6

Reason for change:	To come in alignment with the rest of the state. The EMS consortium voted the addition of one credit hour in order to include more contact time to accommodate the increase in education requirements.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	No impact
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 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
Lorie Saito	lsaito@cgcc.edu	4/26/21

Department Chair (enter name of department chair): Lorie Saito

Department Dean (enter name of department dean): Lorie Saito

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu 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 director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing and Health Occupations	Submitter name Phone Email	Lorie Saito 541-506-6146 lsaito@cgcc.edu
Current prefix and number	EMS 105	Proposed prefix and number	No change
Current course title	EMT Part 1	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	EMT Part 1	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	To come in alignment with the rest of the state. The EMS consortium voted in the additional credit hours to include more contact time to accommodate the increase in education requirements.		

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 legal and ethical issues encountered by the Emergency Medical Technician (EMT). Develops an understanding of basic human anatomy and physiology in addition to medical terminology. Introduces the necessary skills to assess patients by focusing on the signs and symptoms related to the respiratory, cardiac and endocrine systems. Course sequence requires mandatory orientation, passing criminal background check and drug screen. Part 1 of the 2-part Oregon EMT course. Prerequisites: WR 115, RD 90, MTH 20 or equivalent	Introduces the role of the Emergency Medical Technician (EMT) at the novice level. Develops the necessary understanding of human anatomy and physiology, as well as knowledge of relevant medical terminology. Provides training in the identification and use of EMT equipment, the assessment of patient status and development of a patient plan, the use of appropriate interventions, and professional and interpersonal communication in the prehospital setting. Explores the use of evidence-based practices in the EMT field, and provides an introduction to the legal and ethical issues that may be encountered by

placement test scores; current HCP CPR card. Audit available.	the novice EMT.
	This is Part 1 of the 2-part Oregon EMT series. Course sequence requires a mandatory orientation, and passing a criminal background check and drug screen. Prerequisites: WR 115, RD 90, MTH 60 or equivalent placement test scores; current HCP CPR card. Audit available.
Reason for description change	To address changes in outcomes and course content, and to revise 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: WR 115, RD 90, MTH 20 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Current HCP CPR card	☒ 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: WR 115, RD 90, Math 60 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Current HCP CPR card	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	Math 20 is no longer being offered. Math 60 is the lowest level of math to meet the requirements needed.		

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. Apply knowledge of basic anatomy and physiology of the human body and medical terminology to emergency situations. 2. Identify and use equipment needed to assess and care for the sick or injured patient at a novice EMT level 3. Assess patients at a novice EMT level 4. Perform appropriate interventions at a novice EMT level that may be needed to help the sick or injured patient based on information collected.	Upon successful completion of this course, students will be able to: 1. Apply knowledge of basic anatomy and physiology of the human body and medical terminology as it relates to patient assessment in pre-hospital emergency situations. 2. Identify and use equipment needed to assess and care for the sick or injured patient at the novice EMT level 3. Assess patient status and analyze information in order to formulate a patient treatment plan at the novice EMT level. 4. Perform appropriate interventions at a novice EMT level. 5. Have a basic understanding of EMS communications systems and interpersonal communication as they relate to the prehospital setting. 6. Have an understanding of the legal requirements and obligations of an EMT.
Reason for outcomes change	To address 1 credit increase of course

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	
	 Outcome #1: 1.Apply knowledge of basic anatomy and physiology of the human body and medical terminology as it relates to patient assessment in pre-hospital emergency situations.
	 • The components of medical terminology
	  o Abbreviations and acronyms
	  o Anatomic terms
	   ▪ Directional and positional terms
	 • Anatomy & Physiology
	  o Locating body organs and structures
	  o Body systems
	   ▪ Musculoskeletal
	   ▪ Respiratory
	   ▪ Cardiovascular
	   ▪ Nervous
	   ▪ Digestive
	   ▪ Integumentary
	   ▪ Endocrine
	   ▪ Renal
	   ▪ Reproductive
	
