

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Stephen Shwiff (Social Sciences)

Vice Chair – Pam Morse (Math)

Kristen Booth (Pre-College)

P.K. Hoffman (Arts & Hum)

Katy Jablonski (Wr/FL/Eng)

Emilie Miller (Science)

Mimi Pentz (Nurs/Hlth Occ)

Rebecca Schwartz (Inst Dean)

Andrea Ware (CTE)

## Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Mary Martin (Student Services/Registrar)

## Support Staff

Sara Wade (Curriculum)

## Guests

Jenn Kamrar, Dylan McManus, Tori Stanek, Jim Pytel, Todd Meislahn, Andy Carmichael, Glenn Wood

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## **April 7, 2022 3:30 pm – 5:00 pm**

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)

Hood River Indian Creek Campus, room 1.209 (conference room)

Zoom log-in: <https://cgcc.zoom.us/j/93747697434> Meeting ID: 937 4769 7434;

phone in: 1-253-215-8782

Approval of March 17, 2022 minutes <sup>1</sup>

## Old Business

1. Item still pending: AAOT – Elementary Education MTM: further review/approval pending research/input from CGCC's Elementary Educator Pathway team.

## Information Item

1. Course inactivations: BA 177, CAS 103W, CAS 104, CAS 133

## New Business

### Submissions <sup>2</sup>

1. Jenn Kamrar (3:35 – 3:45 pm)
  - IRW 115 Introduction to Writing and Critical Thinking (New LDC Course)
  - IRW 115L Introduction to Integrated Writing and Critical Reading Lab (New LDC Course)
2. FYE Sub-Committee (3:45 – 3:55 pm)
  - FYE 100 College Survival Skills (New LDC Course)
3. Jim Pytel (3:55 – 4:05 pm)
  - EET 111 DC Circuits (Course Revision: title, des, req, out, cont, txt/mat)
  - EET 112 AC Circuits (Course Revision: title, des, out, cont, txt/mat)
  - EET 113 AC Power (Course Revision: title, des, out, cont, txt/mat)
  - MEC 120 Fluid Power and Electrical Control of Fluid Power Systems (Course Revision: title, cont, txt/mat)
  - EM-Tech AAS and certificate (Modified Degree/Certificate Revision)
4. Todd Meislahn (4:05 – 4:30 pm)

- Administrative Office Professional (Degree Suspension with Teach Out Plan and Termination of Program Checklist)
  - Basic Computer Skills (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - Entry-Level Administrative Assistant (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - Medical Office Professional (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - Office Assistant (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - Spreadsheet Support (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - Word Processing Support (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)
  - BA 131 Introduction to Business Technology (Course Revision: des, req, out, cont, txt/mat)
  - BA 212 Principles of Accounting II (Course Revision: out, cont)
  - BA 170 Intro to Project Management (New LDC Course)
  - Administrative Assistant AAS (Degree Revision)
  - Administrative Assistant (Certificate Revision)
  - Accounting AAS (Degree Revision)
  - Accounting/Bookkeeping (Certificate Revision)
  - Entrepreneurship/Business Management AAS (Degree Revision)
  - Entrepreneurship (Certificate Revision)
5. Andy Carmichael (4:30 – 4:35 pm)
    - ABE 75 Writing for College Preparation (Contact Hour Change)
  6. Glenn Wood (4:35 – 4:40 pm)
    - CT 224 Interior and Exterior Finishes (Course Revision: number, des, req)
    - Construction Technology (Certificate Revision)
  7. Rebecca Schwartz (4:40 – 4:50 pm)
    - ASOT-Computer Science (Degree Suspension with Teach Out Plan and Termination of Program Checklist)
  8. Emilie Miller (4:50 – 5:00 pm)
    - BI 211 Principles of Biology (Course Revision: des, req, cont, txt/mat)

Next Meeting: May 12, 2022

Attachments: <sup>1</sup> March 17, 2022 Minutes; <sup>2</sup> Submissions: 1 New LDC Course, 8 Course Revisions, 1 Contact Hours / Credit Change, 4 Cert Revisions, 3 Degree Revisions, 1 Modified Deg/Cert Revision, 2 Degree Suspensions, 6 Certificate Suspensions

**Curriculum Committee Minutes**  
**March 17, 2022 3:30 pm – 5:00 pm**  
**Location:** TDC 1.162 (Board Room) and HRC 1.209 (conference room)  
**Zoom Link:** <https://cgcc.zoom.us/j/96853650627>

**PRESENT:**

**Voting Committee Members**

Chair- Stephen Shwiff (Social Science)  
Vice Chair- Pam Morse (Math)  
Kristen Booth (Pre-College)  
Andrea Ware (CTE)  
Emilie Miller (Science)

Mimi Pentz (Nurs/Hlth)  
Katy Jablonski (ESL)  
Rebecca Schwartz (Inst Dean)

**Non-Voting Committee Members**

Susan Lewis (Curriculum)  
Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

**Supporting Staff**

Sara Wade (Curriculum)

**Guest**

Jim Pytel, Kalie Brunton, Patrick Hawke

**ABSENT**

**Voting Committee Members**

P.K. Hoffman (Arts & Hum)

**Non-Voting Committee Members**

Item	Discussion	Action
<b>Call to Order:</b>	Meeting was called to order at 3:32pm by Chair Stephen Shwiff.	
<b>Approval of March 3, 2022</b>	<b>Motion: approve as written.</b>	Motion: Katy 2nds: Pam 6 in favor – 0 opposed – 1 abstains
<b>Old Business:</b>		
<b>1. Item still pending: AAOT- Elementary Education MTM: further review/approval pending research/input from CGCC's</b>	Ongoing pending, just information for committee members.	

Elementary Educator Pathway team. 2. Item pending until spring Retreat: potential addition of second CTE representative as CC voting member.		
<b>New Business:</b>		
<b>Submissions:</b>		
EET 180 Industrial Computing (New CTE Course)	Jim Pytel explains that this course is an entry level course for students to get the hands on and basic knowledge of Industrial Computing and will be replacing EET 170.  <b>Motion: approve as written.</b>	Motion: Pam 2nds: Mimi 6 in favor – 0 opposed – 0 abstains
EET 221 Semiconductor Devices and Circuits 1 (Course Revision: des, out, cont, txt/mat)	Jim & Kalie explain the changes for EET 221 course to the committee.  <b>Motion: approve as written.</b>	Motion: Pam 2nds: Emilie 6 in favor – 0 opposed – 0 abstains
EET 231 Semiconductor Devices and Circuits 2 (New CTE Course)	<b>Motion: approve as written.</b>	Motion: Kristen 2nds: Pam 6 in favor – 0 opposed – 0 abstains
SAF 188 Industrial Safety and OSHA 10 (Contact Hour/Credit Revision)	Jim explains the change of credit hours of the course from 2 credit course to a 1 credit course.  <b>Motion: approve as written.</b>	Motion: Katy 2nds: Pam 6 in favor- 0 opposed – 0 abstains
SAF 188 Industrial Safety and OSHA 10 (Course Revision: des, out, cont, txt/mat)	Jim explains the course revisions, as a cleanup of wordage and removing lingering items left from PCC.  <b>Motion: approve as written.</b>	Motion: Kristen 2nds: Pam 6 in favor – 0 opposed – 0 abstains
Electro-Mechanical Technology CPC (Certificate Revision: courses, credit)	<b>Motion: approve as written.</b>	Motion: Mimi 2nds: Emilie 7 in favor – 0 opposed – 0 abstains

Electro-Mechinical Technology AAS (Degree Revision: course, credits)	<b>Motion: approve as written.</b>	Motion: Katy 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
** Jim asked the committee/Susan about when to submit course title changes for the April or May meetings. Susan shared changes to courses need to be done by the April's meeting to guarantee entry into the catalog.		
MTH 105L Foundations of Math in Society (New LDC Course)	Pam explains MTH 105L, the corequisite of MTH 105 for students that need more help or guidance to gain the skills.  Pam explains to the committee how students will place into corequisites courses verses the parent courses. Clarification conversation on how students would be placed into each course by using many different factors from students' placement tests and previous GPA and/or knowledge.  <b>Motion: approve as written.</b>	Motion: Katy 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
MTH 243 Statistics I (Contact Hours/Credits Change)	Pam explains that MTH 243 is changing to a 4 credit lec/lab to keep the base course plus corequisite not more than the 5 credit limit.  <b>Motion: approve as written.</b>	Motion: Emilie 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
MTH 243L Foundations of Statistics (New LDC Course)	<b>Motion: approve as written.</b>	Motion: Andrea 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
Meeting Adjourned: 4:12pm	Meeting adjourned at 4:12pm. All in favor.	
Next Meeting: April 7, 2022		

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 177	Course title	Payroll Accounting
Department	CTE – BA	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	<ul style="list-style-type: none"> <li>Payroll accounting is covered in BA211 and BA212.</li> <li>The vast majority of small businesses today – and many larger enterprises – no longer process their own payroll, but outsource it to specialty payroll processing companies.</li> </ul>		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	Required course for the Accounting AAS and the Accounting/Bookkeeping certificate (certificate revision being submitted)
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input checked="" type="checkbox"/> Next academic year (summer term) <input type="checkbox"/> Specific term (if different than summer term of next academic year):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/30/2022
Department Dean	Approved	Date
Jarett Gilbert (interim)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/31/22

Next steps:

1. Submit electronically to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION																				
Course prefix and number	CAS 103W	Course title	Introduction to Computers: Using Windows																	
Department	CTE – Business & Entrepreneurship (CAWT)	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu																	
Reason for Inactivation	<p>CAS103W has had low, and decreasing, enrollment over the past several years (see below – total enrollment of 23 over six years). Additionally, all programs where the course is required are being suspended.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Year:</td> <td style="text-align: center;"><u>2016-17</u></td> <td style="text-align: center;"><u>2017-18</u></td> <td style="text-align: center;"><u>2018-19</u></td> <td style="text-align: center;"><u>2019-20</u></td> <td style="text-align: center;"><u>2020-21</u></td> <td style="text-align: center;"><u>2021-22</u></td> </tr> <tr> <td style="text-align: right;">Enrolled:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">12</td> <td style="text-align: center;">6</td> <td style="text-align: center;">Cancelled</td> </tr> </table>						Year:	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	Enrolled:	3	0	2	12	6	Cancelled
Year:	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>														
Enrolled:	3	0	2	12	6	Cancelled														

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	Required course for the Basic Computer Skills CPC and the Entry-Level Administrative Assistant CPC (both certificates being suspended)
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input checked="" type="checkbox"/> Next academic year (summer term) <input type="checkbox"/> Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/30/22
Department Dean	Approved	Date
Jarett Gilbert (interim)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3/31/22

Next steps:

1. Submit electronically to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
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# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 104	Course title	Basic Internet Skills														
Department	CTE – Business & Entrepreneurship (CAWT)	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu														
Reason for Inactivation	<p>CAS104 has had low, and decreasing, enrollment over the past several years (see below – total enrollment of 21 over six years). Additionally, the program where the course is required is being suspended.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Year:</td> <td style="text-align: center;"><u>2016-17</u></td> <td style="text-align: center;"><u>2017-18</u></td> <td style="text-align: center;"><u>2018-19</u></td> <td style="text-align: center;"><u>2019-20</u></td> <td style="text-align: center;"><u>2020-21</u></td> <td style="text-align: center;"><u>2021-22</u></td> </tr> <tr> <td style="text-align: right;">Enrolled:</td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">Cancelled</td> </tr> </table>			Year:	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	Enrolled:	8	6	0	4	3	Cancelled
Year:	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>											
Enrolled:	8	6	0	4	3	Cancelled											

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	Required course for the Entry-Level Administrative Assistant CPC (certificate being suspended)
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next academic year (summer term) <input type="checkbox"/> Specific term (if different than summer term of next academic year):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/30/22
Department Dean	Approved	Date
Jarett Gilbert (interim)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/31/22

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2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
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# Columbia Gorge Community College

## Course Inactivation

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 133	Course title	Intro to Office Software
Department	CTE – Business & Entrepreneurship (CAWT)	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	<ul style="list-style-type: none"> <li>The course content and outcomes for CAS133 are virtually identical to BA131- Introduction to Business Technology – the two courses are redundant.</li> <li>BA131 is required for multiple programs, so it will remain active and replace CAS133 in programs where the latter is required.</li> </ul>		

### SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	Required course for the Admin Asst AAS and certificate. BA 131 will replace CAS 133 in these two awards.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next academic year (summer term) <input type="checkbox"/> Specific term (if different than summer term of next academic year):

### SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/30/22
Department Dean	Approved	Date
Jarett Gilbert (interim)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	03/31/22

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1. Submit electronically to [curriculum@cgcc.cc.or.us](mailto:curriculum@cgcc.cc.or.us) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
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4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Writing, Literature, and Foreign Languages		Submitter name: phone: email:	Jenn Kamrar 541-506-6183 jkamrar@cgcc.edu
Prefix and Course Number:	IRW 115		Credits:	5
Course Title: (60 characters max, including spaces)	Introduction to Writing and Critical Thinking		Transcript Title: (30 characters max, including spaces)	Intro to Writing/Crit Thinking
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 55 Lec/lab: 0 Lab: 0
Reason for the new course	Guided Pathways acceleration of Developmental Reading and Writing.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	ABE 75 or ABE 70 or GED 70 or equivalent placement	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Prepares students for College Composition - WR 121 (the next course in the required writing sequence). Introduces the writing process with emphasis placed on thesis development, idea and essay organization, and revision. Focuses on reading as it relates to critical thinking, personal exploration, academic inquiry, and essay composition. Emphasizes the importance of understanding and responding to texts, expanding critical thinking and reading skills, developing greater research skills and information literacy, and preparing students for college composition. Prerequisites: ABE 75 or ABE 70 or GED 70 or equivalent placement. Audit available.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Read to understand texts (occasion, audience, purpose, argument, voice, tone, formality).
	2. Use composing and reading strategies for investigation, comprehension, and critical thinking.
	3. Locate, evaluate and use information effectively to question texts and encourage intellectual curiosity.
	4. Use reading strategies to compose texts that integrate the writer’s ideas with appropriate sources in support of a central idea.
	5. Use writing conventions (content, form, format, citation) to meet the expectations of diverse audiences.
	6. Use flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Timed, in-class essay writing</li> <li>• In-class writing</li> <li>• Out-of-class writing</li> <li>• Responses to assigned texts</li> <li>• Research tasks</li> <li>• Group/individual work demonstrating comprehension strategies</li> <li>• Group/individual work demonstrating vocabulary usage</li> <li>• Book review/project of novel, biography, or autobiography</li> <li>• Conference(s) with instructor</li> <li>• Individual projects, such as journals, flash cards, outlines, maps, diagrams, multi-media compositions, note-taking methods, career exploration readings, Service Learning</li> <li>• Midterm and comprehensive final</li> <li>• Quizzes on vocabulary and correct usage</li> <li>• Class participation</li> </ul>

COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p><b>Outcome #1:</b> Read to understand texts (occasion, audience, purpose, argument, voice, tone, formality)</p> <ul style="list-style-type: none"> <li>Analyze texts in order to identify explicit and implicit ideas.</li> <li>Distinguish fact from opinion.</li> <li>Determine the author’s potential bias.</li> <li>Cultivate flexibility and skepticism as a reader.</li> <li>Explore relationship between audience and rhetorical choices in texts.</li> </ul> <p><b>Outcome #2:</b> Use composing and reading strategies for inquiry, comprehension, and critical thinking.</p> <ul style="list-style-type: none"> <li>Use stages of reading.</li> <li>Develop self-reflection and metacognition.</li> <li>Adjust reading rate to needs of the text.</li> <li>Broaden use of vocabulary development strategies to learn and use new words.</li> <li>Use active reading strategies to formulate questions and develop a line of inquiry</li> </ul> <p><b>Outcome #3:</b> Locate, evaluate and use information effectively and ethically to construct a line of inquiry and encourage intellectual curiosity.</p> <ul style="list-style-type: none"> <li>Formulate a research query.</li> <li>Select appropriate sources of information.</li> <li>Identify and make use of steps in the research process.</li> <li>Maintain academic honesty by acknowledging all sources in written work.</li> <li>Refine connections between text, the student’s life, student’s knowledge of the world, and other texts.</li> </ul> <p><b>Outcome #4:</b> Use reading strategies to compose texts that integrate the writer’s ideas with appropriate sources in support of a central idea.5. Use writing conventions (content, form, format, citation) to meet the expectations of diverse audiences.</p> <ul style="list-style-type: none"> <li>Focus writing through use of topic sentences or clear topics</li> <li>Construct unified essays</li> <li>Develop a variety of adequate and relevant support</li> <li>Practice use of writing conventions like mechanics and grammar</li> </ul>

	<ul style="list-style-type: none"> <li>• Practice crediting source material using a recognized academic style.</li> <li>• Shift form to meet audience needs.</li> </ul> <p><b>Outcome #5:</b> Use writing conventions (content, form, format, citation) to meet the expectations of diverse audiences.</p> <ul style="list-style-type: none"> <li>• Evaluate one's own reading and writing processes.</li> <li>• Accurately describe ideas in source material and relate them to one's own.</li> <li>• Evaluate one's own writing skills and writing process to revise drafts to emphasize a central idea and the relevance of evidence.</li> <li>• Notice commonalities and characteristics of different types of writing</li> <li>• Practice emulating forms based on models</li> </ul> <p><b>Outcome #6:</b> Develop flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.</p> <ul style="list-style-type: none"> <li>• Adjust reading rate to the nature of the material</li> <li>• Use critical thinking to evaluate increasingly complex and diverse information and sources for learning.</li> <li>• Practice writing to learn.</li> <li>• Improve essays through revision, incorporating peer and instructor feedback</li> <li>• Examine interactions between structure, style, vocabulary, and purpose within complex texts.</li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	<p>No text required, OER strongly encouraged. Some examples include:</p> <ul style="list-style-type: none"> <li>• "Intersections: An Integrated Reading and Writing Textbook"</li> <li>• "About Writing" by Robin Jeffrey</li> </ul>
Department Notes: (optional)	

<b>SECTION #4 TRANSFERABILITY</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	UoO, PSU, WOU (OSU pending)

How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	PCC: Integrated Reading and Writing 115 (IRW115)
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	All certificates that require WR 121 or RD/WR 115	# credits: varied
Name of degree(s):	All degrees that require WR 121 or RD/WR 115	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Part of prerequisite multiple measures options for WR 121. Could replace RD 115 and WR 115 requirements in CTE degrees and/or certificates.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes, this course advances students placing into both Reading 115 and Writing 115 and allows said students to progress faster through developmental courses into the general ed., college-level studies.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	Presentation to IC planned for May 6, 2022.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: March 23, 2022 <input type="checkbox"/> No	

Implementation term:	<input checked="checked" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Jenn Kamrar	<a href="mailto:jkamrar@cgcc.edu">jkamrar@cgcc.edu</a>	4.7.22
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

PSU

----- Forwarded message -----

From: **RO Articulation** <[articulation@pdx.edu](mailto:articulation@pdx.edu)>

Date: Tuesday, March 29, 2022

Subject: Transferability of IRW115

To: Jenn Kamrar <[jkamrar@cgcc.edu](mailto:jkamrar@cgcc.edu)>

Hi Jenn,

Taken together, IRW 115 and IRW 115L will transfer as WR LD, which counts towards the Arts & Letters Distribution area at PSU.

