Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Stephen Shwiff (Social Sciences)
Vice Chair – Pam Morse (Math)

Kristen Booth (Pre-College)	Emilie Miller (Science)	Andrea Ware (CTE)
P.K. Hoffman (Arts & Hum)	Mimi Pentz (Nurs/Hlth Occ)	
Katy Jablonski (Wr/FL/Eng)	Rebecca Schwartz (Inst Dean)	

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

Support Staff   Guests
Sara Wade (Curriculum)   Jenn Kamrar, Leigh Hancock, Jessie Herrada Nance, Tina Ontiveros, Jim Pytel, Todd Meislahn, Annette Byers, John Evans

May 12, 2022 3:30 pm – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Hood River Center, room 1.209 (conference room)
Zoom log-in: https://cgcc.zoom.us/j/96358411870 Meeting ID: 963 5841 1870;
phone in: 1-253-215-8782

Approval of April 7, 2022 minutes [1]

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 [2]: EET 170, ENG 201, ENG 202, MTH 20, MTH 20B, MTH 60, RD 90, WR 90, WR 90C

New Business

Submissions [3]

1. Jenn Kamrar (3:35 – 3:40 pm)
   - IRW 115 Introduction to Writing and Critical Thinking (Course Revision: title)
   - IRW 115L Introduction to Integrated Writing and Critical Reading Lab (Course Revision: title, des)

2. Leigh Hancock, Jessie Herrada Nance, Tina Ontiveros (3:40 – 4:00 pm)
   - ENG 240 Native American Literature (New LDC Course with Opt-Out Request & Transferability Information)
     i. Gen Ed Request
     ii. Cultural Literacy Request
   - ENG 244 Asian American Literature (New LDC Course with Opt-Out Request & Transferability Information)
     i. Gen Ed Request
     ii. Cultural Literacy Request

- ENG 257 African American Literature (New LDC Course with Opt-Out Request & Transferability Information)
    i. Gen Ed Request
    ii. Cultural Literacy Request
3. Leigh Hancock, Pam Morse, Susan Lewis (Requisite Revision) (4:00 – 4:15 pm)
4. Jim Pytel (4:15 – 4:25 pm)
    - UAS 101 Introduction to Unmanned Aircraft Systems (Contact Hour/Credit Change)
    - UAS 101 Introduction to Unmanned Aircraft Systems (Course Revision: des, req, out, cont)
    - Electro-Mechanical Technology AAS (Degree Revision)
    - Professional Small Unmanned Aircraft Systems (Cert Revision)
5. Todd Meislahn (4:25 – 4:35 pm)
    - OS 240 Filing and Records Management (Course Revision: title, des, req, out, cont, txt/mat)
    - Administrative Assistant AAS and cert; Accounting/Bookkeeping cert (Modified Degree/Certificate Revision)
    - Accounting AAS (Degree Revision)
    - Medical Office Professional (Certificate Revision)
6. Pam Morse, Annette Byers, John Evans (4:35 – 4:45 pm)
    - MTH 95L Foundations of Intermediate Algebra (New LDC Course)
    - MTH 98 Quantitative Math (Course Revision: des, req, out, cont, txt/mat)
    - MTH 112 Elementary Functions (Course Revision: des, req, cont, txt/mat)
    - MTH 243 Statistics I (Course Revision: des, txt/mat)
    - MTH 251 Calculus I (Course Revision: des, cont, txt/mat)
    - MTH 252 Calculus II (Course Revision: des, cont, txt/mat)
    - MTH 253 Calculus III (Course Revision: des, cont, txt/mat)

Discussion Item

1. Recommendations for Retreat agenda items [4] (4:45 – 5:00 pm)

Next Meeting: Annual CC Retreat – June 10, 2022, 9:00am – 12:00pm. Hood River Center

Attachments: [1] April 7, 2022 Minutes. [2] 9 Course Inactivations. [3] Submissions: 4 New LDC Courses, 3 Opt-Out Requests, 3 Gen Ed Requests, 3 Cultural Literacy Requests, 10 Course Revisions, 1 Contact Hours / Credit Change, 2 Cert Revisions, 2 Degree Revisions, 1 Modified Deg/Cert Revision, 1 IC Requisite Revision Request. [4] Suggested Retreat discussion items

Curriculum Committee Minutes
April 7, 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/93747697434

PRESENT:
Voting Committee Members
Chair- Stephen Shwiff (Social Science)
Vice Chair- Pam Morse (Math)
Kristen Booth (Pre-College/ESOL)
Andrea Ware (CTE)
Emilie Miller (Science)

P.K. Hoffman (Arts & Hum)
Mimi Pentz (Nurs/Hlth)
Katy Jablonski (WFLE)
Rebecca Schwartz (Inst Dean)

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

Mary Martin (Student Services)