	 Outcome #2: Identify and use equipment needed to assess and care for the sick or injured patient at the novice EMT level
	 • Lifting and moving patients
	  o Choosing a carrying device
	  o Body mechanics
	  o Airway adjuncts

- OPA
- NPA
- Oxygen delivery
    - Nasal cannula
    - NRB Mask
    - BVM
- Suctioning
- AED
- Vital signs and monitoring devices
    - Sphygmomanometer
    - Stethoscope
    - Pulse oximetry
    - CBG monitoring

Outcome #3: Assess patient status and analyze scene information in order to formulate a patient treatment plan at the novice EMT level.
- Scene size up
    - Scene safety
    - Nature of the call
- Primary Assessment
    - Forming a general impression
    - The chief complaint
    - Mental status assessment
    - Assessment of the ABC's
    - Determining patient priority
- Secondary Assessment
    - Techniques of assessment
    - Specific examinations of body systems
- Assessment of the responsive patient
- Assessment of the unresponsive patient
- History gathering
- Critical thinking and decision making
    - How a clinician reaches a diagnosis
- Reassessment

Outcome #4: Perform appropriate interventions at a novice EMT level.
- Pharmacological interventions
    - Oxygen
    - Aspiring
    - Albuterol
    - Oral Glucose
    - Narcan
    - Eip 1:1000
- Airway management
- CPR / AED

Outcome #5: Provide safe and orderly transportation and appropriate transfer of patient care to hospital staff at the novice EMT level.
- Communication Systems
    - Radio communication

	o Radio reports
	• Communication types
	     o Interpersonal communication
	     o Therapeutic communication
	• Prehospital care report
	     o Functions of the PCR
	     o Elements of the PCR
	     o Types of documentation
	     o Special documentation issues
	         ▪ POLST
	
	Outcome #6: Utilize evidence-based practice in the care of the pre-hospital patient at the novice EMT level.
	• Understanding legal issues as related to EMS
	• Scope of practice
	• Consent and refusal
	• POLST, DNR and Power of Attorney
	• Negligence
	• Duty to act
	• Good Samaritan law
	• Confidentiality
	• Crime scenes
	• Mandatory reporting requirements

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) (This is now a required section. You must provide one or more suggested texts/materials that an instructor could use in the teaching of this course)

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	4/19/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

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

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Nursing and Health Occupations	Submitter name: Phone: Email:	Tessie Adams 971-219-3629 tadams@cgcc.edu
Course prefix and number	EMS 106	Course title	EMT Part II

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	44	Lecture	55
Lab	33	Lab	33
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	7	Total weekly contact hours	8
Total credits	5	Total credits	6

Reason for change:	To come into alignment with the rest of the state. The EMS consortium voted in the additional credit hours to include more contact time to accommodate the increase in education requirements

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

Yes ☐ No ☒	If yes, please explain and describe how the impact was resolved	
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
Yes ☐ No ☒	If yes, please describe	No impact
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 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
Lorie Saito	lsaito@cgcc.edu	4/27/21

Department Chair (enter name of department chair): Lorie Saito
Department Dean (enter name of department dean): Lorie Saito

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu 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 director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply		
☐ Course number	☐ Requisites	☒ Content
☐ Title	☒ Outcomes	☒ Texts/Materials
☐ Description	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing and health Occupations	Submitter name	Lorie Saito
		Phone	541-506-6146
		Email	lsaito@cgcc.edu
Current prefix and number	EMS 106	Proposed prefix and number	No change
Current course title	EMT Part 2	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	EMT Part 2	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	To come in alignment with the rest of the state. The EMS consortium voted in the additional credit hours to include more contact time to accommodate the increase in education requirements.		