Thanks,  
Suzanne





Susan Lewis &lt;slewis@cgcc.edu&gt;

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**Fwd: [External] RE: Transferability of IRW115**

1 message

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**Jenn Kamrar** <jkamrar@cgcc.edu>  
To: "Lewis, Susan" <slewis@cgcc.edu>

Fri, Mar 25, 2022 at 9:09 AM

----- Forwarded message -----

From: **UO Registrar's Office** <transfercredits@uoregon.edu>  
Date: Tue, Mar 22, 2022 at 9:41 AM  
Subject: [External] RE: Transferability of IRW115  
To: <jkamrar@cgcc.edu>

Good morning Jenn,

Thanks so much for reaching out to the Registrar's Office. Here is how this course transfer to the University of Oregon:

***Portland Community College 003213***

IRW 115 = WR 1AAT Writing 100 level course (elective credit).

Please let me know if there's anything further I can assist you with.

Sincerely,

Shelly

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**Shelly Ehlers**

Transfer Program Coordinator



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*If you have additional questions, please use the EMAIL US button on [registrar.uoregon.edu](https://registrar.uoregon.edu).*

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**From:** Jenn Kamrar <jkamrar@cgcc.edu>  
**Sent:** Tuesday, March 22, 2022 12:21:48 PM  
**To:** "articulation@pdx.edu" <articulation@pdx.edu>, "transferbeavs@oregonstate.edu" <transferbeavs@oregonstate.edu>, "registrar@eou.edu" <registrar@eou.edu>, UO Transfer Credits <transfercredits@uoregon.edu>, "registrar@wou.edu" <registrar@wou.edu>

Hi there,

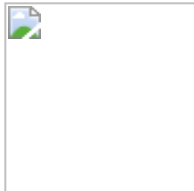
I'm writing to find out about the transferability of the course Integrate Reading and Writing 115. I am a writing professor at Columbia Gorge Community College and am modeling a course here off of PCC's IRW115. For our curriculum committee, it is helpful to know how this class transfers at your institution. Could you please let me know how this course transfers at your earliest convenience?

Thank you,

Jenn

--

Jenn C. Kamrar  
*Writing Faculty*  
Columbia Gorge Community College  
Hood River + The Dalles, Oregon  
*Pronouns: she, her, hers*

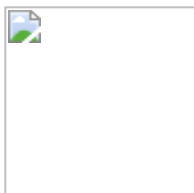


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--

Jenn C. Kamrar  
*Writing Faculty*  
Columbia Gorge Community College  
Hood River + The Dalles, Oregon  
*Pronouns: she, her, hers*





Susan Lewis &lt;slewis@cgcc.edu&gt;

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**Fwd: [External] Re: [External] Regarding Integrated Reading and Writing**

1 message

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**Jenn Kamrar** <jkamrar@cgcc.edu>  
To: "Lewis, Susan" <slewis@cgcc.edu>

Fri, Mar 25, 2022 at 9:08 AM

----- Forwarded message -----

From: **Greg Davis** <davisg@mail.wou.edu>  
Date: Wed, Mar 23, 2022 at 3:17 PM  
Subject: [External] Re: [External] Regarding Integrated Reading and Writing  
To: Jenn Kamrar <jkamrar@cgcc.edu>

Hey Jenn,

I got word back from English Studies. The closest course in the catalog we have is WR 115, which is not offered here. It would not be equivalent to WR 121 as a GenEd. We can accept it as a lower division elective credit as WR 1XX.

Hope this helps.

**Greg Davis**

Articulation Manager | Office of the Registrar

**Western Oregon University**

345 Monmouth Ave N | Monmouth, OR 97361

Phone: 503-838-9777 | Fax: 503-838-9696

[wou.edu/registrar](http://wou.edu/registrar) | 104 Lieuallen Administration Building

On Tue, Mar 22, 2022 at 11:33 AM Jenn Kamrar <jkamrar@cgcc.edu> wrote:

That absolutely does, Greg. Thank you for your quick response -- I look forward to learning more.

Thanks and take care,  
Jenn

On Tue, Mar 22, 2022 at 11:32 AM Greg Davis <davisg@mail.wou.edu> wrote:

Hello Jenn,

We currently do not have a direct articulation for PCC's IRW115 here at Western. At WOU reading and writing courses are kept separate. I see the course is still relatively new at PCC so I will reach out to our Humanities Department to make sure there is nothing they may want to do with it. It may be possible to place it under LIT or WR in lower division.

I will follow up in more detail when I get word back.

Although not a complete answer, I hope this helps for today.

**Greg Davis**

Articulation Manager | Office of the Registrar

**Western Oregon University**

345 Monmouth Ave N | Monmouth, OR 97361

Phone: 503-838-9777 | Fax: 503-838-9696

[wou.edu/registrar](http://wou.edu/registrar) | 104 Lieuallen Administration Building



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Jenn C. Kamrar  
*Writing Faculty*  
Columbia Gorge Community College  
Hood River + The Dalles, Oregon  
*Pronouns: she, her, hers*



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--

Jenn C. Kamrar  
*Writing Faculty*  
Columbia Gorge Community College  
Hood River + The Dalles, Oregon  
*Pronouns: she, her, hers*





Susan Lewis &lt;slewis@cgcc.edu&gt;

---

**Fwd: [External] RE: Transferability of IRW115**

1 message

---

**Jenn Kamrar** <jkamrar@cgcc.edu>  
To: "Lewis, Susan" <slewis@cgcc.edu>

Fri, Mar 25, 2022 at 9:09 AM

I sent her the form we have about this class, and still waiting to hear back. But I assume it will be the same at PCC.

----- Forwarded message -----

From: **Transfer Coordinators - Admissions** <transferbeavs@oregonstate.edu>  
Date: Wed, Mar 23, 2022 at 10:14 AM  
Subject: [External] RE: Transferability of IRW115  
To: Jenn Kamrar <jkamrar@cgcc.edu>

Good morning Jenn,

PCC's IRW 115 transfers into OSU as WR Writing LDT (Lower Division Transfer) credit. The reason for this is because it is determined to be an introductory course and is meant to prepare students for WR 121. For future, you can refer to our [articulation tables](#) to see how courses transfer in to OSU.

If you would like for a CGCC course to be evaluated for transferability, please send over the syllabus and course description and we will be able to provide that information.

Let me know if you have further questions.

Best,

**Melinda Gonzalez she/her/hers**

Transfer Coordinator | Office of Admissions

104 Kerr Administration Building | Corvallis, Oregon 97331

P| (541)737-4411



**From:** Jenn Kamrar <[jkamrar@cgcc.edu](mailto:jkamrar@cgcc.edu)>

**Sent:** Tuesday, March 22, 2022 9:19 AM

**To:** [articulation@pdx.edu](mailto:articulation@pdx.edu); Transfer Coordinators - Admissions <[transferbeavs@oregonstate.edu](mailto:transferbeavs@oregonstate.edu)>; [registrar@eou.edu](mailto:registrar@eou.edu); [transfercredits@uoregon.edu](mailto:transfercredits@uoregon.edu); [registrar@wou.edu](mailto:registrar@wou.edu)

**Subject:** Transferability of IRW115

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

Hi there,

I'm writing to find out about the transferability of the course Integrate Reading and Writing 115. I am a writing professor at Columbia Gorge Community College and am modeling a course here off of PCC's IRW115. For our curriculum committee, it is helpful to know how this class transfers at your institution. Could you please let me know how this course transfers at your earliest convenience?

Thank you,

Jenn

--

Jenn C. Kamrar

*Writing Faculty*

Columbia Gorge Community College

Hood River + The Dalles, Oregon

*Pronouns: she, her, hers*



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--

Jenn C. Kamrar

*Writing Faculty*

Columbia Gorge Community College

Hood River + The Dalles, Oregon

*Pronouns: she, her, hers*

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Writing, Literature, and Foreign Languages		Submitter name: phone: email:	Jenn Kamrar 541-506-6183 jkamrar@cgcc.edu
Prefix and Course Number:	IRW 115L		Credits:	1
Course Title: (60 characters max, including spaces)	Introduction to Integrated Writing and Critical Reading Lab		Transcript Title: (30 characters max, including spaces)	Writing/Critical Thinking Lab
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 0 Lec/lab: 0 Lab: 33
Reason for the new course	Guided Pathways acceleration of Developmental Reading and Writing.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	IRW 115	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Focuses on the foundational skills, concepts, and communication needed to be successful in Introduction to Writing and Critical Reading. Provides appropriate support in writing, reading, and study skills in an interactive setting. Co-requisite: IRW 115.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate the ability to effectively engage with the concepts and skills needed in RD 115.
	2. Utilize study habits and learning strategies that promote success in IRW 115.
Outcomes assessment strategies:	Quizzes, reflections, lab assessments, projects
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p><b>Outcome #1:</b> Demonstrate relevant skills to effectively engage with the concepts and skills needed in IRW 115</p> <ul style="list-style-type: none"> <li>• Annotation</li> <li>• Active reading skills</li> <li>• Essay idea development</li> <li>• Essay organization</li> <li>• Thesis development</li> <li>• Utilizing writing process (drafting and editing)</li> <li>• Communicating research</li> <li>• Conducting scholarly research</li> </ul>



	<p><b>Outcome #2:</b> Utilize study habits and learning strategies that promote success in MTH 111 through student self-assessment.</p> <ul style="list-style-type: none"> <li>• Time management and scheduling</li> <li>• Organization for learning and reviewing / portfolios</li> <li>• Self-reflection and student skill self-assessment</li> <li>• Reading skills for composition and other studies</li> <li>• Effectively using on-line homework systems and Learning Management Systems</li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> <li>• <a href="https://www.oercommons.org/courses/blueprint-for-success-in-college-indispensable-study-skills-and-time-management-strategies/view">https://www.oercommons.org/courses/blueprint-for-success-in-college-indispensable-study-skills-and-time-management-strategies/view</a></li> </ul>
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	OSU, EOU, PSU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	None exist at this time
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	All certificates that require WR 121 or RD/WR 115	# credits: varied
Name of degree(s):	All degrees that require WR 121 or RD/WR 115	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	<p>Students will be placed into this course based on multiple measures. The targeted audience will be:</p> <ol style="list-style-type: none"> <li>1. recent high school grads who scored a C or lower in English</li> <li>2. students out of high school 1 - 5 years</li> <li>3. Reading 90 or equivalently-placed students who scored a C (or any if they feel they need it)</li> <li>4. RD 115 students attempting to retake the class due to failure the first time</li> </ol>	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – This course is being created as an additional pathway for students seeking accelerated access to their desired course of study/pathway. By offering this course as a co-requisite, students can shorten their writing and reading pre-requisites and/or have the potential for more success in IRW115.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	The Writing department chair acknowledges that multiple measures will be used to properly place students in IRW115 as a support to IRW115.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: <input checked="" type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
<p>Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

## SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Jenn Kamrar	<a href="mailto:jkamrar@cgcc.edu">jkamrar@cgcc.edu</a>	4.7.22
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

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

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Science		Submitter name: phone: email:	FYE Sub-committee Dylan McManus <a href="mailto:dmcmanus@cgcc.edu">dmcmanus@cgcc.edu</a>
Prefix and Course Number:	FYE 100		Credits:	3
Course Title: (60 characters max, including spaces)	College Survival Skills		Transcript Title: (30 characters max, including spaces)	College Survival Skills
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 0 Lec/lab: 66 Lab: 0
Reason for the new course	Part of the CGCC Guided Pathways Process. FYE has also been identified as a beneficial course for first time students at CGCC and will help student retention, student success, and student outcomes.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

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

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Develops time and financial management skills, in addition to facilitating campus connection and goal setting. Includes study skills, career exploration, and personal responsibility for college success. Develops skills for navigating culturally diverse learning environments and explores college resources and services.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Apply college and career readiness skills.
	2. Interpret cultural systems and structures within the college and community.
	3. Demonstrate emotional intelligence.
	4. Apply growth-minded learning strategies.
	5. Use college resources to solve academic and real-world problems.
Outcomes assessment strategies:	Creating a budget, creating an academic plan, presentations, journals and reflection papers, note taking skills, resume/cover letter, tests/quizzes, peer and roundtable discussions, discussion forums, case studies
COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<b>Outcome #1:</b> Develop college and career readiness skills. <ol style="list-style-type: none"> <li>Identifying and exploring CGCC's face to face and online support services               <ul style="list-style-type: none"> <li>CGCC Student Toolkit (Moodle, Zoom, G Suite)</li> <li>Financial aid/Scholarship</li> <li>Writing Desk-online and face to face</li> <li>Math tutoring-online and face to face</li> <li>Food pantry</li> </ul> </li> </ol>

- Advising
  - Associated Student Government
  - CGCC Marketplace
2. Identifying/creating a career plan.
    - Make a CGCC class map/schedule
    - Pick a meta major
    - List outside work/volunteer work/etc that could support this
    - resume/cover letter
  3. Study skills
    - Note taking
    - Flash cards/memory strategies
    - Learning styles
    - Test taking strategies
    - Text book reading
    - Time management

**Outcome #2:** Interpret cultural systems and structures within the college and community

- Describe culture
- Social identities
- Personal identities
- Cultural identities
- Intersectionality in dominant/nondominant identity formation
- Describe college culture at CGCC
- College guiding statements (mission/values)
- Comprehension of Course Learning Outcomes (CLOs), Degree, Certificate and Program Learning Outcomes, and CGCC Institutional Learning Outcomes (ILOs)
- Student rights and responsibilities
- Navigate college structures:
  - Student Complaint processes (equal opportunity issues vs. grade appeals vs. academic integrity appeals vs. record appeals vs. etc. category)

**Outcome #3:** Demonstrate emotional intelligence.

1. Distinguish between healthy and unhealthy emotional intelligence.
  - Student Services support services
  - Four domains of emotional intelligence (self awareness, self management, social awareness, and relationship management)
2. Determine one's personal strengths and goals in developing a healthy personal social emotional skill set.
  - Healthy emotional skills
  - Developing communication skills

	<ul style="list-style-type: none"> <li>• Active listening</li> </ul> <p>3. Discover individual leadership skills.</p> <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Student Clubs/sports/life</li> <li>• Leadership opportunities</li> <li>• Student government</li> </ul> <p><b>Outcome #4:</b> Apply growth-minded learning strategies.</p> <ol style="list-style-type: none"> <li>1. Link learning to brain development</li> <li>2. Neural plasticity <ul style="list-style-type: none"> <li>• Developing economic/emotional/mental independence</li> <li>• Adapting and growing skills necessary to succeed in college</li> </ul> </li> <li>3. Compare and contrast a static mindset to a growth mindset.</li> <li>4. Social Learning Theory</li> </ol> <p><b>Outcome #5:</b> Use college resources to solve academic and/or real-world problems.</p> <ol style="list-style-type: none"> <li>1. Define problem solving <ul style="list-style-type: none"> <li>• Apply problem solving skills to case studies (based on academic and real world scenarios)</li> <li>• Identify relevant student services.</li> <li>• Use library resources to address research questions</li> </ul> </li> <li>2. Define Critical Thinking. <ul style="list-style-type: none"> <li>• Explore elements of source credibility (currency, author, accuracy, publication, and objectivity).</li> </ul> </li> </ol>
Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> <li>• Communication in the Real World: An Introduction to Communication Studies (Chapter 8) <a href="https://doi.org/10.24926/8668.0401">https://doi.org/10.24926/8668.0401</a></li> <li>• <a href="#">CGCC Student Handbook</a></li> <li>• <a href="#">Service learning project:</a></li> <li>• <a href="#">Emotional Intelligence Mini Reflection</a></li> <li>• <a href="#">Developing Your Emotional Intelligence</a></li> <li>• <a href="#">EQ/Stress</a></li> <li>• G Suite Toolkit Videos (<a href="#">1</a> &amp; <a href="#">2</a>)</li> <li>• <a href="#">GrowthMindsetLesson</a></li> <li>• <i>How to Think About Weird Things: Critical Thinking for a New Age</i>, Schick, Theodore, and Lewis Vaughn. 1999. Mountain View, Calif: Mayfield Pub</li> </ul>
Department Notes: (optional)	

## SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to



<p>provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	Portland State University University of Oregon Eastern Oregon University
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input checked="" type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	Chemeketa CC-FYE 105 "Creating College Success" Linn Benton-HD 120, HD 121, or HD 199 Tillamook Bay CC-CG 100 "College Survival and Success" COCC -4 seminars
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This class is a recommended elective for students who are in their first term of college. It will prepare learners to pursue further academic programs at CGCC and to navigate culturally diverse learning environments. The course will provide studying, financial, and time management techniques, facilitate campus connections, and help with goal setting, motivation, career exploration, and utilizing college resources and services.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or	This class has the potential to replace CG courses; at this time CG classes will not be offered in the Fall of 2022. This class will not replace CG 209 for CTE students.	



describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	Yes. All Deans were contacted via email, and there was no impact acknowledged (3/28/22).
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: Jan 2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
<p>Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #6 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Dylan McManus	<a href="mailto:dmcmanus@cgcc.edu">dmcmanus@cgcc.edu</a>	3/21/2022
Department Chair (enter name of department chair): Zip Krummel		
Department Dean (enter name of department dean): Rebecca Schwartz		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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

# Transfer/Articulation of Individual CGCC Courses

## Directions:

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

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

Course #: FYE 100 Title: College Survival Skills

Credits: 3 Total Contact Hours: Lec: 0 Lab: 0 Lec-Lab: 66

Course Description: Develops time and financial management skills, in addition to facilitating campus connection and goal setting. Includes study skills, career exploration, and personal responsibility for college success. Develops skills for navigating culturally diverse learning environments and explores college resources and services. Audit Available.