Guest
Jenn Kamrar, Jim Pytel, Dylan McManus, Alyssa Gnall, Sara Mustonen, Tori Stanek, Todd Meislahn, Andy Carmichael

Supporting Staff
Sara Wade (Curriculum)

ABSENT
Voting Committee Members   **Non-Voting Committee Members**

Item	Discussion	Action
Call to Order: 3:33pm	The meeting was called to order at 3:33pm by Chair Stephen.	
Approval of March 17, 2022	**Motion: approve as written.**	Motion: Kristen 2nds: Pam 8 in favor – 0 opposed – 0 abstains
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:	Course inactivation: BA 177, CAS 103W, CAS 104, CAS 133	
New Business:		
Submissions:		
IRW 115 Introduction to Writing and Critical Thinking (New LDC Course)	Jenn shared with the committee that this course is combining WR 115 and RD 115 into one course, for students that need to take both courses, by combining the two it will help students move along through developmental RD/WR faster. **Motion: approve as written.**	Motion: Pam 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
IRW 115L Introduction to Integrated Writing and Critical Reading Lab (New LDC Course)	Jenn explained that IRW115L will be a lab for students to take in parallel with IRW 115 for more additional help and support to complete the course. **Motion: approve with amendment to fix the course prefix to IRW in Outcome 1. Correct wording of Outcomes 1 and 2 in content section.**	Motion: Kristen 2nds: P.K. 9 in favor – 0 opposed – 0 abstains
FYE 100 College Survival Skills (New LDC Course)	Jarett pointed out that "Meta Major" needed to be changed to "Pathway" as that is the term that is being used college wide. As it is more recognized by students, faculty and staff. **Motion: approve with an amendment to change Meta Major to Pathway in content section under Outcome #1.**	Motion: Mimi 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
EET 111 DC Circuits (Course Revision: title, des, req, out, cont, txt/mat)	Jim shared and explained the revisions made to the EET courses. **Motion: approve as written.**	Motion: Kristen 2nds: Pam 7 in favor- 0 opposed – 0 abstains
EET 112 AC Circuits (Course Revision: title, des, out, cont, txt/mat)	**Motion: approve as written.**	Motion: Mimi 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
EET 113 AC Power (Course Revision: title, des, out, cont, txt/mat)	**Motion: approve as written.**	Motion: Mimi 2nds: Pam 7 in favor – 0 opposed – 0 abstains

MEC 120 Fluid Power and Electrical Control of Fluid Power Systems (Course Revision: title, cont, txt/mat)	**Motion: approve as written.**	Motion: Kristen 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
EM-Tech AAS and Certificate (Modified Degree/Certificate Revision)	**Motion: approve as written.**	Motion: Emilie 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
Administrative Office Professional (Degree Suspension with Teach Out Plan and Termination of Program Checklist)	**Motion: approve as written.**	Motion: Kristen 2nds: P.K. 7 in favor – 0 opposed – 0 abstains
Basic Computer Skills (Certificate Suspension with Teach Out Plan and Termination Check Off List	Andrea pointed out in section 2 that the courses listed were for the Digital Marketing Assistant certificate. **Motion: approve with amendment to change Section #2 with the right certificate coursework.**	Motion: Mimi 2nds: P.K. 6 in favor – 0 opposed – 0 abstains
Entry-Level Administrative Assistant (Certificate Suspension with Teach Out Plan and Termination of Program Checklist)	**Motion: approve as written.**	Motion: Kristen 2nds: P.K. 7 in favor – 0 opposed – 0 abstains
Office Assistant (Certificate Suspension with Teach Out Plan and Termination)	**Motion: approve as written.**	Motion: Kristen 2nds: Mimi 6 in favor – 0 opposed – 0 abstains
Spreadsheet Support (Certificate Suspension with Teach Out Plan and Termination)	**Motion: approve as written.**	Motion: Kristen 2nds: P.K. 6 in favor – 0 opposed – 0 abstains
Word Processing Support (Certificate Suspension with Teach Out Plan and Termination)	**Motion: approve as written.**	Motion: Kristen 2nds: Mimi 6 in favor – 0 opposed – 0 abstains