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
Continues EMS 105. Develops the basic knowledge and skills necessary to treat victims of trauma, patients that present with special challenges, and sick and injured pediatrics. Expands knowledge and understanding of specific incidents that the Emergency Medical Technician may encounter in the field such as mass-casualty incidents, hazardous materials, motor vehicle collisions, and acts of terrorism. Includes preparation for state and national licensing exams. Requires meeting Oregon Health Authority Standards for health profession student clinical training, including immunizations, TB screening and the ability to pass a criminal background check and drug screen before placement into mandatory	No change to current description

clinical observations in hospital emergency department and ambulance ride-along experience. Prerequisites: completion of EMS 105 with a "C" or better at CGCC within the previous 5 terms; current HCP CPR card.	
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)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	No change		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify and use tools needed to care for the sick and injured patient at an EMT level. 2. Assess and implement appropriate interventions/treatments at the EMT level. 3. Abide by State, National and local	Upon successful completion of this course, students will be able to: 1. Identify and use tools needed to care for the sick and injured patient at an EMT level. 2. Perform proper medical/trauma patient assessment/management for various disorders/emergencies at the novice EMT level. 3. Properly administer appropriate medications within the EMT B Scope of Practice. 4. Demonstrate team leadership skills. 5. Communicate effectively and construct a well-written "run

protocols governing EMTs. 4. Be prepared to take the state and national EMT certification exams.	report." 6. Abide by state, national, and local protocols governing EMTs. 7. Be prepared to take the state and national EMT certification exams.
Reason for outcomes change	To address the reason for a request of a 1 credit increase to course

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	
	Outcome #1: Identify and use tools needed to care for trauma patient at the novice EMT level.
	• Bandaging
	  o Identify different types of bandages
	  o Identify different types of dressings
	  o Correct application of bandages and dressings
	• Splinting
	  o Identify types of splinting materials
	  o Splinting procedures and application
	  o Long back board
	• Tourniquets
	  o Indications for application
	  o Proper placement
	
	Outcome #2: Perform proper trauma patient assessment and appropriately manage a traumatic injury at the novice EMT level.
	• Bleeding: external and internal
	• Hypoperfusion
	  o Causes
	  o Types
	  o Severity
	  o Emergency care for shock
	• Soft tissue trauma
	  o Closed wound care
	  o Treating specific types of open wounds
	    ▪ Abrasions
	    ▪ Lacerations
	    ▪ Penetrating trauma
	    ▪ Avulsions
	    ▪ Amputations
	  o Burn injuries
	    ▪ Classification by agent and depth
	    ▪ Determining severity
	    ▪ Electrical and radiological burns
	  o Chest and abdominal injuries
	    ▪ Treatment of closed injuries
	    ▪ Treatment of open injuries
	• Musculoskeletal trauma
	  o Mechanism of injury
	  o Assessment and treatment

- Splinting of specific bones
- Upper extremities
- Lower extremities
- Spine
- Craniofacial injuries

Outcome #3: Demonstrate team leadership skills in regards to management of patient care.
- Delegation of Patient treatment tasks
- Facilitation of smooth and rapid treatment of patient

Outcome #4: Have a basic understanding of childbirth to be able to recognize an obstetric emergency vs. a normal birth and be able to assist in an out of hospital delivery.
- The female reproductive system
- Fertilization of the ovum
- Physiologic changes in pregnancy
  - The reproductive system
  - Effects on the female body
- Labor and delivery
  - Stages of labor
  - Assessment of the gravid patient
- Care and assessment of the neonate
- Care after delivery
  - Delivery of the placenta
  - Controlling vaginal bleeding
- Childbirth complications
  - Complications of delivery
- Emergencies in pregnancy
- Gynecological emergencies
- Non-traumatic and traumatic bleeding
- Assault

Outcome #5: Have a general knowledge of the differences in the assessment of and caring for a pediatric and geriatric patient at the novice EMT level.
- Developmental characteristics of the pediatric patient
  - Anatomic and physiologic differences
  - Interacting with the pediatric patient
  - Interacting with the adolescent patient
  - Assessing the pediatric patient
- Pediatric assessment triangle
  - Physical exam
- Special considerations
- Airway differences
  - Maintenance
  - Oxygen delivery
  - Choking
- BLS CPR differences
- Recognition and care of shock
- Injury patterns