Course Prerequisites: N/A

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

- ☐ Gen Ed/Distribution req. in: (Arts & Letters, Social Science, Science/Computer Science, Math) \_\_\_\_\_
- ☐ Requirement in major: (list major) \_\_\_\_\_
- ☐ Elective for major: (list major) \_\_\_\_\_
- ☐ Course Equivalency: (list comparable courses; identify univ.) \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☒ Elective only PSU; UoO (1AAT TLC 100-level course); EOU

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

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

Signature: \_\_\_\_\_

Date: 4.7.22

Printed Name: Tori Stanek

Title: Digital Access Librarian

Department: Library and Learning Commons

E-mail: [tstanek@cgcc.edu](mailto:tstanek@cgcc.edu)



Tori Stanek &lt;tstanek@cgcc.edu&gt;

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**FYE 100 Transferability Request**

4 messages

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**Tori Stanek** <tstanek@cgcc.edu>  
To: registrar@eou.edu

Wed, Mar 16, 2022 at 2:55 PM

Hello,  
I am contacting you in regards to establishing transfer status for our new course:  
• FYE 100 College Survival Skills

Can you verify for me whether this course will transfer to EOU as:

- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.  
Tori

--

**Tori Stanek**  
**Digital Access and Public Services Librarian**  
she/her  
(541) 506-6085



Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles, OR 97058


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**Tori Stanek** <tstanek@cgcc.edu>  
To: registrar@eou.edu

Wed, Mar 16, 2022 at 3:08 PM

Sorry! Here's the attachment.  
[Quoted text hidden]

---

 **FYE 100 CCOG .docx**  
22K

---

**Tori Stanek** <tstanek@cgcc.edu>  
To: registrar@eou.edu

Tue, Mar 22, 2022 at 8:05 AM

Hi,  
Sorry to bother you. I was wondering if you had a chance to look this over?

Thanks again,  
Tori

[Quoted text hidden]

**EOU Registrar** <registrar@eou.edu>  
To: Tori Stanek <tstanek@cgcc.edu>

Tue, Mar 22, 2022 at 10:34 AM

Good morning, this course will transfer as  
• Elective only

Thanks,

**Registrar's Office**  
**Eastern Oregon University**  
**Ph: 541-962-3607**  
**F: 541-962-3799**  
**registrar@eou.edu**



**EASTERN OREGON**  
**UNIVERSITY**

[Quoted text hidden]

[Quoted text hidden]

This communication may contain confidential or privileged information, including information covered by the Family Educational Rights and Privacy Act of 1974 (FERPA). Unauthorized use or reproduction of this communication is prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately.

**From:** RO Articulation articulation@pdx.edu  
**Subject:** [External] Re: [External] Re: FYE 100 Transferability  
**Date:** March 16, 2022 at 3:16 PM  
**To:** Tori Stanek tstanek@cgcc.edu

RA

Thanks Tori!(Sorry for the earlier misspell!!) The class will still be GEN LD, only contributing towards the 180 credits needed for the degree.

On Wed, Mar 16, 2022 at 3:06 PM Tori Stanek <tstanek@cgcc.edu> wrote:  
So sorry! Here it is.

On Wed, Mar 16, 2022 at 3:05 PM RO Articulation <articulation@pdx.edu> wrote:  
Hi Toni,

The attachment did not come though, but based on the title and the prefix, this class would transfer as GEN LD, which would only count towards the 180 needed for the degree.

Thanks,  
Suzanne

On Wed, Mar 16, 2022 at 2:57 PM Tori Stanek <tstanek@cgcc.edu> wrote:  
Hello,  
I am contacting you in regards to establishing transfer status for our new course:  
• FYE 100 College Survival Skills

Can you verify for me whether this course will transfer to PSU as:

- Requirement in major
- Elective for major
- Elective only
- Other

I've attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.

Tori

--

**Tori Stanek**  
Digital Access and Public Services Librarian  
she/her  
(541) 506-6085



Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles, OR 97058

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**Tori Stanek**  
Digital Access and Public Services Librarian  
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(541) 506-6085



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400 East Scenic Drive  
The Dalles, OR 97058

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Tori Stanek &lt;tstanek@cgcc.edu&gt;

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**[External] RE: FYE 100 Transfer CGCC**

1 message

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**Shelly Ehlers** <sehlers@uoregon.edu>  
To: "tstanek@cgcc.edu" <tstanek@cgcc.edu>

Thu, Mar 17, 2022 at 8:03 AM

Good morning Tori,

Here is how this course will transfer to the University of Oregon:

***Columbia Gorge Community College 041519***

FYE 100 = TLC 1AAT TLC 100-level course (elective only)

Please let me know if you have any questions regarding this matter.

Sincerely,

Shelly

---

Shelly Ehlers

*Transfer Program Coordinator*

*Office of the Registrar*



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**From:** Tori Stanek <tstanek@cgcc.edu>  
**Sent:** Wednesday, March 16, 2022 6:01:11 PM  
**To:** UO Transfer Credits <transfercredits@uoregon.edu>

Hello,  
I am contacting you in regards to establishing transfer status for our new course:  
◆ FYE 100 College Survival Skills

Can you verify for me whether this course will transfer to OSU as:

◆ Requirement in major

- ◆ Elective for major
- ◆ Elective only
- ◆ Other

I've attached a Course Content and Outcome Guide.

Please let me know if you require any further information to make your determinations. Thank you.  
Tori

--

**Tori Stanek**

**Digital Access and Public Services Librarian**

she/her

(541) 506-6085



Columbia Gorge Community College  
[400 East Scenic Drive](#)  
The Dalles, OR [97058](#)

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**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	CTE – EM-Tech	Submitter name Phone Email	Jim Pytel <a href="mailto:jpytel@cgcc.edu">jpytel@cgcc.edu</a>
Current prefix and number	EET 111	Proposed prefix and number	No change
Current course title	DC Circuits	Proposed title (60 characters max)	Electrical Circuit Analysis 1
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	DC Circuits	Proposed transcript title (30 characters max)	Electrical Circuit Analysis 1
Reason for above proposed changes	Name change to reflect the contiguous nature of EET111-113 series.		

**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
Covers SI units, engineering notation and prefixes, unit conversion, definitions of conductors and insulators, current, voltage, resistance, power, work/energy, capacity factor, and efficiency. Includes analysis of series, parallel, and series/parallel DC circuits using Ohm's and Kirchhoff's Laws and Thevenin and Norton equivalent circuits. Introduces circuit simulation software, lab practices, soldering and de-soldering, schematic reading, circuit construction and troubleshooting, and lab equipment and instrumentation. Includes a 3-hour per week laboratory session. Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores. Audit available.	Covers SI units, engineering notation and prefixes, unit conversion, definitions of conductors and insulators, current, voltage, resistance, power, work/energy, capacity factor, and efficiency. Includes analysis of series, parallel, and series/parallel DC circuits using Ohm's and Kirchhoff's Laws and Thevenin and Norton equivalent circuits. Introduces circuit simulation software, lab practices, soldering and de-soldering, schematic reading, circuit construction and troubleshooting, and lab equipment and instrumentation. Includes a 3-hour per week laboratory session. Prerequisites: MTH 65 (B or better), RD 115, WR 115 or equivalent placement test scores. Audit available.
Reason for description change	To correct requisite information and more accurately reflect course content and organization of the electrical circuit analysis series.



<b>REQUISITES:</b> Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 65 (B or better) or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 115 and RD 115 or higher; or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 65 (B or better) or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: RD 115, WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	Removing "or higher" from RD/WR prerequisite as it is not necessary. "Equivalent placement test scores" includes "or higher".		

<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.) <b>***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.***</b>	
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 basic electrical DC concepts and theorems to analyze circuits 2. Build, simulate, and troubleshoot DC circuits and perform measurements with electrical test equipment. 3. Write technical reports using collected experiment data. 4. Use circuit simulation software to analyze DC circuits. 5. Apply the concepts learned about DC circuits to compute current, voltage, power, energy, and efficiency of series, parallel, and series-parallel circuits using ohm's law and network theorems. 6. Identify the types, sizes and resistances of components and determine their application in a DC circuit.	Upon successful completion of this course, students will be able to: 1. Apply basic electrical DC concepts and theorems to analyze circuits 2. Build, simulate, and troubleshoot DC circuits and perform measurements with electrical test equipment. 3. Write technical reports using collected experiment data. 4. Use circuit simulation software to analyze DC circuits. 5. Identify the types, sizes and resistances of components and determine their application in a DC circuit.
Reason for outcomes change	More accurately reflect course content and organization of the electrical circuit analysis series.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Apply basic electrical DC concepts and theorems to analyze circuits.</p> <ul style="list-style-type: none"> <li>• calculate voltage, current, and power for individual elements in series DC circuits</li> <li>• calculate voltage, current, and power for individual elements in parallel DC circuits</li> <li>• calculate voltage, current, and power for individual elements in series-parallel DC circuits</li> <li>• calculate voltage, current, and power for load elements using the Thevenin's equivalent DC circuit</li> </ul> <p><b>Outcome #2:</b> Build, simulate, and troubleshoot DC circuits and perform measurements with electrical test equipment.</p> <ul style="list-style-type: none"> <li>• construct a series DC circuit, measure voltage, current, and power for individual elements</li> <li>• construct a parallel DC circuit, measure voltage, current, and power for individual elements</li> <li>• construct a series-parallel DC circuit, measure voltage, current, and power for individual elements</li> <li>• construct the Thevenin's equivalent of a series-parallel DC circuit, measure voltage, current, and power for individual elements</li> </ul> <p><b>Outcome #3:</b> Write technical reports using collected experiment data.</p> <ul style="list-style-type: none"> <li>• collect experimental data on DC Ohm's Law</li> <li>• plot current and power as a function of resistance and voltage</li> </ul> <p><b>Outcome #4:</b> Use circuit simulation software to analyze DC circuits.</p> <ul style="list-style-type: none"> <li>• Use circuit simulation software to demonstrate the super position theorem</li> </ul> <p><b>Outcome #5:</b> Identify the types, sizes and resistances of components and determine their application in a DC circuit.</p> <ul style="list-style-type: none"> <li>• interpret the resistor color code</li> <li>• measure resistance using an ohmmeter</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Boylestad Introductory Circuit Analysis 11<sup>th</sup> edition</p>
Department Required Course Activities (optional)	<p>(update as needed)</p> <p>No change</p>
Department Notes (optional)	<p>(update as needed)</p> <p>No change</p>

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

**SECTION #2 IMPACT ON OTHER DEPARTMENTS**

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

☐ Yes  
☒ No

Please provide details, who was contacted and the resolution.

Implementation term

- ☒ Start of next academic year after approval (summer term)  
☐ Specify term (if other than next academic year):

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
Jim Pytel	jpytel@cgcc.edu	4/7/2022

Department Chair (enter name of department chair): Jim Pytel

Department Dean (enter name of department dean): Kate Wurster

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

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE – EM-Tech	Submitter name Phone Email	Jim Pytel jpytel@cgcc.edu
Current prefix and number	EET 112	Proposed prefix and number	No change
Current course title	AC Circuits	Proposed title (60 characters max)	Electrical Circuit Analysis 2
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	AC Circuits	Proposed transcript title (30 characters max)	Electrical Circuit Analysis 2
Reason for above proposed changes	Name change to reflect the contiguous nature of EET111-113 series.		

**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
Introduction of capacitance, inductance, RC/RL transient response, sinusoidal waveforms, reactance and impedance, AC power, phasor analysis of RLC circuits, node voltage and mesh current analysis, superposition, Thevenin's and Norton's network theorems. Includes a 3-hour per week laboratory. Prerequisite: EET 111. Audit available.	Introduces capacitance, inductance, RC/RL transient response, properties of sinusoidal waveforms, reactance and impedance, phasor analysis of series, parallel, and series-parallel AC circuits. Includes a 3-hour per week laboratory. Prerequisite: EET 111. Audit available.
Reason for description change	To more accurately reflect course content and organization of the electrical circuit analysis series.

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

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Apply basic electrical DC and AC concepts and theorems to analyze circuits.</li> <li>2. Build and trouble shoot DC and AC electrical circuits and perform measurements with electrical test equipment.</li> <li>3. Write technical reports using collected experiment data.</li> <li>4. Use circuit simulation software to analyze AC circuits.</li> <li>5. Identify the types of capacitors and inductors in a circuit, and what their electrical characteristics are in a DC or AC environment with respect to frequency, phase, ohms law, current and voltage.</li> </ol>	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Apply electrical concepts to analyze the transient DC response of capacitive and inductive circuits.</li> <li>2. Build and troubleshoot transient DC capacitive and inductive circuits and perform measurements with electrical test equipment.</li> <li>3. Identify and calculate sinusoidal waveform properties.</li> <li>4. Perform math operations using rectangular and polar complex numbers.</li> <li>5. Apply electrical concepts and use phasor equivalents to analyze AC circuits</li> <li>6. Build and troubleshoot AC circuits and perform measurements with electrical test equipment.</li> </ol>
Reason for outcomes change	More accurately reflect course content and organization of the electrical circuit analysis series.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Apply electrical concepts to analyze the transient DC response of capacitive and inductive circuits.</p> <ul style="list-style-type: none"> <li>calculate voltage, current, and power for individual elements in transient DC capacitive and inductive circuits</li> </ul> <p><b>Outcome #2:</b> Build and troubleshoot transient DC capacitive and inductive circuits and perform measurements with electrical test equipment.</p> <ul style="list-style-type: none"> <li>build transient DC capacitive and inductive circuits</li> <li>measure voltage, current, and power for individual elements</li> </ul> <p><b>Outcome #3:</b> Identify and calculate sinusoidal waveform properties.</p> <ul style="list-style-type: none"> <li>calculate and measure peak, peak to peak, RMS, period, frequency and phase shift for sinusoidal waveforms</li> <li>calculate instantaneous values</li> </ul> <p><b>Outcome #4:</b> Perform math operations using rectangular and polar complex numbers.</p> <ul style="list-style-type: none"> <li>convert rectangular complex numbers to polar equivalents</li> <li>convert polar complex numbers to rectangular equivalents</li> <li>add, subtract, multiply, divide, exponentiate, negate, and perform the complex conjugate of rectangular and polar complex numbers</li> <li>calculate complex impedance</li> <li>form the phasor equivalent of a sinusoidal waveform</li> </ul> <p><b>Outcome #5:</b> Apply electrical concepts and use phasor equivalents to calculate properties in AC circuits</p> <ul style="list-style-type: none"> <li>calculate voltage and current for individual elements in series, parallel, and series-parallel AC circuits.</li> </ul> <p><b>Outcome #6:</b> Build and troubleshoot AC circuits and perform measurements with electrical test equipment.</p> <ul style="list-style-type: none"> <li>build series, parallel, and series-parallel AC circuits and measure voltage and current for individual elements.</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Boylestad Introductory Circuit Analysis 11<sup>th</sup> edition</p>
Department Required Course Activities (optional)	<p>(update as needed)</p> <p>No change</p>
Department Notes (optional)	<p>(update as needed)</p> <p>No change</p>

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



## SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

☐  
☒

Yes  
No

Please provide details, who was contacted and the resolution.

Implementation term

- ☒ Start of next academic year after approval (summer term)  
☐ Specify term (if other than next academic year):

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
Jim Pytel	jpytel@cgcc.edu	4/7/2022

Department Chair (enter name of department chair): Jim Pytel

Department Dean (enter name of department dean): Kate Wurster

### 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	CTE – EM-Tech	Submitter name Phone Email	Jim Pytel jpytel@cgcc.edu
Current prefix and number	EET 113	Proposed prefix and number	No change
Current course title	AC Power	Proposed title (60 characters max)	Electrical Circuit Analysis 3
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	AC Power	Proposed transcript title (30 characters max)	Electrical Circuit Analysis 3
Reason for above proposed changes	Name change to reflect the contiguous nature of EET111-113 series.		