BA 131 Introduction Business Technology (Course Revision: des, req, out, cont, txt/mat)	Todd shared with the group that BA 131 and CAS 133 are basically the same course but one lies in the Business Department and the other lies in CAWT Department and with the combining of both departments into one it was feasible to combine both courses into one. **Motion: approve as written.**	Motion: Kristen 2nds: P.K. 7 in favor – 0 opposed – 0 abstains
BA 212 Principles of Accounting II (Course Revision: out, cont)	**Motion: approve as written.**	Motion: Mimi 2nds: Emilie 8 in favor – 0 opposed – 0 abstains
BA 170 Intro to Project Management (New LDC Course)	Todd explained that community partners would like to see graduating students/new hires to have knowledge and skill in project management and working within or leading a project group in the work setting. **Motion: approved as written.**	Motion: P.K. 2nds: Katy 8 in favor – 0 opposed – 0 abstains
Administrative Assistant AAS (Degree Revision)	Question arose about keeping the MA and MP courses as electives because the Medical Office Professional was removed from the suspension list. **Motion: approve with amendment to update courses to keep MA and MP courses as degree electives.**	Motion: P.K. 2nds: Mimi 7 in favor – 0 opposed – 0 abstains
Administrative Assistant (Certificate Revision)	**Motion: approve as written.**	Motion: Kristen 2nds: Emilie 8 in favor – 0 opposed – 0 abstains
Accounting AAS (Degree Revision)	**Motion: approve as written.**	Motion: P.K. 2nds: Kristen 8 in favor – 0 opposed – 0 abstains
Accounting/Bookkeeping (Certificate Revision)	**Motion: approve as written.**	Motion: Kristen 2nds: Mimi 8 in favor – 0 opposed – 0 abstains

Entrepreneurship/Business Management AAS (Degree Revision)	**Motion: approve as written.**	Motion: P.K. 2nds: Katy 8 in favor – 0 opposed – 0 abstains
Entrepreneurship (Certificate)	**Motion: approve as written.**	Motion: Kristen 2nds: P.K. 0 in favor – 0 opposed – 0 abstains
ABE 75 Writing for College Preparation (Contact Hour Change)	Andy explains the change of the contact hours to the committee. **Motion: approve as written.**	Motion: Katy 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
CT 224 Interior and Exterior Finishes (Course Revision: number, des, req)	Jarett explains after a learning curve of the 1st year of the Construction program, it was acknowledged that students were ready for the work force after one year in the program. It was decided to collapse the 2-years of courses into the one 1-year certificate so students could complete sooner. **Motion: approve as written.**	Motion: Kristen 2nds: Mimi 8 in favor – 0 opposed – 0 abstains
Construction Technology (Certificate Revision)	Concern was brought up about the certificate being able to be eligible for financial aid funding, because of low number of credits required for the certificate. Mary said it is financial aid okayed but she will double check. **Motion: approve as written.**	Motion: Katy 2nds: P.K. 8 in favor – 0 opposed – 0 abstains
ASOT-Computer Science (Degree Suspension with Teach Out Plan and Termination of Program Checklist)	**Motion: approve as written.**	Motion: Kristen 2nds: Katy 8 in favor – 0 opposed – 0 abstains
Last Minute Added Item: CC-Retreat Date	Committee discussed a date and time for the Curriculum Committee Retreat. **Retreat: June 10, 2022 at 9am to Noon, in person at the HRC room TBA, a zoom link will be provided as well**.	
Meeting Adjourned: 4:50pm	**P.K. motioned to end the meeting, Mimi seconded. All in favor. The meeting ended at 4:50pm**	**Next Meeting: May 12, 2022**

Columbia Gorge Community College

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

SECTION #1 GENERAL INFORMATION

Course prefix and number	EET 170	Course title	Embedded Computing
Department	CTE – EM-Tech	Submitter name: phone: email:	Jim Pytel jpytel@cgcc.edu
Reason for Inactivation	This course is being replaced by EET 180 Industrial Computing which is better aligned with program needs.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☐ No If yes, provide details	

Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Jim Pytel	☒ Yes ☐ No	5/12/2022
Department Dean	Approved	Date
Jarett Gilbert (interim)	☒ Yes ☐ No	5/12/2022

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

SECTION #1 GENERAL INFORMATION

Course prefix and number	ENG 201	Course title	Shakespeare The Early Plays
Department	Writing, Literature and Foreign Language	Submitter name: phone: email:	Mary Jablonski mjablonski@cgcc.edu
Reason for Inactivation	This course will be replaced by ENG 203: Introduction to Shakespeare		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next academic year (summer term) ☐ 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
Leigh Hancock	☒ Yes ☐ No	05/05/2022
Department Dean	Approved	Date
Rebecca Schwartz	☒ Yes ☐ No	05/05/22

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

SECTION #1 GENERAL INFORMATION

Course prefix and number	ENG 202	Course title	Shakespeare The Later Plays
Department	Writing, Literature and Foreign Language	Submitter name: phone: email:	Mary Jablonski mjablonski@cgcc.edu
Reason for Inactivation	This course will be replaced by ENG 203: Introduction to Shakespeare		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☒ No If yes, provide details	

Implementation term	☒ Next academic year (summer term)
	☐ 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
Leigh Hancock	☒ Yes ☐ No	05/05/2022
Department Dean	Approved	Date
Rebecca Schwartz	☒ Yes ☐ No	05/05/22

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

SECTION #1 GENERAL INFORMATION

Course prefix and number	MTH 20	Course title	Basic Math
Department	Mathematics	Submitter name: phone: email:	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Inactivation	This course is no longer offered at the college. It has not been offered for the last several years. As part of the dev ed redesign and guided pathways, this course has become unnecessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	While this course is listed as a prerequisite for many classes, it has not been offered in several years.