	- Child abuse - Age-related changes in the geriatric patient - Communication and history taking challenges - Illness and injuries differences **Outcome #6:** Demonstrate an introductory knowledge of Hazardous materials and traffic safety. - Highway Emergency Operations - Safety when operation on a roadway - Vehicle extrication - Vehicle stabilization - Gaining access - Recognizing and managing hazards - Hazardous materials - Response on a roadway - In relation to terrorism - Responses to a terrorist attack - Chemical - Biological - Radiological - Explosive - In domestic situations - Farming - Households **Outcome #7:** Demonstrate an understanding of how to care for environmental emergencies at the novice EMT level. - Cold related injuries - Hypothermia - Localized cold injuries - Heat related injuries - Heat cramps - Heat exhaustion - Heat stroke - Water related accidents and injuries - Drowning - Diving - SCUBA - Water and ice rescue - Bites and stings - Insect - Snake - Marine
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) (This is now a required section. You must provide one or more suggested texts/materials that an instructor could use in the teaching of this course)

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

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

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	4/19/2021
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

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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CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course – Non-Credit

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

SECTION #1 GENERAL INFORMATION

☒ Pre-College	☐ ESOL	☐ NCTC	☐ Other

Department:	Pre College	Submitter name Phone Email	Kristen Booth kbooth@cgcc.edu
Course Prefix and Number:	ABE 75	Course Title: 60 characters max	Writing for College Preparation

Can this class be repeated?	☒ Yes ☐ No How many times? 99	Contact hours	Lecture (# of hours): 22 Lec/Lab (# of hours): 0 Lab (# of hours): 0

Reason for new course	This course is created to help students from several different areas/departments with their basic writing skills. This class will dominantly serve students from the Pre-College Department, Writing Department, and ECE. As a non-credit class, students can take this writing only course in place of WR 90 and/or in addition to the GED classes and ECE classes (where students must test into WR 115). The Writing Department supports this class to fill the gap of some ELL students or other students who need an alternate to a typical WR 90 course.

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

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

COURSE DESCRIPTION: Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at <u>Writing Course Descriptions</u>.
Includes instruction in basic grammar skills, punctuation, sentence structure, and paragraph development. Covers development of a thesis statement, essay organization and writing of a 5 paragraph essay; in addition to the revision process for clarity and correctness.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Communicate in a variety of sentence styles that are grammatically correct.
	2. Produce an organized, supported paragraph with a clear topic sentence
	3. Apply organizational and writing skills in the development of a five paragraph essay.
	4. Analyze readings or videos and compose a written response and/or summary.
Outcomes assessment strategies:	1. Written assignments (paragraphs, summary, response and one 5 paragraph essay) 2. Class Forums 3. Online quizzes 4. Grammar and sentence structure assignments

COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.	
Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Communicate in a variety of sentence styles that are grammatically correct.
	      1. Sentence styles:
	         • simple sentences
	         • compound sentences
	         • complex sentences
	         • compound-complex sentences.
	      2. Grammar terminology and identification
	         • verb
	         • adjective
	         • adverb
	         • pronoun
	         • Subject and verb agreement
	      3. Sentence structure:
	         • run-on sentences
	         • fragments
	         • unparallel/parallel sentences.

Outcome #2: Produce an organized, supported paragraph with a clear topic sentence.
1. Outline of a solid paragraph
   - topic sentence
   - supporting details
     - General ideas
     - Specific ideas
     - Organization: chronological, listing order, time order
     - Transitions
   - conclusion sentence

Outcome #3: Apply organizational and writing skills in the development of a five paragraph essay
1. Prewriting and Organization
   - Strategies: bubble maps, stream of consciousness writing, outlines, venn diagrams, lists, pre reading
   - outlining
2. Thesis Statement
   - Purpose
   - Placement
3. Paragraph organization
   - Introduction and Conclusion
   - Supporting paragraphs
   - Topic sentences
   - Transitional words
4. Editing
   - Proofreading: reading aloud, reading backwards sentence order
   - Peer Review
   - Using technology: spell and grammar check