**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
Covers AC power, AC analysis, transformers, 3 phase AC analysis, resonant circuits, and passive filters. Includes a 3-hour per week laboratory session. Prerequisite: EET112 or department approval. Audit available.	Covers AC power, power factor correction, AC network analysis theorems, transformers, analysis of balanced and unbalanced 3 phase AC Y and delta configured loads, and squirrel cage induction motors. Includes a 3-hour per week laboratory session. Prerequisite: EET112 or department approval. Audit available.
Reason for description change	To more accurately reflect course content and organization of the electrical circuit analysis series.

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

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



<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No change		

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Apply AC concepts and theorems to analyze resistive and reactive circuits for apparent power, reactive power, and power factor correction.</li> <li>2. Build and simulate advanced electrical AC circuits and perform measurements with electronic test equipment.</li> <li>3. Write technical reports using collected experiment data</li> <li>4. Use circuit simulation software to analyze electronic circuits.</li> <li>5. Apply AC concepts to resonant circuits, calculating for power factor, impedance, selectivity, series and parallel resonant points.</li> <li>6. Apply AC concepts to polyphase systems, delta and wye connected circuits, conversion between delta and wye for generators and motors, balanced and unbalanced delta and wye.</li> </ol>	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Calculate and measure apparent, real, and reactive power in AC circuits.</li> <li>2. Calculate and measure the electrical properties of power factor corrected systems.</li> <li>3. Apply AC network analysis theorems to AC circuits.</li> <li>4. Apply AC analysis concepts to transformers.</li> <li>5. Apply 3 phase AC concepts to balanced and unbalanced 3 phase AC Y and delta configured loads.</li> <li>6. Calculate and measure electrical and mechanical properties for 3 phase AC squirrel cage induction motors.</li> </ol>
Reason for outcomes change	More accurately reflect course content and organization of the electrical circuit analysis series.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Calculate and measure apparent, real, and reactive power in AC circuits.</p> <ul style="list-style-type: none"> <li>Calculate and measure apparent, real, and reactive power for individual elements in series, parallel, and series-parallel AC circuits.</li> </ul> <p><b>Outcome #2:</b> Calculate and measure electrical properties of power factor corrected systems.</p> <ul style="list-style-type: none"> <li>Calculate the size of a power factor correction element.</li> <li>Compare and contrast electrical properties between the original and the power factor corrected system.</li> </ul> <p><b>Outcome #3:</b> Apply AC network analysis theorems to AC circuits.</p> <ul style="list-style-type: none"> <li>Apply the AC superposition theorem for a multisource AC circuit.</li> <li>Apply AC Thevenin's and AC Maximum Power Transfer theorem to simplify a linear two terminal network.</li> </ul> <p><b>Outcome #4:</b> Apply AC analysis concepts to transformers.</p> <ul style="list-style-type: none"> <li>Interpret a transformer connection diagram.</li> <li>Install a transformer in an AC circuit.</li> </ul> <p><b>Outcome #5:</b> Apply 3 phase AC concepts to balanced and unbalanced 3 phase AC Y and delta configured loads.</p> <ul style="list-style-type: none"> <li>Calculate and measure electrical properties for individual elements in balanced and unbalanced Y 3 phase AC loads.</li> <li>Calculate and measure electrical properties for individual elements in balanced and unbalanced delta configured 3 phase AC loads.</li> <li>Apply the single wattmeter and the two wattmeter method to 3 phase AC loads.</li> </ul> <p><b>Outcome #6:</b> Calculate and measure electrical and mechanical properties for 3 phase AC squirrel cage induction motors.</p> <ul style="list-style-type: none"> <li>Calculate and plot the speed torque curve for a 3 phase AC squirrel cage induction motor.</li> <li>Plot electrical properties for a 3 phase AC squirrel cage induction motor at various points on the speed torque curve.</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Boylestad Introductory Circuit Analysis 11<sup>th</sup> edition</p>
Department Required Course Activities (optional)	<p>(update as needed)</p> <p>No change</p>
Department Notes (optional)	<p>(update as needed)</p> <p>No change</p>

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

## SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?

☐  
☒

Yes  
No

Please provide details, who was contacted and the resolution.

Implementation term

- ☒ Start of next academic year after approval (summer term)  
☐ Specify term (if other than next academic year):

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
Jim Pytel	jpytel@cgcc.edu	4.7.22

Department Chair (enter name of department chair): Jim Pytel

Department Dean (enter name of department dean): Kate Wurster

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

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE – EM-Tech	Submitter name Phone Email	Jim Pytel <a href="mailto:jpytel@cgcc.edu">jpytel@cgcc.edu</a>
Current prefix and number	MEC 120	Proposed prefix and number	No change
Current course title	Fluid Power and Electrical Control of Fluid Power Systems	Proposed title (60 characters max)	Hydraulics and Pneumatics
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Fluid Power	Proposed transcript title (30 characters max)	Hydraulics and Pneumatics
Reason for above proposed changes	Simplify title and reflect two principal aspects of fluid power.		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the basic principles of hydraulics and pneumatics and applies these principles to build, maintain and troubleshoot industrial hydraulic and pneumatics circuits. Covers theory, generation, storage, transmission, and usage of hydraulic and pneumatics energy, pressure, and flow. Introduces hydraulic and pneumatics schematics and circuits as well as identification and operation of basic hydraulic and pneumatics components. Introduces basic ladder logic to automate, control and modify an electrically controlled hydraulic and pneumatics system with solenoid-operated directional control valves. Includes a 3-hour per week laboratory session. Prerequisite: MTH 65. Audit available.	
Reason for description change	No change

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

<b>LEARNING OUTCOMES:</b> 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 <u>Writing Learning Outcomes</u> 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: <ol style="list-style-type: none"> <li>1. Apply basic hydraulic and pneumatic principles to predict behavior of hydraulic and pneumatic circuits.</li> <li>2. Build, operate, maintain, and troubleshoot manually controlled hydraulic and pneumatic circuits.</li> <li>3. Write technical reports using collected experimental data.</li> <li>4. Build, operate, maintain, and troubleshoot an electrically controlled hydraulic and pneumatic system.</li> <li>5. Identify hydraulic components and determine their application in hydraulic and pneumatic circuits.</li> </ol>	
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Apply basic hydraulic and pneumatic principles to predict behavior of hydraulic and pneumatic circuits.</p> <ul style="list-style-type: none"> <li>Calculate pressure, area, and force using Pascal's law.</li> <li>Calculate actuation speed and flow rate for fluid power systems.</li> </ul> <p><b>Outcome #2:</b> Build, operate, maintain, and troubleshoot manually controlled hydraulic and pneumatic circuits.</p> <ul style="list-style-type: none"> <li>Build, operate, maintain, and troubleshoot extend and retract, clamp and bend, and other industrial fluid power circuits.</li> </ul> <p><b>Outcome #3:</b> Write technical reports using collected experimental data.</p> <ul style="list-style-type: none"> <li>Calculate and plot theoretical results using Pascal's Law.</li> <li>Measure and compare real world observations to predicted theory.</li> </ul> <p><b>Outcome #4:</b> Build, operate, maintain, and troubleshoot an electrically controlled hydraulic and pneumatic system.</p> <ul style="list-style-type: none"> <li>Use a ladder logic diagram and a fluid power schematic to build, operate, maintain, and troubleshoot an electrically controlled hydraulic and pneumatic system</li> </ul> <p><b>Outcome #5:</b> Identify hydraulic components and determine their application in hydraulic and pneumatic circuits.</p> <ul style="list-style-type: none"> <li>Interpret fluid power schematics.</li> <li>Interpret a fluid power component data sheet.</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>(update as needed)</p> <p>Fluid Power Systems 2<sup>nd</sup> edition Patrick Kleete</p>
Department Required Course Activities (optional)	<p>(update as needed)</p> <p>No change</p>
Department Notes (optional)	<p>(update as needed)</p> <p>No change</p>

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year after approval (summer term) <input type="checkbox"/> Specify term (if other than next academic year):
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
Jim Pytel	<a href="mailto:jpytel@cgcc.edu">jpytel@cgcc.edu</a>	3/3/2022
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Kate Wurster		

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



CC date CC decision CC vote
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<b>Modified Degree/Certificate Revision</b>			
<p align="center"><b>The Modified Certificate/Degree Revision form may be used for the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Course title changes within degrees/certificates</b></li> <li><b>2. Course prefix/number changes within degrees/certificates</b></li> <li><b>3. Degree or certificate title changes</b></li> <li><b>4. Addition or deletion of degree/certificate electives</b></li> </ol> <p align="center">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.</p>			
<b>Submitted by:</b>	Jim Pytel	<b>Email:</b> <a href="mailto:jpytel@cgcc.edu">jpytel@cgcc.edu</a>	<b>Phone:</b>
<b>Title of Degree/Certificate:</b>	Electro-Mechanical Tech (cert) Electro-Mechanical Tech AAS	<b>Requested Implementation Term:</b>	Summer 2022
<b>What type of change are you requesting?</b>	<input checked="" type="checkbox"/> Course title change <input type="checkbox"/> Course prefix/number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
<b>Fill in the sections below as applicable. If a section is not applicable, fill in N/A.</b>			
<b>Current Course Title:</b>	<ul style="list-style-type: none"> <li>• (EET 111) DC Circuits</li> <li>• (EET 112) AC Circuits</li> <li>• (EET 113) AC Power</li> <li>• (MEC 120) Fluid Power and Electrical Control of Fluid Power Systems</li> </ul>	<b>Revised Course Title:</b>	<ul style="list-style-type: none"> <li>• (EET 111) Electrical Circuit Analysis 1</li> <li>• (EET 112) Electrical Circuit Analysis 2</li> <li>• (EET 113) Electrical Circuit Analysis 3</li> <li>• (MEC 120) Hydraulics and Pneumatics</li> </ul>
<b>Current Course Prefix/Number:</b>	N/A	<b>Revised Course Prefix/Number:</b>	N/A
<b>Current degree or certificate title:</b>	N/A		
<b>Proposed degree or certificate title:</b>	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
	N/A		<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Jim Pytel	<a href="mailto:jpytel@cgcc.edu">jpytel@cgcc.edu</a>	04.07.22
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Kate Wurster		

Next steps:

1. Save the completed Modified Certificate/Degree Revision form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## DEGREE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE - CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Degree Title:	Administrative Office Professional		Credits:	94
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No CGCC students have completed the program in the previous three academic years and only one student has completed the program in the previous six academic years.</li> <li>A main intention of the AOP degree was the ability for students who began the program at one school to transfer to another school to seamlessly complete the program. Research by Andrea Ware found that only one other community college in Oregon, Linn-Benton, offers AOP degree, rendering the transfer benefit essentially meaningless.</li> <li>According to Ware, the AOP and the CGCC Administrative Assistant AAS are similar so it doesn't make sense for us to offer both degrees.</li> </ul>			
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)		
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.				
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22

Requested term for start of suspension	Summer 2022
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SECTION #2 DEGREE COURSEWORK			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
BA 101	Introduction to Business		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 111	Introduction to Accounting		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 205	Business Communication		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 206	Management Fundamentals		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 224	Introduction to Human Resource Management		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 226	Business Law I		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 228	Computer Accounting Applications		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 285	Human Relations in Organizations		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 109	Digital Presentations		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 122	Keyboarding for Speed and Accuracy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 140	Beginning Databases		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 170	Beginning Spreadsheets using Excel		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 216	Beginning Word		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 217	Intermediate Word		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 246	Integrated Computer Projects		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MTH 65 or MTH 98	Beginning Algebra or Quantitative Math		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 131	10-Key on Calculators		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 220	Business Editing Skills		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 240	Filing and Records Management		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 245	Office Systems and Procedures		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 280F	CE: Administrative Assistant		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 280G	CE: Administrative Assistant Seminar		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

WR 121	English Composition		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	General Education Electives		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
<b>Electives</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course to be inactivated upon suspension of program</b>
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
*Provide explanation of "Other"			

<b>SECTION #3 DEPARTMENT REVIEW</b>		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04.07.22
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

Next steps:

1. Save the completed Degree Suspension Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
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.

## Teach Out Planning Document

Certificate/Degree Title: Administrative Office Professional			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that Administrative Office Professional SAAS degree be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No CGCC students have completed the program in the previous three academic years and only one student has completed the program in the previous six academic years.</li> <li>A main intention of the AOP degree was the ability for students who began the program at one school to transfer to another school to seamlessly complete the program. Research by Andrea Ware found that only one other community college in Oregon, Linn-Benton, offers AOP degree, rendering the transfer benefit essentially meaningless.</li> <li>According to Ware, the AOP and the CGCC Administrative Assistant AAS are similar so it doesn't make sense for us to offer both degrees.</li> </ul>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. Only 3 students enrolled in CS 162 offered spring 2021.	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.</b> <sup>1</sup>	Registrar and Nexus enrollment data	
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22

Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22
Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar’s Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar’s office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

All courses will continue to be taught with the exception of CAS 133, for which BA 131 may be used as a substitute.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Administrative Office Professional SAAS

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Basic Computer Skills		Credits:	19
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only three students have completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			



## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CAS 108	Beginning Photoshop	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 208	Intermediate Photoshop	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 231	Desktop Publishing	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WT 102	Social Media Marketing	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WT 105	Writing for the Web	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WT 181	Digital Marketing Strategies	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
<b>Electives</b>			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
*Provide explanation of "Other"			

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

## Teach Out Planning Document

Certificate/Degree Title: Basic Computer Skills			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Basic Computer Skills career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only three students have completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
<b>Action</b>	<b>Details</b>	<b>Source of information</b>	<b>By when</b>
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.</b> <sup>1</sup>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available for students to complete if they are currently declared/eligible for this certificate.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Basic Computer Skills CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Entry-Level Administrative Assistant		Credits:	15
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No students have completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CAS 103W	Introduction to Computers: Using Windows	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 104	Basic Internet Skills	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 121	Beginning Keyboarding	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 170	Beginning Spreadsheets using Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 216	Beginning Word	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
<b>Electives</b>			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
*Provide explanation of "Other"			

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

## Teach Out Planning Document

Certificate/Degree Title: Entry-Level Administrative Assistant			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Entry-Level Administrative Assistant career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No students have completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
<b>Action</b>	<b>Details</b>	<b>Source of information</b>	<b>By when</b>
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.</b> <sup>1</sup>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available and students are able to complete if currently declared/eligible for this certificate. The one exception is the inactivation of CAS 133, for which BA 131 may be used as a substitute.

**Other Comments:**



## Termination of a Program Checklist

Certificate/Degree Title: Entry-Level Administrative Assistant CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Medical Office Professional CPC		Credits:	24
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No students have completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
MA 117	Medical Office Administrative Procedures	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MA 118	Medical Office Administrative Procedures Lab	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MA 180	Coding and Reimbursement	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MP 111	Medical Terminology	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MP 140	Introduction to Health Law and Ethics	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BA 188	Customer Service Skills	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 121	Beginning Keyboarding	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CG 209	Job Search Skills	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

### Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

\*Provide explanation of "Other"

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): Jarett Gilbert (interim)

## Teach Out Planning Document

Certificate/Degree Title: Medical Office Professional			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Medical Office Professional career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No students have completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
<b>Action</b>	<b>Details</b>	<b>Source of information</b>	<b>By when</b>
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.<sup>1</sup></b>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available and students are able to complete if currently declared/eligible for this certificate. The one exception is the inactivation of CAS 133, for which BA 131 may be used as a substitute.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Medical Office Professional CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Office Assistant		Credits:	43
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only four students have completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CAS 109	Digital Presentations	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 123	Production Keyboarding	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 140	Beginning Databases	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 170 or CAS 270	Beginning Spreadsheets using Excel or Intermediate Spreadsheets using Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 216	Beginning Word	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 217	Intermediate Word	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 131	10-Key for Business	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 220	Business Editing Skills	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 240	Filing and Records Management	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 245	Office Systems & Procedures	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 280F	CE: Administrative Assistant	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 280G	CE: Administrative Assistant Seminar	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 121	College Composition	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*

### Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

\*Provide explanation of "Other"

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): Jarett Gilbert (interim)



## Teach Out Planning Document

Certificate/Degree Title: Office Assistant			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Office Assistant career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only four students have completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
<b>Action</b>	<b>Details</b>	<b>Source of information</b>	<b>By when</b>
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.<sup>1</sup></b>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available and students are able to complete if currently declared/eligible for this certificate. The one exception is the inactivation of CAS 133, for which BA 131 may be used as a substitute.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Office Assistant CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Spreadsheet Support		Credits:	19
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>Only one student has completed the program in the previous three academic years and only two students have completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
BA 104	Applied Business Math	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 133	Intro to Office Software	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
CAS 140	Beginning Databases	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 170	Beginning Spreadsheets using Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 270	Intermediate Spreadsheets using Excel	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 131	10-Key for Business	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

### Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

\*Provide explanation of "Other"

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.

