Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
Chair – Kristen Booth (Pre-College)

Courtney Cunningham (ESL)	Emilie Miller (Science)	Rebecca Schwartz (Inst Dean)
P.K. Hoffman (Arts & Hum)	Pam Morse (MTH)	Stephen Shwiff (Soc Science)
Katy Jablonski (Wr/FL/Eng)	Mimi Pentz (Nurs/Hlth Occ)	Andrea Ware (CTE-sub)

<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)

September 23, 2021 2:00 – 4:00 pm
Zoom log-in: https://cgcc.zoom.us/j/99629941366
Meeting ID: 996 2994 1366; phone in: 1-253-215-8782

<u>Old Business</u>

1. Document updates (Susan)
   - Curriculum Committee Charter [1]
   - OP 040.009.001 Curriculum Development and Approval [2]
   - Curriculum Committee Procedural Rules [3]
2. OSU approval of Bacc Core designations for ED 216 and ED 219 (Susan)

<u>New Business</u>:

<u>Submissions</u>

1. none

<u>Committee Action</u>:

1. Election of 2021-22 Chair and Vice Chair (Kristen)

2. In Person and/or Zoom Attendance (Susan & Jarett)

3. Reviewing Curriculum Submissions (Susan)
   - Course Submissions [4]
   - Certificate/Degree Submissions [5]

4. Preview of Anticipated Submissions for 2021-22 (Susan)

5. Providing college credit for internships and viability of independent study courses (Jarett)

6. Initial discussion of WR 121 having a Gen Ed designation (Susan)

Next Meeting: October 7, 2021

Attachments: [1] Curriculum Committee Charter; [2] OP 040.009.001; [3] Curriculum Committee Procedural Rules; [4] CCOG Development Template with Notes for Curriculum Committee Members; [5] New Certificate Submission Form

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.
   F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

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

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 & Academic Assessment
slewis@cgcc.edu
541-506-6047

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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

Curriculum Committee Procedural Rules

Overview of Submission Review

The peer-elected chair will open and run the meeting using the following order: Approval of Previous Minutes, Old Business, and New Business.

For discussion and approval of curricular submissions (generally within New Business), the chair will announce the specific form to be decided upon and ask if there are any questions/discussion. Guests representing new courses, certificates or degrees are asked to give a brief description of the item and how it fits within current curriculum. Guests representing requests for certificate/degree suspensions are asked to provide a brief explanation of the reasoning behind suspension. Otherwise, curricular revisions proceed directly to committee questions/discussion without presentation by submitter.

If committee members are satisfied with the submission as written and an amendment is not required, it will go directly 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 for any further discussion on that proposed change. If/when there is no further discussion, the chair will ask if anyone disagrees with the proposed change. If there is no disagreement, the amendment will be considered unanimously approved, and discussion on the overall form will proceed. If/when there is no further discussion, the entire form with any amendments will go to a simple majority vote for approval.

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 at special projects wages up to 5.5 hours per scheduled CC meeting: 1.5 hours of meeting time and up to 4 hours of 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.
2) Officers are elected from among the voting faculty.
3) Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
4) The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot
5) The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
6) 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. Provide curriculum expertise regarding submissions from the department the member represents

7. 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 three weeks
        2) Approval of minutes will take place via email when the following meeting is held more than three 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. Voting members of 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 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

  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

CGCC Course Content and Outcome Guide Development Template

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at http://www.cgcc.edu/curriculum/forms. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 60 characters, including spaces)**:** Is the title descriptive? Does it align with similar courses at other colleges and universities?

TRANSCRIPT TITLE (maximum 30 characters, including spaces)**:**

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content? Do they align with similar courses at other colleges and universities?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom)

Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Institutional Learning Outcomes (ILO #1 and 2 require a major designation and at least 1 additional ILO must have at least a minor designation)?

- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.

- Responses to ILOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.

- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the ILO and AAOT outcomes and criteria are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on his/her verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter may then revise the written submission or attend the next meeting when the submission may be rescheduled and respond verbally.

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, prerequisite/concurrent [pre/co], recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in "hidden requirements" in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably "recommended" rather than "required." The standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See Suggested Verbs for Outcomes and Descriptions.) Avoid using the phrases: "This course will…" and/or "Students will…" Include course requisites in the description. Try to keep descriptions to 50 words or less. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.) Refer to the Writing Course Descriptions guide on the CO website for format. Descriptions include requisites and availability for audit.

STUDENT 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) upon completion of

the course. Begin each outcome with an active verb. (See <u>Suggested Verbs for Outcomes and Descriptions</u>.) The outcome should be written so that it completes the starter, "Upon completion of this course, students will be able to …." Three to six outcomes are recommended. Guidelines for writing concise and assessable student learning outcomes can be found at <u>Writing Learning Outcomes</u>.) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to "Related Instruction" may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an "amendment" vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (Include suggestions for how student achievement of course outcomes may be assessed. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated.)

TEXTS & MATERIALS: (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND 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, 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 Activities are entered only if there are specific "required" activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single delivery method.

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

COURSE CONTENT: (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] Describe general themes, concepts, issues and skills that are expected to be taught. The outline should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the

only information a new faculty member has to guide/support him/her in the development of the course.) Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare his/her course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course? Is it sufficiently robust?

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied <u>requires</u> Curriculum Committee approval.

Stand-alone course for RI Area (check one): communication ☐   computation ☐   human relations ☐

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) (When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by:	Email:	Phone:	Department:

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

SECTION #1 OVERVIEW

Proposed Title:		Proposed Credits:	
Reason for new certificate:		Requested implementation term:	

Is there impact on other areas of instruction?	☐ Yes ☐ No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	☐ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	

Is this a Statewide Certificate?	☐ Yes ☐ No	If so, has the certificate been approved by the consortium?	☐ Yes ☐ No
Is this a Related Certificate?	☐ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☐ No
If this is a Related Certificate or a Career Pathway, what is the base degree?			

SECTION #2 PREREQUISITES AND OUTCOMES

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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits

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

PROPOSED OUTCOMES

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

Students who successfully complete this certificate will be able to:

1.
2.
3.
4.
5.
6.
7.
8.

SECTION #3 PROPOSED COURSEWORK			
List all courses (course number, title, requisites and credits) in the term by term order that is to be displayed in the catalog certificate map. Enter electives below if applicable. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)			
Course Number	Course Title	Requisites	Credits
		Credit total	
ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits

<table>
<tr><td colspan="3" align="center">SECTION #4 RELATED INSTRUCTION</td></tr>
<tr><td colspan="3" align="center">Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.
All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended
by the Curriculum Committee and the details outlined on the CCOG.</td></tr>
</table>

SECTION #5 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
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

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

4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.