Outcome #4: Analyze readings or videos and compose a written response and/or summary.
1. Summary
   - Read
   - Gather main idea
   - Take notes
   - Create thesis statement
   - Write draft
     - Present tense
     - No opinion
   - revision
2. Response
   - Read
   - Gather main idea
   - Take notes
   - Identify author and title
   - Form opinion
   - Create thesis statement

	• Write draft • revision 3. Paraphrasing
Department Notes (optional)	CGCC Pre-college classes are guided by Oregon Adult College and Career Readiness Standards. These statewide standards help to maintain consistency in instruction across community colleges with similar programs. Text/Materials • Ted Talks • Quill.org • Guidetogrammar.org • Youtube.com • Grammarbook.com • Softschools.com

SECTION #2 ADDITIONAL INFORMATION FOR NEW NON-CREDIT COURSES

Briefly describe how this course prepares students for entry into credit programs	This course will prepare students for credit classes by increasing their writing skills and confidence in their academic abilities. Their participation in practicing their skills will make them more competent for the classes that they are required to take. This includes their ability to participate in online class. The target course after this class is WR 115 or WR 121. Additionally, this is a class that is often taken alongside ECE classes. By working closely with ECE instructors, this class provides feedback on ECE writing assignments giving the much needed support the ECE instructor often does not have time to give
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.	The closest course to this class would be WR 90. Most students from PC focus on writing for the GED exam, but this class will focus on more long-term writing. The ECE students must test into WR 115 to be accepted into their program. As this is an IET (Integrated Educational Training) class, these students will have some specific assignments that are in conjunction with their ECE class.
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes. We have worked with Leigh Hancock in the Writing/Foreign Languages Dept. She is on board with this class, and in situations where the WR 90 class is unable to go, Leigh would like to encourage those students to take this class.

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes ☐ No
Implementation term:	☐ Next available term after approval ☒ Specify term (if after next available term): Already implemented.

Allow 1-2 months to complete the new non-credit course approval process before the course may be scheduled.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Kristen Booth	kbooth@cgcc.edu	April 22, 2021

Department Chair (enter name of department chair): Andrew Carmichael

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

NEXT STEPS:

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

Columbia Gorge Community College

Modified Degree/Certificate Revision

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

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

Representation at the Curriculum Committee is not required.
All other revisions to degrees and/or certificates will require a completed degree/certificate revision form
and presentation before the Curriculum Committee.

Submitted by:	Andrea Ware	**Email:** aware@cgcc.edu	**Phone:** 509-768-6557

Title of Degree/Certificate:	Administrative Assistant AAS Admin Asst certificate	**Requested Implementation Term:**	Summer 2021

What type of change are you requesting?	☐ Course title change ☐ Degree or certificate title change	☐ Course number change ☒ Addition/deletion of electives

Fill in the sections below as applicable. If a section is not applicable, fill in N/A.

Current Course Title:	N/A	**Revised Course Title:**	N/A
Current Course Number:	N/A	**Revised Course Number:**	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

ELECTIVE ADDITIONS and/or DELETIONS				
Course Number	**Course Title** (If you need more lines for listing courses, right click and insert rows.)	**Credits**	**Add or Delete**	
	Add WT to CAS/OS elective options		☒ add	☐ delete
			☐ add	☐ delete
			☐ add	☐ delete
			☐ add	☐ delete

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/4/2021
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:
1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed. You are not required to attend the CC meeting; however, you are always welcome. You will be notified of the committee's decision.

Columbia Gorge Community College

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Representation at the Curriculum Committee is not required.
All other revisions to degrees and/or certificates will require a completed degree/certificate revision form
and presentation before the Curriculum Committee.

Submitted by:	Andrea Ware	**Email:** aware@cgcc.edu	**Phone:** 509-768-6557

Title of Degree/Certificate:	Web Design Assistant	**Requested Implementation Term:**	Summer 2021

What type of change are you requesting?	☐ Course title change ☐ Degree or certificate title change	☒ Course number change ☐ Addition/deletion of electives

Fill in the sections below as applicable. If a section is not applicable, fill in N/A.