## Teach Out Planning Document

Certificate/Degree Title: Spreadsheet Support			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Spreadsheet Support career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>Only one student has completed the program in the previous three academic years and only two students have completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.</b> <sup>1</sup>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available and students are able to complete if currently declared/eligible for this certificate. The one exception is the inactivation of CAS 133, for which BA 131 may be used as a substitute.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Spreadsheet Support CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		



# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## CERTIFICATE SUSPENSION

Submitted by: Todd Meislahn

Email: tmeislahn@cgcc.edu

Phone: \_\_\_\_\_

Department: CTE – CAWT

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Certificate Title:	Word Processing Support		Credits:	19
Overview and rationale for suspension:	<ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only one student has completed the program in the previous six academic years</li> <li>The program no longer appears to be relevant.</li> </ul>			
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the base degree?	Administrative Assistant AAS			
Will the proposed suspension affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how?				
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested term for start of suspension	Summer 2022			

## SECTION #2 CERTIFICATE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CAS 122	Keyboarding for Speed and Accuracy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 123	Production Keyboarding		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 216	Beginning Word		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 217	Intermediate Word		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CAS 231	Desktop Publishing		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
OS 220	Business Editing Skills		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

### Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

\*Provide explanation of "Other"

## 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	04/07/22

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): Jarett Gilbert (interim)

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.

## Teach Out Planning Document

Certificate/Degree Title: Word Processing Support			Date 04/07/2022
<b>Section 1: Instructional Department</b>			
<p>The Career &amp; Technical Education Department recommends that the Word Processing Support career pathway certificate be officially suspended.</p> <p>Rationale:</p> <ul style="list-style-type: none"> <li>No students have completed the program in the previous three academic years and only one student has completed the program in the previous six academic years.</li> <li>The program no longer appears to be relevant.</li> </ul>			
<b>Action</b>	<b>Details</b>	<b>Source of information</b>	<b>By when</b>
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	04/07/2022
No students currently enrolled. <b>No information provided by Registrar</b>	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.<sup>1</sup></b>	Registrar and Nexus enrollment data	04/07/2022
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	04/07/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	All courses are used in ongoing degrees/certificates; therefore, no instructor notification required. All B&E and CAWT faculty will remain in place.	N/A	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	04/20/22
Update webforms			04/20/22
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22

Notify NWCCU	Electronic submission form	Instructional Chair/Dean and Curriculum Office	5/15/22 (follows HECC approval)
Update Catalog	Remove degree/cert map	website	6/30/22
Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	No information was forthcoming from the registrar on this request.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

Any student in the program having required courses still to complete will be accommodated. However, given that very few students have completed the program in the previous six academic years, the need for teach out is unlikely.

Since this is a Career Pathway Certificate, all courses in the certificate exist within the parent degree – Administrative Assistant AAS – which is not being suspended. Therefore, all courses are still available for students to complete if they are currently declared/eligible for this certificate.

**Other Comments:**

## Termination of a Program Checklist

Certificate/Degree Title: Word Processing Support CPC

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	No information provided by Registrar	
List the program courses that 2 <sup>nd</sup> year students have not completed	No information provided by Registrar	
Provide enrollment comparison of the past 3-5 years of the program	No information provided by Registrar	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program		
The program is being considered for termination due to a change in workforce needs?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.		
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches		
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE – Business & Entrepreneurship	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Current prefix and number	BA131	Proposed prefix and number	No change
Current course title	Introduction to Business Technology	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Business Technology	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Explores computer concepts and the use of information technology in business organizations including the use of word processing, spreadsheet, and presentation software. Includes introduction to hardware, software, databases, system development, and tools that businesses use for communication and collaboration. Includes appreciating the value of ethical conduct in a business/computer environment and the impact of technology on industry and society. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.	Explores computer concepts and information technology used in business organizations including MS Office software applications Word, Excel®, and PowerPoint®. Includes introduction to hardware, software, databases, file management, internet, and email as tools for communication and collaboration. Presents specialized vocabulary and promotes awareness of ethics and critical thinking. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores; CAS 121 or keyboarding by touch. Audit available.
Reason for description change	CAS133 and BA131 are similar courses. CAS133 is being suspended in favor of BA131. Changes represent a melding of the descriptions and outcomes for the course going forward.

**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 115, MTH 20 or equivalent placement test scores

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: WR 115, RD 115, MTH 20 or equivalent placement test scores

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: CAS 121 or keyboarding by touch

☒ Prerequisite

☐ Corequisite

☐ pre/con

Reason for  
requisite changes

CAS133 and BA131 are similar courses. CAS133 is being suspended in favor of BA131. Changes represent a melding of the requisites for the course going forward.

**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 how organizations utilize computer and communications technology to collect, process, and store data and information.
2. Apply technology to support business planning, operations, marketing, strategy, and decision making.
3. Use word processing, spreadsheet, and presentation software in the business environment.
4. Apply critical thinking skills to ethics,

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

1. Demonstrate the use of MS Office software to create documents, spreadsheets, and presentations for the business environment.
2. Explain how organizations utilize computer and communications technology to research, collect, process, store, and present data and information.
3. Identify how businesses use the internet, social media, and other technology to connect with customers and employees, market and deliver products and services, and create competitive advantage.

<p>environmental responsibility, and privacy issues associated with information technology use in business and society.</p> <p>5. Analyze how businesses use the Internet, social media, and technology to connect with customers and employees, market and deliver their products, and create competitive advantage.</p> <p>6. Apply an understanding of the rapidly changing technological environment to make business decisions.</p>	<p>4. Apply technology to support business planning, operations, marketing, strategy, and decision making.</p> <p>5. Apply critical thinking skills to ethics, environmental responsibility, technology purchases, and privacy issues associated with information technology use in business and society.</p>
Reason for outcomes change	CAS133 and BA131 are similar courses. CAS133 is being suspended in favor of BA131. Changes represent a melding of the descriptions and outcomes for the course going forward.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Demonstrate the use of MS Office software to create documents, spreadsheets, and presentations for the business environment.</p> <ul style="list-style-type: none"> <li>• Word application use and features to format and prepare business letters, flyers, and other business documents</li> <li>• Excel® application use and features (including functions and charts) to prepare business spreadsheets</li> <li>• PowerPoint® application use and feature (including graphics, backgrounds, and themes) to prepare business presentations</li> </ul> <p><b>Outcome #2:</b> Explain how organizations utilize computer and communications technology to research, collect, process, store, and present data and information.</p> <ul style="list-style-type: none"> <li>• Hardware components and structure</li> <li>• The differences between operating system and applications software</li> <li>• File management</li> <li>• Database management</li> <li>• Windows and Mac navigation</li> <li>• Evaluating the reliability of websites</li> <li>• Efficient use of internet browsers</li> </ul> <p><b>Outcome #3:</b> Identify how businesses use the internet, social media, and other technology to connect with customers and employees, market and deliver products and services, and create competitive advantage.</p> <ul style="list-style-type: none"> <li>• Sources and availability of competitive data</li> <li>• Social media as a marketing innovation</li> <li>• Email use and netiquette</li> </ul> <p><b>Outcome #4:</b> Apply technology to support business planning, operations, marketing, strategy, and decision making.</p> <ul style="list-style-type: none"> <li>• The similarities and differences between a database and a spreadsheet and when to use each</li> <li>• Data presentation format for various users</li> </ul>



Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)
	No change

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	CTE – 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 changes		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces 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)	
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121	
<input type="checkbox"/> Placement into:	

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No change		

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze issues relating to <b>inventory</b>, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment.</li> <li>2. Demonstrate an intermediate understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses.</li> <li>3. Interpret and analyze financial statements to aid in reporting and decision making.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze issues relating to receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment.</li> <li>2. Demonstrate an intermediate understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses.</li> <li>3. Interpret and analyze financial statements to aid in reporting and decision making.</li> </ol>
Reason for outcomes change	Inventory issues are covered in depth in BA211 (now 4 credits - MTM requirement) and no longer necessary in BA212 (now 2 credits after MTM requirement for BA211)
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>(required if revising outcomes)</p> <p><b>Outcome #1:</b> Analyze issues relating to receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment.</p> <ul style="list-style-type: none"> <li>• Accounting for receivables, to include their recognition, disposal and valuation.</li> <li>• Recording the acquisition, depreciation and disposal of plant assets.</li> <li>• The nature of natural resources and intangible assets and the methods of cost expiration.</li> <li>• The nature and types of current liabilities.</li> <li>• The nature, purpose and valuation of bonds payable.</li> <li>• Accounting for bonds payable, to include the issuance, retirement and amortization of discounts and premiums.</li> </ul>

	<ul style="list-style-type: none"> <li>Accounting for common and preferred stock issuance.</li> <li>Accounting for cash dividends, and stock dividends.</li> <li>Accounting for the acquisition and re-issuance of treasury stock.</li> </ul> <p><b>Outcome #2:</b> Demonstrate an intermediate understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>Principles of internal control, especially as they relate to cash.</li> <li>Preparation of a statement of cash flows, as well as the purpose, use, and interpretation of information on the report.</li> </ul> <p><b>Outcome #3:</b> Interpret and analyze financial statements to aid in reporting and decision making.</p> <ul style="list-style-type: none"> <li>Perform intermediate analysis and interpretation of financial statements using:             <ul style="list-style-type: none"> <li>Basic financial ratios</li> <li>Horizontal, and vertical analysis</li> <li>Segment analysis</li> </ul> </li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)  No change

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

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

<b>SECTION #3 DEPARTMENT REVIEW</b>		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	CTE – Business & Entrepreneurship		Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Prefix and Course Number:	BA 170		Credits:	4
Course Title: (60 characters max, including spaces)	Project Management Fundamentals		Transcript Title: (30 characters max, including spaces)	Project Mgmt Fundamentals
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 40 Lec/lab: 0 Lab: 0
Reason for the new course	Project management is a cross-discipline skill used in all departments within a business			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
	Check all that apply		Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title		
	<input checked="" type="checkbox"/> No			

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	BA104	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	BA131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> 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 <a href="#">Writing Course Descriptions</a> .	
Examines project management and its controlled processes of initiating, planning, and executing. Introduces all aspects of a project with emphasis on the coordination and motivation of personnel involved. Explores how to define goals and optimize the use of resources in order to achieve the project objectives. Prerequisites: BA 104, BA 131. Audit available.	
<b>LEARNING OUTCOMES:</b> 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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify the series of steps, processes, and strategies used to achieve project objectives.
	2. Determine, procure, and optimize all resources needed for a project, including human, material, and financial.
	3. Manage and motivate project personnel.
	4. Initiate, perform, manage, and complete a task.
	5. Define, appraise, and evaluate a task using pre- and post-analysis.
Outcomes assessment strategies:	Assessment methods may include: examinations, quizzes, homework assignments, research papers, and small group problem-solving of questions arising from application of course concepts and concerns to actual experience, oral presentations.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<b>Outcome #1:</b> Identify the series of steps, processes, and strategies used to achieve project objectives. <ul style="list-style-type: none"> <li>• Project definition and components</li> <li>• Project life cycle definition</li> <li>• Resources definition and types</li> </ul>

	<ul style="list-style-type: none"> <li>• PMI Talen Triangle</li> </ul> <p><b>Outcome #2:</b> Determine, procure, and optimize all resources needed for a project, including human, material, and financial.</p> <ul style="list-style-type: none"> <li>• Selection, prioritization, and resource projects as an outgrowth of strategic planning</li> <li>• Elements of a charter and why each is used</li> <li>• Organization's structure influence on the implementation of its strategic plan</li> <li>• Project life cycle models and distinguishing when each is appropriate</li> </ul> <p><b>Outcome #3:</b> Manage and motivate project personnel</p> <ul style="list-style-type: none"> <li>• Stages of team development and strategies to move teams through the project life cycle</li> <li>• Methods of project team decision making and the circumstances in which each is likely to be most effective</li> <li>• Characteristics of a high-performing project team; assessing leader and team capability; how teams can improve</li> <li>• Build a communications matrix for a real project</li> </ul> <p><b>Outcome #4:</b> Initiate, perform, manage, and complete a task</p> <ul style="list-style-type: none"> <li>• Create a requirements traceability matrix, project scope statement, and change request form</li> <li>• Work breakdown structure (WBS) and its importance to project</li> <li>• Ways in which a project's schedule is limited and how to deal with limits</li> <li>• Depict a project schedule on a Gantt chart by hand, showing the critical path</li> <li>• Identify the critical path using both the two-pass and enumeration methods</li> </ul> <p><b>Outcome #5:</b> Define, appraise, and evaluate a task using pre- &amp; post-analysis.</p> <ul style="list-style-type: none"> <li>• Develop an effective project schedule, considering resource constraints</li> <li>• Methods of resolving resource overloads</li> <li>• Project cost terms and how used in estimating project cost.</li> <li>• Planning for risk management, identifying and analyzing risks, and creating response plans for identified risks</li> <li>• Planning, conducting, controlling, and closing project procurements</li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	<i>Contemporary Project Management</i> , 4 <sup>th</sup> Edition, Kloppenborg/Anantntmul/Wells, Cengage Learning
Department Notes: (optional)	

## SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to



<p>provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>		
Which Oregon universities will the course transfer to? List all	Transferability requests have been sent to universities and are pending. It is anticipated that this course will transfer as a general elective.	
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)	
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe	
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	COCC: HIM171-Project Management (Health Information Mgmt) CCC: BA120-Project Management Fundamentals Other CC's offer it as continuing education or PD	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)	

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Entrepreneurship and Accounting/Bookkeeping	# credits: 45, 52
Name of degree(s):	Entrepreneurship/Business Management and Accounting	# credits: 95, 95
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	requirement	
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.	None	



Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	N/A
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: <input checked="" type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn

Email: [tmeislahn@cgcc.edu](mailto:tmeislahn@cgcc.edu)

Phone:

Department: CTE – Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Administrative Assistant AAS	Proposed Title:	No change
Current Credits:	103	Proposed Credits:	No change
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> <li>The course content and outcomes for CAS133-Intro to Office Software are virtually identical to BA131-Introduction to Business Technology – the two courses are redundant.</li> <li>The Medical Office CPC is being suspended, therefore the removal of MA and MP courses as electives.</li> </ul>		
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	<ol style="list-style-type: none"> <li>Delete CAS 133</li> <li>Add BA 131</li> <li>Remove degree elective options: MA 117, MA 118, MA 180, MP 111, MP 140. Delete BA 188 as it is covered by general acceptance of BA courses as electives.</li> </ol>		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Administrative Assistant Digital Marketing Assistant

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 (recommended)	Beginning Keyboarding or ability to keyboard by touch	Recommended: Placement into RD 90 and WR 90; CAS 103W	3
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		
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. Produce professional, error-free, timely documents by using current and emerging software and hardware technology.
2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.
3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.
4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.
5. Establish and follow procedures to manage digital and hard copy office documents.
6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.
7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.
8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.
9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.

### PROPOSED DEGREE OUTCOMES

*Students who successfully complete this degree will be able to:*

1. No change
- 2.

### 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 TERM (16 credits)			FALL TERM (16 credits)		
<b>CAS 133</b>	<b>Intro to Office Software (REMOVE)</b> Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch.	<b>4</b>	<b>BA 131</b>	<b>Introduction to Business Technology (ADD)</b> WR 115, RD 115, and MTH 20 or test	<b>4</b>
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4
	Administrative Assistant Degree Electives varied	3		Administrative Assistant Degree Electives varied	3
	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
WINTER TERM (14 credits)			WINTER TERM (14 credits)		
BA 104	Applied Business Math WR 115, RD 115, and MTH 20 or test	4	BA 104	Applied Business Math WR 115, RD 115, and MTH 20 or test	4
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
CAS 216	Beginning Word Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3	CAS 216	Beginning Word Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3

OS220	Business Editing Skills Rec: WR 115 or test. Prereq: CAS 216, CAS 121 or instructor permission	4	OS220	Business Editing Skills Rec: WR 115 or test. Prereq: CAS 216, CAS 121 or instructor permission	4
SPRING TERM (14 credits)			SPRING TERM (14 credits)		
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4
CAS 123	Production Keyboarding Rec: OS 220, CAS 122 and keying 40 wpm by touch. Prereq: CAS 216 or inst permission	3	CAS 123	Production Keyboarding Rec: OS 220, CAS 122 and keying 40 wpm by touch. Prereq: CAS 216 or inst permission	3
CAS 217	Intermediate Word Rec: Place into RD 115, WR 115. Prereq: CAS 216 or instructor permission	3	CAS 217	Intermediate Word Rec: Place into RD 115, WR 115. Prereq: CAS 216 or instructor permission	3
OS 240	Filing and Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4	OS 240	Filing and Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4
SUMMER TERM (13 credits)			SUMMER TERM (13 credits)		
MTH 65 or MTH 98	Beginning Algebra II MTH 60 or test or Quantitative Math Place into RD 90, WR 90; Prereq: MTH 20 or test	4	MTH 65 or MTH 98	Beginning Algebra II MTH 60 or test or Quantitative Math Place into RD 90, WR 90; Prereq: MTH 20 or test	4
OS 280F	CE: Administrative Assistant Rec: RD 115, WR 115. Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instr permission. Prerequisite/concurrent: OS 280G.	4	OS 280F	C E: Administrative Assistant Rec: RD 115, WR 115. Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instr permission. Prerequisite/concurrent: OS 280G.	4
OS 280G	CE: Administrative Assistant Seminar Rec: RD 115, WR 115. Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instr permission. Prerequisite/concurrent: OS 280F.	1	OS 280G	CE: Administrative Assistant Seminar Rec: RD 115, WR 115. Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instr permission. Prerequisite/concurrent: OS 280F.	1