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☒ Yes ☐ No If yes, provide details	Email was sent out to all department chairs.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Pam Morse	☒ Yes ☐ No	4/1/2022
Department Dean	**Approved**	**Date**
Rebecca Schwartz	☐ Yes ☐ No	

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MTH 20B	Course title	Basic Math
Department	Mathematics	Submitter name: phone: email:	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Inactivation	This Course is no longer offered at the college. As part of the dev ed redesign and guided pathways, this course has become unnecessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☒ Yes ☐ No If yes, provide details	Email was sent out to all department chairs.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Pam Morse	☒ Yes ☐ No	4/1/2022
Department Dean	Approved	Date
Rebecca Schwartz	☐ Yes ☐ No	

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

SECTION #1 GENERAL INFORMATION

Course prefix and number	MTH 60	Course title	Beginning Algebra I
Department	Mathematics	Submitter name: phone: email:	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Inactivation	This Course is no longer offered at the college. As part of the dev ed redesign and guided pathways, this course has become unnecessary. Students who need this math will be directed to the precollege offerings		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	Those that I have heard back from say there is no impact on their courses.

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☒ Yes ☐ No If yes, provide details	Email was sent out to all department chairs.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Pam Morse	☒ Yes ☐ No	4/1/2022
Department Dean	Approved	Date
Rebecca Schwartz	☐ Yes ☐ No	

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

SECTION #1 GENERAL INFORMATION

Course prefix and number	RD 90	Course title	Transformative Reading
Department	Writing, Literature, and Foreign Languages	Submitter name: phone: email:	Leigh Hancock lhancock@cgcc.edu
Reason for Inactivation	This course will no longer be offered at the college. As part of the dev ed redesign and guided pathways, this course has become unnecessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	This course is listed as a prerequisite for many courses/programs.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☒ Yes ☐ No If yes, provide details	Revised requisite language for all courses/programs that include RD 90 as a prerequisite, or as a placement requirement, has been proposed to Instructional Council. Following IC agreement, this proposal will be presented to the Curriculum Committee for approval.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Leigh Hancock	☒ Yes ☐ No	5/12/2022
Department Dean	Approved	Date
Rebecca Schwartz	☒ Yes ☐ No	5/12/2022

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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	WR 90	Course title	Introductory Writing
Department	Writing, Literature, and Foreign Languages	Submitter name: phone: email:	Leigh Hancock lhancock@cgcc.edu
Reason for Inactivation	This course will no longer be offered at the college. As part of the dev ed redesign and guided pathways, this course has become unnecessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	This course is listed as a prerequisite for many courses/programs.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☒ Yes ☐ No If yes, provide details	Revised requisite language for all courses/programs that include WR 90 as a prerequisite, or as a placement requirement, has been proposed to Instructional Council. Following IC agreement, this proposal will be presented to the Curriculum Committee for approval.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Leigh Hancock	☒ Yes ☐ No	5/12/2022
Department Dean	Approved	Date
Rebecca Schwartz	☒ Yes ☐ No	5/12/2022

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WR 90C	Course title	Introductory Writing
Department	Writing, Literature, and Foreign Languages	Submitter name: phone: email:	Leigh Hancock lhancock@cgcc.edu
Reason for Inactivation	This course will no longer be offered at the college. As part of the dev ed redesign and guided pathways, this course has become unnecessary.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☒ Yes ☐ No If yes, provide details	This course is listed as a prerequisite for many courses/programs.
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☒ Yes ☐ No If yes, provide details	Revised requisite language for all courses/programs that include WR 90C as a prerequisite, or as a placement requirement, has been proposed to Instructional Council. Following IC agreement, this proposal will be presented to the Curriculum Committee for approval.
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Leigh Hancock	☒ Yes ☐ No	5/12/2022
Department Dean	Approved	Date
Rebecca Schwartz	☒ Yes ☐ No	5/12/2022

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or 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 Revision

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Writing, Literature, and Foreign Languages	Submitter name Phone Email	Jenn Kamrar 541-506-6183 jkamrar@cgcc.edu
Current prefix and number	IRW 115	Proposed prefix and number	No change
Current course title	Introduction to Writing and Critical Thinking	Proposed title (60 characters max)	Critical Reading and Writing
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Writing/Crit Thinking	Proposed transcript title (30 characters max)	Critical Reading and Writing
Reason for above proposed changes	To better describe the course.		

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
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.	