Current Course Title:	N/A	**Revised Course Title:**	N/A
Current Course Number:	CAS 101 CAS 106 CAS 200 CAS 235	**Revised Course Number:**	WT 101 WT 106 WT 200 WT 235
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	**Course Title** (If you need more lines for listing courses, right click and insert rows.)	**Credits**	**Add or Delete**
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete

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Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/4/2021
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:
1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
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Columbia Gorge Community College

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Representation at the Curriculum Committee is not required.
All other revisions to degrees and/or certificates will require a completed degree/certificate revision form
and presentation before the Curriculum Committee.

Submitted by:	Andrea Ware	Email: aware@cgcc.edu	Phone: 509-768-6557
Title of Degree/Certificate:	Web Development Assistant	**Requested Implementation Term:**	Summer 2021

What type of change are you requesting?	☐ Course title change ☐ Degree or certificate title change	☒ Course number change ☐ Addition/deletion of electives

Fill in the sections below as applicable. If a section is not applicable, fill in N/A.

Current Course Title:	N/A	**Revised Course Title:**	N/A
Current Course Number:	CAS 101 CAS 180 CAS 200 CAS 206 CAS 213 CAS 215 CAS 225	**Revised Course Number:**	WT 101 WT 180 WT 200 WT 206 WT 213 WT 215 WT 225
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	**Course Title** (If you need more lines for listing courses, right click and insert rows.)	**Credits**	**Add or Delete**
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete
			☐ add ☐ delete

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Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/4/2021
Department Chair (enter name of department chair): Ashley Mickels		
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Next steps:

1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
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Proposal #1

The Curriculum Committee will be run as per Robert's Rules of Order (modified), to include this as the minimum:

The peer-elected Chair will open and run the meeting in the order of Approval of Previous Minutes, Old Business, and New Business.

The Chair will announce the form to be decided upon, then ask if any discussion. If/when no discussion, it will go to a simple majority vote for approval.

If an amendment (modification, addition or subtraction) is offered during discussion the one proposing the change will discuss first, followed by the Chair asking if any further discussion on that proposed change. If/when no further discussion, the Chair will ask if anyone disagrees with the proposed change and if no disagreement, it will be considered unanimously approved and then go back to discussion on the overall form. If/when no further discussion, the entire form with any amendments will go to a simple majority for approval.

When all of the New Business has been processed the Chair will entertain for a motion to adjourn.

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

Curriculum Committee Procedural Rules

Membership

1. Representation:
   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
   C. Adjunct faculty are reimbursed up to 5.5 hours at special projects wages for meeting preparation or side committee work.

2. Eligibility and Elections
   A. Committee Members
      1) Department Chairs are responsible for recruiting faculty 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. (While there has been no official decision documented, it has been accepted practice for over five years that the officers of the committee will be a faculty member and not an administrative member. Should this be made official?)
      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.

Committee Members' Rights and Responsibilities

1. Follow and support the Curriculum Committee Charter

2. Attend scheduled Committee meetings. Notify the CC chair and the Curriculum Office at the earliest possibility in the event that a meeting cannot be attended.

3. To read through submissions and other documents prior to the meeting in order to be prepared to discuss and vote

4. Listen respectfully and with an open mind to other Committee members and guests; Find a balance for when to apply pressure and when to compromise

5. Communicate respectfully and constructively

6. Vote on submissions and action items
    A. Committee members should feel free to ask questions in order to form a decision to approve or not approve
    B. Committee members may amend submissions in the course of the meeting even if the submitter is not present, as long as the amendment doesn't change the general or specific intent

Meeting Schedule, Logistics, & Processes

1. The Committee shall meet eleven times per year and additionally as needed (September through June). The schedule is front loaded with two meetings in October, November and March and one meeting in February, April and May. Meetings are held on Thursday, 3:30 to 5:00 pm.
    A. A two-hour orientation meeting is scheduled in the week prior to the start of the fall term. Orientation is to include: planning, member training, and outlining the scope of work for the year. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.
    B. A three-hour committee retreat will be held between the last meeting in May and the end of spring term. Purpose is to address curricular issues that aren't represented by submissions, resolve unfinished business, review previous year's activities, make recommendations for next year's agenda, and provide input regarding CC experience, commitment level, and responsibility. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.