	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
FALL TERM (15 credits)			FALL TERM (15 credits)		
BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3	BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3
CAS 134	Introduction to Google Drive Rec: RD 115, WR 115 and CAS 121	3	CAS 134	Introduction to Google Drive Rec: RD 115, WR 115 and CAS 121	3
CAS 170	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20	3	CAS 170	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20	3
	Administrative Assistant Degree Electives varied	2		Administrative Assistant Degree Electives varied	2
	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
CAS 140	Beginning Databases Rec: Place into RD 115, WR 115 or higher	4	CAS 140	Beginning Databases Rec: Place into RD 115, WR 115 or higher	4
	Administrative Assistant Degree Electives varied	11		Administrative Assistant Degree Electives varied	11
SPRING TERM (16 credits)			SPRING TERM (16 credits)		
CAS 246	Integrated Computer Projects	4	CAS 246	Integrated Computer Projects	4
OS 245	Office Systems and Procedures CAS 216 and OS 220	4	OS 245	Office Systems and Procedures CAS 216 and OS 220	4
	Administrative Assistant Degree Electives varied	4		Administrative Assistant Degree Electives varied	4
	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
	<b>Credit Total</b>	103		<b>Credit Total</b>	103
<b>ELECTIVE LIST</b> 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 188	Customer Service Skills <b>(REMOVE)</b> <a href="#">WR 115, RD 115 or test</a>	2			
CG 209	Job Finding Skills <a href="#">none</a>	1	CG 209	Job Finding Skills <a href="#">none</a>	1
MA 117	Medical Office Administrative Procedures <b>(REMOVE)</b>	3			
MA 118	Medical Office Administrative Procedures Lab <b>(REMOVE)</b>	2			
MA 180	Coding and Reimbursement <b>(REMOVE)</b>	2			
MP 111	Medical Terminology <b>(REMOVE)</b>	4			
MP 140	Introduction to Health Law and Ethics <b>(REMOVE)</b>	3			
Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Degree or Certificate.		Varied	Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Degree or Certificate.		Varied
Any BA course in addition to the required BA courses from the Administrative Assistant certificate. May not include BA 131 if CAS 133 was taken		Varied	Any BA course in addition to the required BA courses from the Administrative Assistant certificate.		Varied

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		



# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: [tmeislahn@cgcc.edu](mailto:tmeislahn@cgcc.edu)

Phone:

Department: CTE – Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Administrative Assistant	Proposed Title:	No change
Current Credits:	48	Proposed Credits:	No change
Overview and rationale for proposed changes:	The course content and outcomes for CAS133-Intro to Office Software are virtually identical to BA131-Introduction to Business Technology – the two courses are redundant.		
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	<ol style="list-style-type: none"> <li>1. Delete CAS 133</li> <li>2. Add BA 131</li> <li>3.</li> </ol>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Administrative Assistant AAS		
Will the proposed changes affect the base degree or certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?	BA 131 will replace CAS 133 in the AAS as well.		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 (recommended)	Beginning Keyboarding or ability to keyboard by touch	Recommended: Placement into RD 90 and WR 90; CAS 103W	3
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

### 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. Perform basic entry-level office work.
2. Effectively use written, oral, and visual communications skills.
3. Use current and emerging technologies to solve workplace problems through presentation, research, analysis, and synthesis.

### PROPOSED CERTIFICATE OUTCOMES

*Students who complete this certificate will be able to:*

No change

### RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

### Additional Comments Or Changes

### SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (15 credits)			FALL TERM (15 credits)		
BA 111	Introduction to Accounting WR 115, RD 115, and MTH 20 or test	4	BA 111	Introduction to Accounting WR 115, RD 115, and MTH 20 or test	4
<b>CAS 133</b>	<b>Intro to Office Software (REMOVE)</b> Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch.	<b>4</b>	<b>BA 131</b>	<b>Introduction to Business Technology (ADD)</b> WR 115, RD 115, and MTH 20 or test	<b>4</b>
CAS 170	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20	3	CAS 170	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20	3
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4
WINTER TERM (18 credits)			WINTER TERM (18 credits)		
BA 104	Applied Business Math WR 115, RD 115, and MTH 20 or test	4	BA 104	Applied Business Math WR 115, RD 115, and MTH 20 or test	4
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
CAS 216	Beginning Word Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3	CAS 216	Beginning Word Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3
OS220	Business Editing Skills Rec: WR 115 or test. Prereq: CAS 216, CAS 121 or instructor permission	4	OS220	Business Editing Skills Rec: WR 115 or test. Prereq: CAS 216, CAS 121 or instructor permission	4
	Administrative Assistant Certificate Electives varied	4		Administrative Assistant Certificate Electives varied	4

SPRING TERM (15 credits)			SPRING TERM (15 credits)		
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4
CAS 123	Production Keyboarding Rec: OS 220, CAS 122 and keying 40 wpm by touch. Prereq: CAS 216 or inst permission	3	CAS 123	Production Keyboarding Rec: OS 220, CAS 122 and keying 40 wpm by touch. Prereq: CAS 216 or inst permission	3
OS 240	Filing and Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4	OS 240	Filing and Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4
OS 245	Office Systems and Procedures CAS 216 and OS 220	4	OS 245	Office Systems and Procedures CAS 216 and OS 220	4
<b>Credit total</b>		48	<b>Credit total</b>		48

#### 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
	May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Certificate.			May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Assistant Certificate.	

#### 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	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022

Department Chair (enter name of department chair): Todd Meislahn

Department Dean (enter name of department dean): Jarett Gilbert (interim)

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: <a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	Phone:	Department: CTE – Business & Entrepreneurship
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting AAS	Proposed Title:	No change
Current Credits:	95	Proposed Credits:	93
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> <li>Payroll accounting (BA177) is covered in BA211 and BA212. Further, most companies no longer process their own payroll, but outsource it to specialists.</li> <li>The degree math requirement formerly fulfilled by MTH 65/98 is fulfilled by BA 104. Removing issue of under 100 level courses not counting to overall degree credit requirements.</li> <li>BA170-Project Management Fundamentals is a new, cross-discipline soft-skills course being added to all Business &amp; Entrepreneurship programs.</li> <li>Accounting electives deleted to make room for required course BA170 and balance spring term credit load.</li> </ul>		
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	<ol style="list-style-type: none"> <li>Removed BA 177, MTH 65/98, Accounting Degree Electives</li> <li>Add BA 170</li> <li>Decrease overall credits from 95 to 93</li> </ol>		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)  Accounting/Bookkeeping Entry-Level Accounting Clerk	

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 or keyboarding by touch	Beginning Keyboarding or keyboarding by touch	Rec: Placement into RD 90 and WR 90; CAS 103W	3

<b>DEGREE OUTCOMES</b>	
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 <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>CURRENT DEGREE OUTCOMES</b>	
(Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
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.	
<b>PROPOSED DEGREE OUTCOMES</b>	
<i>Students who successfully complete this degree will be able to:</i>	
1. No change	

<b>SECTION #3 COURSE BY COURSE COMPARISON</b>					
List all courses (current AND proposed) in the term by term order that is to be displayed in the <a href="#">catalog</a> 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 TERM (18 credits)			FALL TERM (18 credits)		
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 131	Introduction to Business Technology ( <b>moved to Y-1 winter</b> ) WR 115, RD 115, and MTH 20 or test	4	BA 104	Applied Business Math ( <b>moved from Y-1 winter</b> ) WR 115, RD 115, and MTH 20 or test	4
BA 211	Principles of Accounting I Rec: MTH 60. Prerequisites: WR 115 and RD 115 or test	4	BA 211	Principles of Accounting I Rec: MTH 60. Prerequisites: WR 115 and RD 115 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: place into RD 115, WR 115, MTH 20	3	CAS 170	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20	3
WINTER TERM (15 credits)			WINTER TERM (13 credits)		
BA 104	Applied Business Math ( <b>moved to Yr1 fall</b> ) WR 115, RD 115, and MTH 20 or test	4	BA 131	Introduction to Business Technology ( <b>moved from Yr1 fall</b> ) WR 115, RD 115, and MTH 20 or test. CAS 121 or keyboarding by touch	4
BA 188	Customer Service Skills ( <b>moved to winter Yr2</b> ) WR 115 and RD 115 or test	2			
BA 212	Principles of Accounting II BA 211	2	BA 212	Principles of Accounting II BA 211	2
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4
SPRING TERM (15 credits)			SPRING TERM (16 credits)		
BA 177	Payroll Accounting (REMOVE)	3	BA 170	Project Management Fundamentals (ADD)	4

	BA 111 or BA 211 Rec: BA 104			BA104 and BA131	
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4
BA 213	Managerial Accounting BA 211	4	BA 213	Managerial Accounting BA 211	4
	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
FALL TERM (16 credits)			FALL TERM (14 credits)		
BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4	BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4
BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3	BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3
<b>MTH 65 or MTH 98</b>	<b>Beginning Algebra II (REMOVE)</b> MTH 60 or test <b>or Quantitative Math (REMOVE)</b> Place into RD 90, WR 90; Pre: MTH 20 or test	<b>4</b>	BA 188	Customer Service Skills (move from winter Yr1) WR 115 and RD 115 or test	2
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
	General Education Elective MTH 20 or test; pre/co: WR 121	4		General Education Elective MTH 20 or test; pre/co: WR 121	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4	BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4
BA 226	Business Law I RD 115, WR 115 and MTH 20 or test	4	BA 226	Business Law I RD 115, WR 115 and MTH 20 or test	4
BA 256	Income Tax none	3	BA 256	Income Tax none	3

EC 201	Principles of Economics: Microeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60	4
SPRING TERM (16 credits)			SPRING TERM (13 credits)		
BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3
BA 222	Financial Management BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121	3	BA 222	Financial Management BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121	3
BA 228	Quickbooks for Business BA 111 or BA 211; Rec: BA 104, CAS 133	3	BA 228	Quickbooks for Business BA 111 or BA 211; Rec: BA 104, CAS 133	3
EC 202	Principles of Economics: Macroeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201	4	EC 202	Principles of Economics: Macroeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201	4
	<b>Accounting Degree Electives (REMOVE)</b> varied	3			
	<b>Credit Total</b>	<b>95</b>		<b>Credit Total</b>	<b>93</b>

<sup>1</sup> May be used as a general education elective.

#### 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
BA 111	Introduction to Accounting & Finance (REMOVE) WR 115, RD 115 and MTH 20 or test	3		REMOVE ALL	
BA 207	Introduction to E-Commerce (REMOVE) WR 115, RD 115, and MTH 20 or test	4			

BA 223	<b>Principles of Marketing (REMOVE)</b> WR 115, RD 115, and MTH 20 or test Rec: BA 101	4			
BA 225	<b>Introduction to Entrepreneurship Law (REMOVE)</b> WR 115, RD 115, and MTH 20 or test	4			
BA 250	<b>Managing Entrepreneurial Ventures (REMOVE)</b> WR 121, BA 101, BA 104, and BA 211 Rec: BA 212	3			
CAS 122	<b>Keyboarding for Speed &amp; Accuracy (REMOVE)</b> CAS 121; place into RD 90, WR 90. Rec: CAS 103W & keying 24 wpm by touch	3			
CAS 123	<b>Production Keyboarding (REMOVE)</b> CAS 216 or instructor permission Rec: OS 220, CAS 122 and keying 40 wpm by touch	3			
CAS 140	<b>Beginning Databases (REMOVE)</b> Rec: Place into RD 115 and WR 115	4			
CAS 216	<b>Beginning Word (REMOVE)</b> Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3			
CAS 217	<b>Intermediate Word (REMOVE)</b> CAS 216 or instructor permission Rec: Place into RD 115 and WR 115	3			
CAS 270	<b>Intermediate Spreadsheets Using Excel (REMOVE)</b> CAS 170 or instructor permission	3			
OS 240	<b>Filing and Records Management (REMOVE)</b> Rec: RD 115, WR 115; CAS 133 or CAS 140	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	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

#### Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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

CC date  
CC decision  
CC vote

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: [tmeislahn@cgcc.edu](mailto:tmeislahn@cgcc.edu)

Phone:

Department: CTE – Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Accounting/Bookkeeping	Proposed Title:	No change
Current Credits:	52	Proposed Credits:	50
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> <li>Payroll accounting (BA177) is covered in BA211 and BA212. Further, most companies no longer process their own payroll, but outsource it to specialists.</li> <li>BA170-Project Management Fundamentals is a new, cross-discipline soft-skills course being added to all Business &amp; Entrepreneurship programs.</li> <li>Accounting electives deleted to make room for required course BA170 and balance spring term credit load.</li> </ul>		
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	<ol style="list-style-type: none"> <li>Delete BA 177 and Accounting Certificate Electives</li> <li>Add BA 170</li> <li>Overall credits decreasing from 52 to 50</li> </ol>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?	BA 170 will replace BA 177 in the AAS as well.		

Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022				

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>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.)</p>			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 or keyboarding by touch	Beginning Keyboarding or keyboarding by touch	Rec: Placement into RD 90 and WR 90; CAS 103W	3

**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 & 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:*

No change

**RELATED INSTRUCTION**

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

**Additional Comments Or Changes****SECTION #3 COURSE BY COURSE COMPARISON**

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.



If you are removing a course, identify the course with (remove) and bold the text.  
 If the course title is changed, identify the course with (title change) and bold the text.  
 If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.  
 If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (19 credits)			FALL TERM (19 credits)		
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 131	Introduction to Business Technology <b>(moved to Y-1 winter)</b> WR 115, RD 115, and MTH 20 or test	4	BA 104	Applied Business Math <b>(moved from Y-1 winter)</b> WR 115, RD 115, and MTH 20 or test	4
BA 211	Principles of Accounting I Rec: MTH 60. Prerequisites: WR 115 and RD 115 or test	4	BA 211	Principles of Accounting I Rec: MTH 60. Prerequisites: WR 115 and RD 115 or test	4
BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3	BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into RD 90, WR 90; CAS 103W or Keyboarding for Speed and Accuracy <sup>1</sup> CAS 121; place into RD 90 and WR 90. Rec: CAS 103W and keying 24 wpm by touch	3	CAS 121 or CAS 122	Beginning Keyboarding Rec: Place into RD 90, WR 90; CAS 103W or Keyboarding for Speed and Accuracy <sup>1</sup> CAS 121; place into RD 90 and WR 90. Rec: CAS 103W and keying 24 wpm by touch	3
WINTER TERM (16 credits)			WINTER TERM (16 credits)		
BA 104	Applied Business Math <b>(moved to Y-1 fall)</b> WR 115, RD 115, and MTH 20 or test	4	BA 131	Introduction to Business Technology <b>(moved from Y-1 fall)</b> WR 115, RD 115, and MTH 20 or test. CAS 121 or keyboarding by touch	4

BA 212	Principles of Accounting II BA 211	2	BA 212	Principles of Accounting II BA 211	2
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20 or Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3	CAS 170 or CAS 270	Beginning Spreadsheets using Excel Rec: place into RD 115, WR 115, MTH 20 or Intermediate Spreadsheets using Excel CAS 170 or instructor permission	3
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4
SPRING TERM (17 credits)			SPRING TERM (15 credits)		
BA 177	<b>Payroll Accounting (REMOVE)</b> BA 111 or BA 211. Rec: BA 104	3	BA 170	<b>Project Management Fundamentals (ADD)</b> BA104 and BA131	4
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4
BA 228	Quickbooks for Business BA 111 or BA 211; Rec: BA 104, CAS 133	3	BA 228	Quickbooks for Business BA 111 or BA 211; Rec: BA 104, CAS 133	3
OS 240	Filing & Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4	OS 240	Filing & Records Management Rec: RD 115, WR 115; and CAS 133 or CAS 140	4
	<b>Accounting/Bookkeeping Electives (REMOVE)</b> varied	3			
	<b>Credit total</b>	<b>52</b>		<b>Credit total</b>	<b>50</b>

<sup>1</sup> Students who can touch type more than 40 words per minute should substitute an approved Accounting/Bookkeeping elective.