Reason for description change	No change

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. 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.	Upon successful completion of this course, students will be able to: 1.
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) No change
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?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Implementation term	☒ 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
Jenn Kamrar	jkamrar@cgcc.edu	5.12.22

Department Chair (enter name of department chair): Leigh Hancock

Department Dean (enter name of department dean): Rebecca Schwartz

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Writing, Literature, and Foreign Languages	Submitter name Phone Email	Jenn Kamrar 541-506-6183 jkamrar@cgcc.edu
Current prefix and number	IRW 115L	Proposed prefix and number	No change
Current course title	Introduction to Integrated Writing and Critical Reading Lab	Proposed title (60 characters max)	Foundations of Critical Reading and Writing
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Writing/Critical Thinking Lab	Proposed transcript title (30 characters max)	Foundation Critical Read/Write
Reason for above proposed changes	To better describe the course and align with IRW 115, the base course for this corequisite. To mirror corequisite title format being used in other disciplines.		

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
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.	Focuses on the foundational skills, concepts, and communication needed to be successful in Critical Reading and Writing. Provides appropriate support in writing, reading, and study skills in an interactive setting. Co-requisite: IRW 115.
Reason for description change	To update IRW 115 title.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.
Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Demonstrate the ability to effectively engage with the concepts and skills needed in IRW 115. 2. Utilize study habits and learning strategies that promote success in IRW 115.	Upon successful completion of this course, students will be able to: 1.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Implementation term	☒ 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
Jenn Kamrar	jkamrar@cgcc.edu	5.12.22

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

Columbia Gorge Community College

New Course **Lower Division Collegiate (LDC)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: phone: email:	Jessie Herrada Nance jherradanance@cgcc.edu
Prefix and Course Number:	ENG 240	Credits:	4
Course Title: (60 characters max, including spaces)	Native American Literature	Transcript Title: (30 characters max, including spaces)	Native American Literature

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 44 Lec/lab: 0 Lab: 0

Reason for the new course	With an emphasis on Native American literature, this course fills a gap in the course offerings. It builds cultural literacy and provides students with close reading, writing, and analytical skills that will be necessary in upper-division classes for a variety of disciplines, including English, history, and cultural studies.

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.
Studies literary works by Native American authors whose works are fundamental to American literature. Considers Native American texts, which may include oral traditions, novels, plays, poems, film, and manifestos. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Native American experience, worldview, and intellectual traditions in the study of their literature. Prerequisite/concurrent: WR 121. Audit available.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures.
	2. Explain how various perceptions of identity shape Native American literature and scholarship.
	3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations.
	4. Identify and trace the distinctive literary forms--including oral traditions, novels, plays, poems, film, and manifestos–and/or recurring themes of Native American literature from historical through contemporary texts.
	5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Outcomes assessment strategies:	Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).

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):	**Outcome #1:** Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures.
	• History of discrimination against Indigenous Americans in the US
	    ○ Political motivations
	    ○ Stereotypes & caricatures (i.e. mascots, representation in popular culture)
	    ○ Institutional discrimination (i.e. forced removal and westward expansion, boarding schools, and forced assimilation)
	    ○ Individual discrimination (i.e. prejudicial beliefs, words, behaviors)
	    ○ Violence against Indigenous women
	    ○ Fetishization of Indigenous culture
	• Interrelated themes and motifs in Native American literature
	    ○ Themes
	        ▪ Racial and Cultural Identity
	        ▪ Cultural and Family Fragmentation
	        ▪ Sovereignty and Self-Determination
	    ○ Motifs
	        ▪ Sacredness and Animacy of Land
	        ▪ Trickster
	        ▪ World Creation
	        ▪ Language and Cultural Reclamation
	
	Outcome #2: Explain how various perceptions of identity shape Native American literature and scholarship.
	• Explore through careful analysis (written, verbal, and/or creative) how Native American literature reflects diverse Indigenous cultures.
	• Familiarize students with analytical techniques of selected literature through the lenses of historical and cultural scholarship
	    ○ Close reading of language, structure, themes, symbols, and other textual features.
	    ○ Analysis of texts from the perspective of their socio-economic contexts.
	• Interpret academic assessments of Native American literature, with the goal of critiquing or expanding the arguments of this scholarship.
	
	Outcome #3: Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations.
	• The Native American experience through social, historical, and cultural contexts.
	• How historical and political events impact Native American communities and literature.
	• How historical, social, and political issues are reflected in contemporary Native American literature
	• How Native American literature reflects the ongoing activism and cultural flourishing of contemporary communities.