2. All Committee meetings will be open to the college community

3. Definition of a quorum: A quorum is defined as 50% plus "1" of seated voting members. Seated voting members do not include members that have been granted a leave of absence for a term. A leave of absence may be granted when an instructor's teaching load changes resulting in having a teaching assignment at the time of the Curriculum Committee meeting. Leaves of absence have also been granted to faculty who are out of the area for a term. Members who anticipate more than a one term absence should consult with their department chair to determine whether a substitute can be arranged or a new representative should be elected.

4. Agendas & Minutes
    A. 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. The agenda with attachments is posted to the Curriculum Committee website.

1) The Curriculum Office will not accept submissions for entry on the agenda if there is disagreement between the department chair and dean regarding whether to "recommend/not recommend" the submission.
2) The Curriculum Office will not accept submissions for entry on the agenda when resolution of intra/inter-departmental impacts is not evident. Submissions will not be placed on the CC agenda until resolution has been made and can be explained and documented.
3) The Curriculum Office will not have the authority to make revisions to areas of the CCOG that require committee approval, no matter how minor: title, transcript title, credits, contact hours, requisites, description, outcomes.

   B. The Curriculum Office is responsible for taking minutes at each meeting.

1) Approval of minutes will take place at the following meeting when it is held within two weeks
2) Approval of minutes will take place via email when the following meeting is held more than two weeks later. The email procedure is:
   a. When minutes are first sent out to members, it is a request for any needed revisions or updates. After five business days, the revisions will be documented and the minutes sent out for approval.
   b. Committee members have three business days to respond, recording their approval. Members that do not respond will be recorded as an abstention.
3) Approved minutes are posted to the Curriculum Committee website

5. Motions & Voting
   A. The Committee will vote to approve or not approve each curriculum request/submission/action.

1) Time for discussion will be provided
2) Amendments may be proposed and included in the motion
3) A motion supported by a second will be required prior to voting
   a. Motions and seconds may not be made by the department representative from which the submission has been presented
4) Approval requires a simple majority with a quorum present
   a. Approved submissions will be routed to the VPIS for approval
   b. Submissions not approved may be:
      a) Postponed for further development, resubmission, and review (minor changes that can be accommodated in committee will be done at the time of submission. For example, a minor rewording of an outcome could be completed during the CC meeting rather than sending the submission back for revision and resubmission);
      b) Withdrawn; or
      c) 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 Special Session to find a consensus. 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.

Miscellaneous Procedures / Rules

1. Consent Agenda Usage
    A. The consent agenda is approved for use for the following items
        1) Entering approved course title change in a degree/certificate
        2) Entering approved course prefix/number change in a degree/certificate
        3) Addition or deletion of an elective in a degree/certificate (conflicting rules for this in minutes 10.6.10, 11.30.10, 1.12.16, needs to be resolved)
        4) Degree/certificate title change
    B. The consent agenda approval
        1) The consent agenda is voted on as a package without discussion
        2) If a member has questions for a specific item on the consent agenda and would like to discuss that item, the item may be pulled off the consent agenda for discussion and separate voting

2. Information Items
    A. Information items do not require Committee approval
    B. Information items include:
        1) Adoption of experimental courses
        2) Inactivation of courses

3. Special Sessions (2015-16)
    A. Special sessions will be open to the public as are regular CC meetings
    B. Visitors will be asked to refrain from speaking unless invited to do so by a committee member, the VPIS, or the submission representative
    C. It will be the responsibility of the committee members to keep the discussion on target

OPERATING PROCEDURE

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

Columbia Gorge Community College is an equal opportunity educator and employer.

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.

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    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

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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.