#### 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
BA 208	<b>Business Ethics (REMOVE)</b> MTH 20 or test. Pre/con: WR 115 or test	4		REMOVE ALL	
BA 213	<b>Managerial Accounting (REMOVE)</b> BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121.	4			
BA 226	<b>Business Law I (REMOVE)</b> WR 115, RD 115 and MTH 20 or test	4			
BA 256	<b>Income Tax (REMOVE)</b> none	3			

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Todd Meislahn	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: <a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	Phone:	Department: CTE – Business & Entrepreneurship
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Entrepreneurship/Business Management AAS		Proposed Title: No change
Current Credits:	95		Proposed Credits: 91
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> <li>BA170-Project Management Fundamentals is a new, cross-discipline soft-skills course being added to all Business &amp; Entrepreneurship programs.</li> <li>BA104-Applied Business Math added due to the observance or poor math skills in Business &amp; Entrepreneurship students. Replacing MTH 65/98 option.</li> <li>Entrepreneurship electives deleted to make room for required courses BA104 &amp; BA170</li> </ul>		
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	<ol style="list-style-type: none"> <li>Add BA 104 and BA 170</li> <li>Remove MTH 65/MTH 98</li> <li>Remove the Entrepreneurship Electives</li> <li>Decrease overall credits from 95 to 91</li> </ol>		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Entrepreneurship

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 or keyboarding by touch	Beginning Keyboarding or keyboarding by touch	Rec: Placement into RD 90 and WR 90; CAS 103W	3

### 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. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

### PROPOSED DEGREE OUTCOMES

*Students who successfully complete this degree will be able to:*

1. 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 TERM (15 credits)			FALL TERM (15 credits)		
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3	BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3
BA 131	Introduction to Business Technology (moved to Yr1 winter) WR 115, RD 115, and MTH 20 or test	4	<b>BA 104</b>	<b>Applied Business Math (ADD)</b> WR 115, RD 115, and MTH 20 or test	<b>4</b>
BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4	BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4	BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4
BA 226	Business Law I (move to winter Yr2) RD 115, WR 115 and MTH 20 or test	4	BA 131	Introduction to Business Technology (moved from Yr1 fall) WR 115, RD 115, and MTH 20 or test. CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4
SPRING TERM (15 credits)			SPRING TERM (19 credits)		
			<b>BA 170</b>	<b>Project Management Fundamentals (ADD)</b> BA104 and BA131	<b>4</b>
BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4	BA 205	Business Communication Rec: WR 121; BA 131 or CAS 133; BA 101. Prereq: WR 115, RD 115, and MTH 20 or test	4

BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3	BA 206	Management Fundamentals WR 115, RD 115, and MTH 20 or test Rec: BA 101, WR 121, and BA 131 or CAS 133	3
BA 223	Principles of Marketing WR 115, RD 115, and MTH 20 or test Rec: BA 101	4	BA 223	Principles of Marketing WR 115, RD 115, and MTH 20 or test Rec: BA 101	4
BA 225	Introduction to Entrepreneurship Law WR 115, RD 115, and MTH 20 or test	4	BA 225	Introduction to Entrepreneurship Law WR 115, RD 115, and MTH 20 or test	4
FALL TERM (16 credits)			FALL TERM (14 credits)		
BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3	BA 224	Introduction to Human Resource Management RD 115, WR 115 and MTH 20 or test	3
<b>MTH 65 or MTH 98 or higher</b>	<b>Beginning Algebra II (REMOVE)</b> MTH 60 or test <b>or Quantitative Math (REMOVE)</b> Place into RD 90, WR 90; Prereq: MTH 20 or test	<b>4</b>	BA 188	Customer Service Skills <b>(move from winter Yr2)</b> WR 115 and RD 115 or test	2
OS 131	10-Key for Business MTH 20 or test	1	OS 131	10-Key for Business MTH 20 or test	1
	General Education Elective in Math, Science, or Computer Science MTH 20 or test; pre/co: WR 121	4		General Education Elective in Math, Science, or Computer Science MTH 20 or test; pre/co: WR 121	4
	<b>Entrepreneurship Electives (REMOVE)</b> MTH 20 or test; pre/co: WR 121	<b>4</b>	BA 207	Introduction to E-Commerce <b>(moved from spring Yr2)</b> WR 115, RD 115, and MTH 20 or test	4
WINTER TERM (17 credits)			WINTER TERM (15 credits)		
BA 188	Customer Service Skills <b>(move to fall Yr2)</b> WR 115 and RD 115 or test	2	BA 226	Business Law I <b>(moved from winter Yr1)</b> RD 115, WR 115 and MTH 20 or test	4
BA 250	Managing Entrepreneurial Ventures WR 121, BA 101, BA 104, and BA 211 Rec: BA 212	3	BA 250	Managing Entrepreneurial Ventures WR 121, BA 101, BA 104, and BA 211 Rec: BA 212	3



EC 201	Principles of Economics: Microeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60	4	EC 201	Principles of Economics: Microeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60	4
	General Education Elective in Arts & Letters MTH 20 or test; pre/co: WR 121	4		General Education Elective in Arts & Letters MTH 20 or test; pre/co: WR 121	4
	<b>Entrepreneurship Electives (REMOVE)</b> MTH 20 or test; pre/co: WR 121	4			
SPRING TERM (17 credits)			SPRING TERM (13 credits)		
BA 207	Introduction to E-Commerce WR 115, RD 115, and MTH 20 or test	4			
BA 213	Managerial Accounting BA 111 or BA 211	4	BA 213	Managerial Accounting BA 111 or BA 211	4
BA 222	Financial Management BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121	3	BA 222	Financial Management BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121	3
BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2	BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2
EC 202	Principles of Economics: Macroeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201	4	EC 202	Principles of Economics: Macroeconomics <sup>1</sup> MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201	4
	<b>Credit Total</b>	<b>95</b>		<b>Credit Total</b>	<b>91</b>

<sup>1</sup> May be used as a general education elective.

#### 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

BA 228	<b>Quickbooks for Business (REMOVE)</b> BA 111 or BA 211; Rec: BA 104, CAS 133	3		REMOVE ALL	
BA 256	<b>Income Tax (REMOVE)</b> none	3			
CAS 140	<b>Beginning Databases (REMOVE)</b> Rec: Place into RD 115 and WR 115	4			
CAS 170	<b>Beginning Spreadsheets using Excel (REMOVE)</b> Rec: place into RD 115, WR 115, MTH 20	3			
CAS 216	<b>Beginning Word (REMOVE)</b> Rec: Place into RD 115, WR 115; CAS 103W or CAS 104; keyboarding 25 words per minute or CAS 122	3			
CAS 217	<b>Intermediate Word (REMOVE)</b> CAS 216 or instructor permission Rec: Place into RD 115 and WR 115	3			
CAS 231	<b>Desktop Publishing (REMOVE)</b> Rec: Place into RD 115, WR 115; prior knowledge and use of computer technology; CAS 121 or equiv typing skills				
CAS 270	<b>Intermediate Spreadsheets Using Excel (REMOVE)</b> CAS 170 or instructor permission	3			
OS 240	<b>Filing and Records Management (REMOVE)</b> Rec: RD 115, WR 115; CAS 133 or CAS 140	4			
WT 102	<b>Social Media Marketing (REMOVE)</b> Rec: WR 115, RD 115	3			
WT 181	<b>Digital Marketing Strategies (REMOVE)</b> Rec: WR 115, RD 115	3			

#### 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	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

#### Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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

CC date  
CC decision  
CC vote

## CERTIFICATE REVISION

Submitted by: Todd Meislahn

Email: [tmeislahn@cgcc.edu](mailto:tmeislahn@cgcc.edu)

Phone:

Department: CTE – Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Entrepreneurship	Proposed Title:	No change
Current Credits:	45	Proposed Credits:	49
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> <li>BA170-Project Management Fundamentals is a new, cross-discipline soft-skills course being added to all Business &amp; Entrepreneurship programs.</li> <li>BA104-Applied Business Math added due to the observance or poor math skills in Business &amp; Entrepreneurship students.</li> <li>BA226-Business Law removed because BA225-Introduction to Entrepreneurship Law (already required for the certificate) addresses all of key law issues. Two law courses are unnecessary.</li> </ul>		
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	<ol style="list-style-type: none"> <li>Add BA 104 and BA 170</li> <li>Remove BA 226</li> <li>Increase overall credits from 45 to 49</li> </ol>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Entrepreneurship/Business Management AAS		
Will the proposed changes affect the base degree or certificate?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?	BA 170 is being added to the AAS as well		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
MTH 20	Basic Math	Placement into MTH 20 and RD 90	4
RD 115	Critical Reading	Placement into RD 115	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
CAS 121 (recommended)	Beginning Keyboarding or ability to keyboard by touch	Recommended: Placement into RD 90 and WR 90; CAS 103W	3

**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. Develop a business plan which plans and allocate resources effectively, creates a budget/forecast and create a funding plan for prospective business, details operational information and a summary of business objectives.
2. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
3. Design a marketing/promotions plan based on a critical analysis of the factors influencing a particular business.
4. Evaluate the legal environment for business and what legal steps business owners can help protect their investment/business.
5. Establish a plan to manage employee and other business related items.

**PROPOSED CERTIFICATE OUTCOMES**

*Students who complete this certificate will be able to:*

No change

**RELATED INSTRUCTION**

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

**Additional Comments Or Changes****SECTION #3 COURSE BY COURSE COMPARISON**

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (15 credits)			FALL TERM (15 credits)		
BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4	BA 101	Introduction to Business WR 115, RD 115, and MTH 20 or test	4
BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3	BA 111	Introduction to Accounting & Finance WR 115, RD 115, and MTH 20 or test	3
BA 131	Introduction to Business Technology ( <b>moved to Y-1 winter</b> ) WR 115, RD 115, and MTH 20 or test	4	<b>BA 104</b>	<b>Applied Business Math (ADD)</b> WR 115, RD 115, and MTH 20 or test	<b>4</b>
BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4	BA 150	Introduction to Entrepreneurship RD 115, WR 115 and MTH 20 or test	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4	BA 208	Business Ethics MTH 20 or test; Pre/co: WR 115 or test	4
<b>BA 226</b>	<b>Business Law I (REMOVE)</b> RD 115, WR 115 and MTH 20 or test	<b>4</b>	BA 131	Introduction to Business Technology ( <b>moved from Y-1 fall</b> ) WR 115, RD 115, and MTH 20 or test. CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3	BA 285	Human Relations in Organizations WR 115, RD 115 and MTH 20 or test. Rec: pre/co: WR 121 and BA 101	3
WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	College Composition Placement into WR 121, or completion of WR 115 and RD 115	4

SPRING TERM (15 credits)			SPRING TERM (19 credits)		
			<b>BA 170</b>	<b>Project Management Fundamentals (ADD)</b> <a href="#">BA104 and BA131</a>	<b>4</b>
BA 205	Business Communication <a href="#">Rec: WR 121; BA 131 or CAS 133; BA 101.</a> <a href="#">Prereq: WR 115, RD 115, and MTH 20 or test</a>	4	BA 205	Business Communication <a href="#">Rec: WR 121; BA 131 or CAS 133; BA 101.</a> <a href="#">Prereq: WR 115, RD 115, and MTH 20 or test</a>	4
BA 206	Management Fundamentals <a href="#">WR 115, RD 115, and MTH 20 or test</a> <a href="#">Rec: BA 101, WR 121, and BA 131 or CAS 133</a>	3	BA 206	Management Fundamentals <a href="#">WR 115, RD 115, and MTH 20 or test</a> <a href="#">Rec: BA 101, WR 121, and BA 131 or CAS 133</a>	3
BA 223	Principles of Marketing <a href="#">WR 115, RD 115, and MTH 20 or test</a> <a href="#">Rec: BA 101</a>	4	BA 223	Principles of Marketing <a href="#">WR 115, RD 115, and MTH 20 or test</a> <a href="#">Rec: BA 101</a>	4
BA 225	Introduction to Entrepreneurship Law <a href="#">WR 115, RD 115, and MTH 20 or test</a>	4	BA 225	Introduction to Entrepreneurship Law <a href="#">WR 115, RD 115, and MTH 20 or test</a>	4
		<b>Credit total</b>	<b>45</b>		
				<b>Credit total</b>	<b>49</b>

#### 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	<a href="mailto:tmeislahn@cgcc.edu">tmeislahn@cgcc.edu</a>	04/07/2022
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		



# Columbia Gorge Community College

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## Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Pre-College	Submitter name: Phone: Email:	Andrew Carmicheal 541-400-9797 acarmicheal@cgcc.edu
Course prefix and number	ABE 75	Course title	Writing for College Preparation
<b>Contact and Credit Hours</b> • 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	2	Lecture	4
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	2	Total weekly contact hours	4
Total credits	0	Total credits	0
Reason for change:	This class was originally designed to be delivered as a 4 hour/credit remote asynchronous class. The previous instructor added 2 hours of f2f instruction. When the class went through the Curriculum Committee approval process, it was overlooked by the department chair that the hours had been dropped to 2 hours a week. This class will offer equal amounts of instruction in class and out of class. Videos and a website have been created to instruct students on new concepts. Activities follow for students to demonstrate understanding of newly acquired skills. The class will continue to meet for 2 hours a week to clear up any confusion and to build upon skills learned both in both modalities.		
<b>LEARNING OUTCOMES:</b> 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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
<b>IMPACT ON DEGREE AND CERTIFICATES:</b> Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
<b>IMPACT ON OTHER DEPARTMENTS:</b> 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?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Next available term after approval (Spring, 2022) <input type="checkbox"/> Specific term (if after next available term):

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Andrew Carmichael	<a href="mailto:acarmichael@cgcc.edu">acarmichael@cgcc.edu</a>	3.28.22
Department Chair (enter name of department chair): Andrew Carmichael		
Department Dean (enter name of department dean): Kate Wurster		

#### 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

**COVID-19 Pandemic Information: For students. For faculty. General Information.**

Close

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# Writing for College Preparation

**Course Number:** ABE 75**Transcript Title:** Writing for College Prep**Created:** May 13, 2021**Updated:** February 14, 2022**Total Credits:** 0**Lecture Hours:** 22**Lecture / Lab Hours:** 0**Lab Hours:** 0**Satisfies Cultural Literacy requirement:** No**Satisfies General Education requirement:** No**Grading options:** P-NP (default), audit**Repeats available for credit:** 99

## Course Description

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.

## Intended Outcomes

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.

## Outcome Assessment Strategies

- Written assignments (paragraphs, summary, response and one 5 paragraph essay)
- Class Forums
- Online quizzes
- Grammar and sentence structure assignments

## Texts and Materials

- Ted Talks
- Quill.org
- Guidetogrammar.org
- Youtube.com
- Grammarbook.com
- Softschools.com

## Course Activities and Design

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

## Course Content (Themes, Concepts, Issues and Skills)

**Outcome #1:** 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

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.



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# Columbia Gorge Community College

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## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE – Construction Technology	Submitter name Phone Email	Glenn Wood 541 963-3428 gwood@cgcc.edu
Current prefix and number	CT 224	Proposed prefix and number	CT 115
Current course title	Interior and Exterior Finishes	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Interior and Exterior Finishes	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	To align with first year course numbering.		

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

Current Description (required whether being revised or not)	Proposed Description
Provides training in the use of various interior and exterior finish materials and techniques. Includes calculating material quantities and accurate measuring techniques. Prerequisites: WR 121; MTH 105 or equivalent placement test scores. Audit available.	Provides training in the use of various interior and exterior finish materials and techniques. Includes calculating material quantities and accurate measuring techniques. Prerequisites: MTH 60 or MTH 98, RD 90, WR 90 or equivalent placement test scores. Audit Available.
Reason for description change	To correct requisite information.

**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

<input type="checkbox"/> Placement into:			
prefix & number: WR 121	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 105 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: MTH 60 or MTH 98, RD 90, WR 90 or equivalent placement test scores.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	These revised prerequisites provide adequate preparation for students entering this course. They also align with prerequisite requirements for other 1 <sup>st</sup> year CT courses.		

**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: <ol style="list-style-type: none"> <li>1. Calculate material quantities for interior and exterior finishes.</li> <li>2. Accurately measure, cut and install exterior finishes.</li> <li>3. Accurately measure, cut and install interior finishes.</li> <li>4. Properly install hardware to doors and cabinets.</li> </ol>	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1.</li> </ol>
Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)  N/A – No change in outcomes or content. Original content entered according to guidelines.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)  Modern Carpentry, 12 <sup>th</sup> Edition
Department Required Course Activities (optional)	(update as needed) No change

Department Notes (optional)	(update as needed) No change
--------------------------------	---------------------------------

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	4/7/2022
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Kate Wurster		

#### 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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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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# Columbia Gorge Community College

CC date  
CC decision  
CC vote

## CERTIFICATE REVISION

Submitted by: Glenn Wood

Email: gwood@cgcc.edu

Phone: 541-965-3428

Department: CTE – Construction

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Current Title:	Construction Technology	Proposed Title:	No change
Current Credits:	33	Proposed Credits:	36
Overview and rationale for proposed changes:	The addition of interior/exterior finishes will create more opportunities for students seeking employment and or apprenticeships. It also adds financial aid eligibility.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. ADD CT 115 2. Change overall credit load from 33 to 36 3.		
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?			
Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved:  After conferring with our Advisory Committee, VP of instructional services and the director of curriculum and academic assessment It has become apparent that we need more time to focus on the development of our 33 credit 1-year program.  The AAS program request was submitted at the onset of our very first quarter before our advisory committee had been formed. At this point the AAS program has not received final approval.  No other areas of instruction will be impacted.	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	8.10.21 Next meeting April/May 2022
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 90	Introductory Writing	Placement into WR 90 and RD 90	3
RD 90	Transformative Reading	Placement into RD 90	3
MTH 60 or MTH 98	Beginning Algebra I or Quantitative Math	MTH 20 or equivalent placement tests or placement into RD and WR 90 and MTH 20 or equivalent placement tests	4
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

### 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. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with the construction field.
2. Demonstrate the safe and proper use and care of basic construction tools.
3. Perform fundamental construction techniques properly, including foundations, carpentry, basic plumbing and electrical.
4. Apply safe work habits at all times.