	Outcome #4: Identify and trace the distinctive literary forms--including oral traditions, novels, plays, poems, film, and manifestos--and/or recurring themes of Native American literature from historical through contemporary texts. • Define a variety of literary forms and provide examples of these forms using the study of model texts. • How literary forms relate to historical and cultural moments in Native American literature. • Interpreting how authors' variations of various forms relate to theme, motif, and purpose. **Outcome #5:** Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis. • Guide students' practice of close reading to accomplish interpretative goals including understanding a work's key ideas, identifying how a work's craft and structure reinforce its themes and recognizing how work connects to others. • "Tracking" methods to help students achieve a rich understanding of the texts. ○ Annotation of texts with marginal notes or comments. ○ Graphic organizers to track themes and textual features and to organize student responses to the texts. ○ Digital tools (i.e. blog posts, portfolio entries, discussion posts, video "reels" or "stories") for tracking passages or textual features in works. • Introduce students to the OWL Purdue Online Writing Lab as a resource to help them with all aspects of essay writing including thesis and content generation, citation, organization, and proper formatting: https://owl.english.purdue.edu.
Suggested Texts & Materials (specify if any texts or materials are required):	**Anthologies** • Coyote Was Going There: Indian Literature of the Oregon Country (1980). Ed. Jarold Ramsey. • The Remembered Earth: An Anthology of Contemporary Native American Literature (1981). Ed. Geary Hobson. • A Gathering of Spirit: A Collection by North American Indian Women (1984). Ed. Beth Brant. • American Indian Myths and Legends (1985). Ed. Richard Erdoes and Alfonso Ortiz. • Harper's Anthology of 20th Century Native American Poetry (1988). Ed. Duane Niatum. • Native American Literature: A Brief Introduction and Anthology (1997). Ed. Gerald Vizenor.

- Native American Testimony (1999). Ed. Peter Nabokov.
- Nothing But the Truth (2001). Ed. John L. Purdy and James Ruppert.
- I Tell You Now: Autobiographical Essays by Native American Writers (2005). Ed. Brian Swann and Arnold Krupat.
- Reckonings: Contemporary Short Fiction by Native American Women (2008). Ed. Hertha D. Sweet Wong.
- Walking the Clouds: An Anthology of Indigenous Science Fiction (2012). Ed. Grace Dillon.
- Cherokee Stories of the Turtle Island Liars Club (2012). Ed. Chris Teuton.
- New Poets of Native Nations (2018). Ed. Heid Erdrich.
- Love Beyond Body, Space, and Time: An Indigenous LGBT Sci-Fi Anthology (2016), Eds. Hope Nicholson, S.M. Beiko, Erin Cossar
- After the End: An Anthology of Two-Spirit and Indigiqueer Speculative Fiction (2020), Ed. Joshua Whitehead

Works by Individual Authors

- Samuel Occom. "Sermon Preached on the Death of Moses Paul, an Indian" (1772)
- William Apess. "Eulogy on King Philip" (1836); On Our Ground, the Complete Writings of William Apess (1992)
- Jane Johnston Schoolcraft. The Sound the Stars Make Rushing through the Night Sky: The Writings of Jane Johnston Schoolcraft. Ed. Robert Dale Parker (2007)
- John Rollin Ridge (Yellow Bird). The Adventures of Joaquin Murieta, the Celebrated California Bandit (1854); Poems (1867)
- Sarah Winnemucca. Life Among the Paiutes (1883)
- John Milton Oskison. "The Problem of Old Harjo" (1907)
- E. Pauline Johnson. Legends of Vancouver (1911); The Moccasin Maker (1913)
- Zitkala-Sa (Gertrude Simmons Bonnin). American Indian Stories (1921)
- Mourning Dove (Chrystal Quintasket / Humishuma). Cogewea (1927); Coyote Stories (1933)
- D'Arcy McNickle. The Surrounded (1936); Wind from an Enemy Sky (1978)
- N. Scott Momaday. House Made of Dawn (1968); The Way to Rainy Mountain (1969); The Names (1976); The Man Made of Words (1997)
- James Welch. Riding the Earthboy 40 (1971); Winter in the Blood (1974); Fools Crow (1986); The Heartsong of Charging Elk (2000)
- Leslie Marmon Silko. Ceremony (1977); Storyteller (1981); Almanac of the Dead (1991); Gardens in the Dunes (2000), The Sentence (2020)
- Simon Ortiz. From Sand Creek (1981); Woven Stone (1991)
- Joy Harjo. She Had Some Horses (1983); The Woman Who Fell From the Sky (1994); How We Became Human: New and Selected Poems, 1975-2001 (2004).
- Louise Erdrich. Love Medicine (1984); Tracks (1988); The Bingo Palace

(1994); A Plague of Doves (2008); The Round House (2012); La Rose (2015)