### PROPOSED CERTIFICATE OUTCOMES

*Students who complete this certificate will be able to:*

No change

### RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

### Additional Comments Or Changes

### SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (12 credits)			FALL TERM (12 credits)		
CT 101	Tools and Safety MTH 60 or 98, WR 90, RD 90 or test	3	CT 101	Tools and Safety MTH 60 or 98, WR 90, RD 90 or test	3
CT 102	Footings and Foundations MTH 60 or 98, WR 90, RD 90 or test	3	CT 102	Footings and Foundations MTH 60 or 98, WR 90, RD 90 or test	3
CT 103	Building Materials and Methods MTH 60 or 98, WR 90, RD 90 or test	3	CT 103	Building Materials and Methods MTH 60 or 98, WR 90, RD 90 or test	3
CT 104	Floor Framing MTH 60 or 98, WR 90, RD 90 or test	3	CT 104	Floor Framing MTH 60 or 98, WR 90, RD 90 or test	3
WINTER TERM (12 credits)			WINTER TERM (12 credits)		
CT 105	Walls and Ceiling Framing MTH 60 or 98, WR 90, RD 90 or test	3	CT 105	Walls and Ceiling Framing MTH 60 or 98, WR 90, RD 90 or test	3
CT 106	Roof Framing MTH 60 or 98, WR 90, RD 90 or test	3	CT 106	Roof Framing MTH 60 or 98, WR 90, RD 90 or test	3
CT 110	Electrical Writing Basics MTH 60 or 98, WR 90, RD 90 or test	3	CT 110	Electrical Writing Basics MTH 60 or 98, WR 90, RD 90 or test	3
CT 111	Plumbing Basics MTH 60 or 98, WR 90, RD 90 or test	3	CT 111	Plumbing Basics MTH 60 or 98, WR 90, RD 90 or test	3
SPRING TERM (9 credits)			SPRING TERM (12 credits)		
CT 112	Basic Stair Construction MTH 60 or 98, WR 90, RD 90 or test	3	CT 112	Basic Stair Construction MTH 60 or 98, WR 90, RD 90 or test	3
CT 113	Building Decks and Porches MTH 60 or 98, WR 90, RD 90 or test	3	CT 113	Building Decks and Porches MTH 60 or 98, WR 90, RD 90 or test	3
CT 114	Windows and Interior Doors MTH 60 or 98, WR 90, RD 90 or test	3	CT 114	Windows and Interior Doors MTH 60 or 98, WR 90, RD 90 or test	3
			CT 115	Interior and Exterior Finishes (ADD) MTH 60 or 98, WR 90, RD 90 or test	3
	<b>Credit total</b>	<b>33</b>		<b>Credit total</b>	<b>36</b>
<p align="center"><b>ELECTIVE LIST</b></p> <p align="center">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.</p>					

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Glenn Wood	gwood@cgcc.edu	04.07.22
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Kate Wurster		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## DEGREE SUSPENSION

Submitted by: Rebecca A. Schwartz

Email: rschwartz@cgcc.edu

Phone: 6045

Department: General Education

(Double click on check boxes to activate dialog box)

### SECTION #1 OVERVIEW

Degree Title:	Associate of Science Oregon Transfer– Computer Science (ASOT–CS)		Credits:	90
Overview and rationale for suspension:	The computer science program has been on the decline for some time. Enrollments cannot maintain the degree. In the long term we hope to completely revamp and create a new computer science program, but at this time rationalize suspending the program with help in advising students and avoiding misrepresenting our offerings.			
Are there Related Certificates or Career Pathways associated with this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)		
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.				
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does the suspension impact other areas of instruction?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested term for start of suspension	Fall 2022			

## SECTION #2 DEGREE COURSEWORK

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
CS 160	Computational Thinking	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CS 161	Programming & Problem Solving	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CS 162	Web Development and Object-Oriented Programming	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
CS 260	Data and Algorithms	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 121	College Composition	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
WR 122 <b>or</b> WR 227	Argumentative Writing or Technical and Professional Writing	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MTH 251	Calculus I (also meets 1 of the Gen Ed (Sci/MTH/Comp) required courses	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
MTH 252	Calculus II	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
COMM 111, 140, 214, <b>or</b> 215	Public Speaking, Introduction to Intercultural Communication, Interpersonal Communication: Process and Theory, <b>or</b> Small Group Communication: Process and Theory	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
HPE 295 <b>or</b> 3 credits of PE	Health and Fitness for Life <b>or</b> 3 credits of PE	3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	General Education (Arts & Letters) – 3 courses from 2 or more disciplines	9-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	General Education (Social Sciences) – 4 courses from 2 or more disciplines	16	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	General Education (Science, Math, Computer Science) – 4 courses from at least 2 disciplines including at least 3 laboratory courses in biological and/or physical science	12-15	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
	Electives (to fill remaining credits to reach 90 credits total)	6-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

### Electives

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*

\*Provide explanation of "Other"

### 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 Degree or Certificate Signature Form signed by the department chair and dean."*

Submitter	Email	Date
Rebecca Schwartz	rschwartz	4.7.22
Department Chair (enter name of department chair): Pam Morse		
Department Dean (enter name of department dean): Rebecca Schwartz		

#### Next steps:

1. Save the completed Degree Suspension Request Form and submit as an e-mail attachment to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
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.



## Teach Out Planning Document

Certificate/Degree Title: Associate of Science Oregon Transfer– Computer Science (ASOT–CS)			Date 03/03/2022
<b>Section 1: Instructional Department</b>			
<p>The General Education Department recommends that Associate of Science Oregon Transfer– Computer Science (ASOT–CS) certificate/degree be officially suspended.</p> <p>Rationale: Enrollments have not been sufficient to maintain course. Some classes are antiquated for the ever-evolving field. The program has little benefit as currently offered, resulting in the lack of enrollments. Recommendation to suspend program, redesign, and bring back a more relevant program some years from now.</p>			
Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner	Instructional Dean and Dept. Chair	03/10/2022
No students currently enrolled. Only 3 students enrolled in CS 162 offered spring 2021.	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) <b>Provide details below.</b> <sup>1</sup>	Registrar and Nexus enrollment data	
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	3/17/2022
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached – BoE meeting on 4/19/22	4/19/2022
Notification to Program Instructors	N/A no instructors currently teaching in program	N/A no instructors currently teaching in program	N/A
<b>Section 2: Curriculum Office</b>			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	N/A
Update webforms			N/A
Formal announcement	Notifying stakeholders of the official start date for suspension and the “teach out” plan	email	4/21/22
Notify NWCCU	Electronic submission form		4/21/22
Update Catalog	Remove degree/cert map	website	6/30/22

Revise/update the webpage		email	6/30/22
<b>Section 3: Registrar's Office</b>			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> <li>• Students who 0-15 credits completed</li> <li>• Students who have completed more than 70 credits</li> <li>• Students completing their final requirements</li> </ul>	Send a letter and email to each student	Given limited number of students, they can be contacted immediately upon suspension decision. Student Services will send letter within 1 week.
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

**<sup>1</sup> Teach Out details for students who will not complete prior to suspension (be specific):**

*Currently Attending Students*

The system reports a total of five Students Listed as Currently Attending with a declared Computer Science major. In conjunction with Student Services each student was reviewed for clarification to complete a teach out plan.

Student 1 - Has completed all 4 required computer science courses for degree. Will not be impacted.

Student 2 – Is graduating this term. Has completed all 4 computer science courses for degree. Will not be impacted

Student 3 – Switched to AAOT gen ed degree. Will not be impacted

Student 4 - Switched to medical program. Will not be impacted.

Student 5 – New student. Has not taken any of the computer science classes. Completed only 7 credit, and is currently enrolled in 12. This is the only currently attending student who may be impacted by discontinuing the degree. If they joined the College specifically for computer science, discontinuing may be disappointing. However, given the limited number of credits the student could transfer to another institution without difficulty. The classes they have already taken are also all applicable to other degrees CGCC offers. Student would be minimally impacted.

*Applying Students/Cleared to Register*

Four students are listed as currently applying to the College with the declared computer science major, in addition to one listed as cleared to register for a total of five students to consider. Given the proposed timeline they will be advised immediately the degree is being discontinued, before registering for any other classes at CGCC. Of the students, at least 2 seemed to have dropped their applications some time ago. The one student listed as “cleared to register” has never registered for classes, and has multiple degrees listed.

### *Conclusion*

Given the current student involvement, immediate suspension/discontinuation of the computer science major will result in very limited impact to students. With the single exception listed above (Student 5) all other students will either be able to graduate with the degree or have already moved to other options, without continued teach out. Additionally, the minimal number of applying students within the program demonstrates the lack of regional interest in our current offerings, reiterating the need to discontinue the program as it is now.

### **Other Comments:**

crn	coursenum	sectionnum	year	term	sectiontitle	days	location	campus	limit	enrolled	available	waitlisted
1092959	CS160	01	2019	2	COMPUTATIONAL THINKING	M W	HRC 1.311	HRC	30	15	15	0
1092960	CS260	01	2019	2	DATA AND ALGORITHMS	Tu Th	HRC 1.304	HRC	30	3	27	0
1093594	CS161	01	2019	3	PROGRAMMING & PROBLEM SOLVING	M W	HRC 1.304	HRC	30	12	18	0
1093595	CS250	01	2019	3	DISCRETE STRUCTURES	Tu Th	HRC 1.312	HRC	30	4	26	0
1093596	CS262	01	2019	3	PROGRAMMING PRACTICES	M W	HRC 1.304	HRC	30	3	27	0
1093965	CS162	01	2019	4	WEB DEVELOPMENT & OOP	M W	HRC 1.304	HRC	30	8	22	0
1093966	CS163	01	2019	4	DATA PLACEMENT	Tu Th	HRC 1.309	HRC	30	5	25	0
1093967	CS251	01	2019	4	LOGIC FOR COMPUTING SCIENTISTS	M W	HRC 1.303	HRC	30	4	26	0
1093968	CS271	01	2019	4	COMPUTER SYSTEMS	Tu Th	HRC 1.309	HRC	30	5	25	0
1094270	CS160	01	2020	2	COMPUTATIONAL THINKING	Tu Th	TDC 3.103	TDC	30	11	19	0
1094271	CS260	01	2020	2	DATA AND ALGORITHMS	M W	HRC 1.304	HRC	30	5	25	0
1095045	CS161	01	2020	3	PROGRAMMING & PROBLEM SOLVING	Tu	TDC 3.103	TDC	30	5	25	0
1095246	CS250	01	2020	3	DISCRETE STRUCTURES	TBA	INDEP STUDY	TDC	30	1	29	0
1095123	CS262	01	2020	3	PROGRAMMING PRACTICES	M	TDC 3.103	TDC	30	5	25	0
1095428	CS162	01	2020	4	WEB DEVELOPMENT & OOP	Tu	ZOOM	TDC	20	4	16	0
1095795	CS163	01	2020	4	DATA PLACEMENT	TBA	INDEP STUDY	TDC	30	1	29	0
1095796	CS251	01	2020	4	LOGIC FOR COMPUTING SCIENTISTS	TBA	INDEP STUDY	TDC	30	1	29	0
1095797	CS271	01	2020	4	COMPUTER SYSTEMS	TBA	INDEP STUDY	TDC	30	1	29	0
1096126	CS160	01	2021	2	COMPUTATIONAL THINKING	Tu	ZOOM	TDC	30	11	19	0
1096127	CS260	01	2021	2	DATA AND ALGORITHMS	Th	ZOOM	TDC	20	2	18	0
1096385	CS161	01	2021	3	PROGRAMMING & PROBLEM SOLVING	Tu	ZOOM	TDC	30	7	23	0
1096752	CS162	01	2021	4	WEB DEVELOPMENT & OOP	Tu	ZOOM	TDC	30	3	27	0
1097326	CS260	01	2022	2	DATA AND ALGORITHMS	M W	TBA	HRC	30	0	30	0

## Termination of a Program Checklist

Certificate/Degree Title: Associate of Science Oregon Transfer– Computer Science (ASOT–CS)

What	Information Collected	Status
<b>Enrollment Information:</b> work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program ( 1 <sup>st</sup> yr., 2 <sup>nd</sup> yr., within 8 credits, etc.)	Zero students currently enrolled in any courses. 5 Students as declared major. Please see teach out plan for details	
List the program courses that 2 <sup>nd</sup> year students have not completed	No 2 <sup>nd</sup> year students needing courses	
Provide enrollment comparison of the past 3-5 years of the program	Please see attached for enrollment documentation	
The program is being considered for termination due to low enrollment?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Labor Market and Workforce Need:</b>		
list changes in employment opportunities or workforce needs unfavorable to the program	Classes are antiquated. They do not address the changing needs of IT employers at present	
The program is being considered for termination due to a change in workforce needs?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Funding/budgetary concerns:</b>		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	NA	
Insufficient internal resources to support program? Provide program budget.	NA	
The program is being considered for termination due to lack of funding?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Faculty Availability:</b>		
Difficult to recruit qualified instructors. If so please explain	NA	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	NA	
The program is being considered for termination due to lack of qualified instructors?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Identify any potential curricular or academic consequences		

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	Science (Biology)	Submitter name Phone Email	Emilie Miller 503-329-8118 emiller@cgcc.edu
Current prefix and number	BI 211	Proposed prefix and number	No change
Current course title	Principles of Biology	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Principles of Biology	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No changes		

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

Current Description (required whether being revised or not)	Proposed Description
Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. Includes inheritance, the genetic code, modern and classical genetics. The first course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High school biology and chemistry within the past seven years. Prerequisites: MTH 95 or higher or equivalent placement test scores. Prerequisite/concurrent: WR 121; CH 100 or higher, or instructor permission. Audit available.	Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. Includes inheritance, the genetic code, modern and classical genetics. The first course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High school biology and chemistry within the past seven years. Prerequisites: MTH 95 or equivalent placement Prerequisite/concurrent: WR 121; CH 121 or higher, Audit available.
Reason for description change	To modify the prerequisite

**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: MTH 95 or higher or equivalent placement test scores

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: WR 121, CH 100 or higher, or instructor permission

☐ 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: MTH 95 or equivalent placement

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: WR 121; CH 121 or higher

☐ Prerequisite

☐ Corequisite

☒ pre/con

Reason for  
requisite changes

Changing the pre-req to properly prepare students for this Biology class.

**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 biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career).
2. Use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science.
3. Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.

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

No changes

<p>4. Develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications.</p> <p>5. Communicate concepts in genetics, biochemistry and cell biology using appropriate terminology in both written and verbal forms.</p> <p>6. Competently enter and complete further work in the sciences, including Biology 212 and upper level courses in biochemistry and cell biology.</p>	
Reason for outcomes change	No changes
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p><b>Outcome #1:</b> Apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career).</p> <ul style="list-style-type: none"> <li>• Scientific method</li> <li>• Chemistry of life</li> <li>• Proteins, carbohydrates, lipids</li> <li>• Nucleic acids</li> <li>• ATP</li> <li>• Plant and animal cells</li> <li>• Cell membranes</li> <li>• Energy, enzymes, metabolism</li> <li>• Cellular respiration</li> <li>• Photosynthesis</li> <li>• Global warming</li> <li>• Genetics</li> <li>• DNA structure and replication</li> <li>• Transcription and translation</li> <li>• Gene mutation</li> <li>• Molecular medicine</li> <li>• Stem cells</li> <li>• Recombinant DNA and biotechnology</li> </ul> <p><b>Outcome #2:</b> Use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science.</p> <ul style="list-style-type: none"> <li>• Laboratory activities and written reports.</li> </ul> <p><b>Outcome #3:</b> Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.</p> <ul style="list-style-type: none"> <li>• Scientific method</li> <li>• Chemistry of life</li> <li>• Proteins, carbohydrates, lipids</li> </ul>



- Nucleic acids
- ATP
- Plant and animal cells
- Cell membranes
- Energy, enzymes, metabolism
- Cellular respiration
- Photosynthesis
- Global warming
- Genetics
- DNA structure and replication
- Transcription and translation
- Gene mutation
- Molecular medicine
- Stem cells
- Recombinant DNA and biotechnology

**Outcome #4:** Develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications.

- Scientific method
- Chemistry of life
- Proteins, carbohydrates, lipids
- Nucleic acids
- ATP
- Plant and animal cells
- Cell membranes
- Energy, enzymes, metabolism
- Cellular respiration
- Photosynthesis
- Global warming
- Genetics
- DNA structure and replication
- Transcription and translation
- Gene mutation
- Molecular medicine
- Stem cells
- Recombinant DNA and biotechnology

**Outcome #5:** Communicate concepts in genetics, biochemistry and cell biology using appropriate terminology in both written and verbal forms.

- Scientific method
- Chemistry of life

	<ul style="list-style-type: none"> <li>• Proteins, carbohydrates, lipis</li> <li>• Nucleic acids</li> <li>• ATP</li> <li>• Plant and animal cells</li> <li>• Cell membranes</li> <li>• Energy, enzymes, metabolism</li> <li>• Cellular respiration</li> <li>• Photosynthesis</li> <li>• Global warming</li> <li>• Genetics</li> <li>• DNA structure and replication</li> <li>• Transcription and translation</li> <li>• Gene mutation</li> <li>• Molecular medicine</li> <li>• Stem cells</li> <li>• Recombinant DNA and biotechnology</li> </ul> <p><b>Outcome #6:</b> Competently enter and complete further work in the sciences, including Biology 212 and upper level courses in biochemistry and cell biology.</p> <ul style="list-style-type: none"> <li>• Scientific method</li> <li>• Chemistry of life</li> <li>• Proteins, carbohydrates, lipis</li> <li>• Nucleic acids</li> <li>• ATP</li> <li>• Plant and animal cells</li> <li>• Cell membranes</li> <li>• Energy, enzymes, metabolism</li> <li>• Cellular respiration</li> <li>• Photosynthesis</li> <li>• Global warming</li> <li>• Genetics</li> <li>• DNA structure and replication</li> <li>• Transcription and translation</li> <li>• Gene mutation</li> <li>• Molecular medicine</li> <li>• Stem cells</li> <li>• Recombinant DNA and biotechnology</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	Life: The Science of Biology Vol. 1 (9th Edition) David E. Sadava, David M. Hillis, H. Craig Heller and May Berenbaum

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
The CH 100 course was not adequate for the needs of BI 211. Students will need to take CH 121 as a prerequisite or concurrently with BI 211 to have the math skills and understanding of chemistry needed for BI 211. The chemistry component and calculations needed to complete laboratory assignments has been a constant struggle for students.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year after approval (summer term) <input type="checkbox"/> Specify term (if other than next academic year)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Emilie Miller	<a href="mailto:emiller@cgcc.edu">emiller@cgcc.edu</a>	3/31/2022
Department Chair (enter name of department chair): Rob Kovacich		
Department Dean (enter name of department dean): Rebecca Schwartz		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto: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