- Robert Conley. The Witch of Goingsnake and Other Stories (1988); Cherokee Thoughts, Honest and Uncensored (2008)
- Linda Hogan. Mean Spirit (1990); Dwellings: A Spiritual History of the Living World (1995); Power (1998); The Woman Who Watches Over the World: A Native Memoir (2001)
- Gerald Vizenor. Griever: An American Monkey King in China (1986). Bearheart: The Heirship Chronicles (1990)
- Ray Young Bear. The Invisible Musician (1990); Black Eagle Child: The Facepaint Narratives (1992)
- Thomas King. Medicine River (1990); Green Grass, Running Water (1993); The Truth About Stories (2005); The Inconvenient Indian (2012)
- Sherman Alexie. The Business of Fancydancing (1992) The Toughest Indian in the World. (2000)
- Carter Revard. An Eagle Nation (1993); Family Matters, Tribal Affairs (1998); How the Songs Came Down (2005)
- Wendy Rose. Going to War with All My Relations: New and Selected Poems (1993)
- Susan Power. The Grass Dancer (1994)
- Janice Gould. Earthquake Weather (1996)
- Adrian C. Louis. Ancient Acid Flashes Back (2000); Bone & Juice (2001)
- Eden Robinson. Monkey Beach (2000); "Terminal Avenue" (2004, published in So Long Been Dreaming, ed. Nalo Hopkinson)
- Stephen Graham Jones. The Fast Red Road (2002); The Bird is Gone: A Manifesto (2003); Ledfeather (2008); Bleed into Me (2012); "Letter to a Just-Starting-Out Indian Writer, and Maybe to Myself" (2015), Only the Good Indians (2020)
- Richard Van Camp. The Lesser Blessed (2004)
- William Sanders. Are We Having Fun Yet?: American Indian Fantasy Stories (2005)
- Eric Gansworth. Mending Skins (2005)
- LeAnne Howe. Miko Kings (2007)
- Toni Jensen. From the Hilltop (2010).
- Blake M. Hausman. Riding the Trail of Tears (2011)
- Janet McAdams. Red Weather (2012)
- Daniel H. Wilson. Robopocalypse (2012)
- Natalie Diaz. When My Brother Was an Aztec (2012) Postcolonial Love Poem (2020)
- Deborah Miranda. Bad Indians: A Tribal Memoir (2013)
- Robin W. Kimmerer. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants (2013)
- Elissa Washuta. My Body Is a Book of Rules (2014)
- Erika Wurth. Crazy Horse's Girlfried (2014); Buckskin Cocaine (2017)

	• Drew Hayden Taylor. Take Us to Your Chief (2016)
	• Layli Long Soldier. Whereas (2017)
	• Cherie Dimaline. The Marrow Thieves (2017)
	• Tommy Pico. Nature Poem (2017)
	• Rebecca Roanhorse. Trail of Lightning (2018) and "Welcome to Your Authentic Indian ExperienceTM" (2017)
	• Terese Mailhot. Heart Berries (2018)
	• Tommy Orange. There There (2018)
	• Brandon Hobson. Where the Dead Sit Talking (2018)
	• Sean Teuton, Native American Literature: A Very Short Introduction (2018)
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

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

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

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

Which Oregon universities will the course transfer to? List all	Eastern Oregon University, Portland State University, University of Oregon, Southern Oregon University
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☒ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	All degrees with Gen Ed requirements	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	elective	
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.	No	
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?	☐ Yes – date: ☐ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Jessie Herrada Nance	jherradanance@cgcc.edu	5/12/2022
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: Phone: Email:	Jessie Herrada Nance jherradanance@cgcc.edu
Course Prefix and Number	ENG 240	Credits:	4
Course Title	Native American Literature		
Course Description Including prerequisites	Studies literary works by Native American authors whose works are fundamental to American literature. Considers Native American texts, which may include oral traditions, novels, plays, poems, film, and manifestos. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Native American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING

Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	Faculty in the department have met multiple times to determine how Dev Ed classes in reading and writing will serve as a foundation for students' work in this course. Course outcomes and strategies build on the skills taught in reading and writing Dev Ed courses. Since students will not be doing any math in ENG 240, it has been determined that they will not need the math prerequisite to be successful in the course.

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Writing

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **Prerequisite/concurrent: WR 121**. To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better.

Pre-College Writing. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.

WR 90. Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.

WR 115. By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They will have been introduced to the use of quotations, paraphrases and documentation.

Prerequisite Requested	N/A

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.
What instructional materials and other teaching methods are used in this course?
What assessments are used to measure outcomes?
What strategies do you employ to support students whose writing skills are deficient?

Reading
The standard reading prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in RD 115, or college-level reading skills** demonstrated by a Accuplacer reading score of at least 101.
Pre-College Reading. Students are not print–oriented. Though they can read at a very low high school level, many have never read a book. They have limited ability to persist with a text and their comprehension skills are limited, but they often don't realize it.
RD 90.   Though students grow more confident with print material, they possess limited general knowledge. Comprehension, analysis, and retention of college-level material are poor. There is some improvement in reading frequency and persistence.
RD 115.   Students develop critical reading skills and apply them to excerpts from college-level texts. They need to continue building vocabulary, speed and comprehension. They have become fairly good at monitoring their own skills.

Prerequisite Requested	N/A
Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Reading 115 skills.	
What instructional materials and other teaching methods are used in this course?	
What **assessments** are used to measure outcomes?	
What strategies do you employ to support students whose writing skills are deficient?	

Math
The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.**
Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort

information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.

Prerequisite Requested	None

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.

The analytical and logical thinking skills practiced in the writing and reading prerequisites will be most relevant to advanced close reading and interpretation students practice in ENG 240. The specific work students complete for Math 20 (i.e. learning how to use fractions, percents, charts, and graphs) is not directly applicable to the work they will do in ENG 240.

What instructional materials and other teaching methods are used in this course?

Instructional materials include literature by Native American authors from diverse cultures. Instruction and assignments will mostly be from the 20th and 21st centuries. Students will look at a combination of texts, including oral traditions, novels, plays, poems, films, and manifestos, that span the Native American experience. Students will learn skills related to close reading, critical analysis, textual evidence, and writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature.

What **assessments** are used to measure outcomes?

Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).

What strategies do you employ to support students whose math skills are deficient?

Math skills are not needed in this class.

SECTION #3 OTHER CONSIDERATIONS:
Is there any other information you would like the committee to consider regarding this request?

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Jessie Herrada Nance	jherradanance@cgcc.edu	4/15/2022

Department Chair (enter name of department chair): Leigh Hancock

Department Dean (enter name of department dean): Rebecca Schwartz

Transfer/Articulation of Individual CGCC Courses

Directions:

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

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

Course #:   ENG 240   Title: Native American Literature

Credits: 4   Total Contact Hours: Lec: 40   Lab: 0   Lec-Lab: 0

Course Description:

Studies literary works by Native American authors whose works are fundamental to American literature. Considers Native American texts, which may include oral traditions, novels, plays, poems, film, and manifestos. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Native American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.

Course Prerequisites: Prerequisite/concurrent: WR 121. Audit available.

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: EOU, PSU, UO _____

☒ Requirement in major: EOU, SOU _____

☒ Elective for major: EOU, PSU, UO _____

☒ Course Equivalency: EOU, PSU, SOU (English 240)   ☐ Oth

☐ Elective only

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

Oregon State: Erin Bird erin.bird@oregonstate.edu. Response:
Working on our request but will not have response before CC meeting on May 12

PSU: English Department Associate Chair, Bishupal Limbu limbu@pdx.edu:
The course will count as an elective for the English major. Students are allowed to take three classes (12 credits) at the 200 level as electives. The course will also count for the English minor.

Transfer/Articulation of Individual CGCC Courses

The English Department at PSU does not offer a 200-level Native American Literature course, so there's no direct course equivalency. We do offer a 300-level course on Indigenous Nations Literature (ENG 309U).

From the English Advisor At PSU, Josh Epstein eng-advising@pdx.edu:

I've heard back from the Transfer office, who confirms that ENG 240 and ENG 244 "will count towards our Arts & Letters distribution requirement for the BA and BS."

University of Oregon: Shelly Elher: sehlers@uoregon.edu:
Here's how this course will transfer to the University of Oregon.
Columbia Gorge Community College 041519
ENG 240 = ENG 231T Arts & Letters area, US

Eastern Oregon: Brooke Hewitt: bhewitt@eou.edu:
● ENGL LDT Native American Lit*AEH
● Gen Ed of Aesthetics and Humanities (AEH)
● Can count in ENGL Major & Minor for 200 Level Lit Course, as a themes course or as an Elective. Can count as a lit course for education programs.
● Can count as 90 outside of the program for all other programs.

Southern Oregon: Alma Rosa Alvarez alvarez@sou.edu:
● Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics)--**it is possible that this might count, but the undergraduate studies director and her staff make this determination. Folks in English don't make that determination. Also, please note that we will be starting a new gen ed that will have the following capacities: Communication and Expression, Numerical Literacy, Creativity and Innovation, Inquiry and Analysis, and Equity, Diversity, and Inclusion. We will be reducing the number of credits for general education which will allow students to explore other classes.**
● Requirement in major: **Yes. SOU's English program requires two lower-division prerequisites in English (these could be two literature courses or one lower division literature course and one lower division creative writing, rhetoric, or grammar course). This course would fit well under the prerequisite requirement for the major.**
● Elective for major--**No**
● Course Equivalency--**We currently have a course equivalency: English 240 Native American Narratives, Fiction, and Poetry**

Eastern Washington: Keith Klauss kklauss@ewu.edu:
Still no response

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: May 3, 2022

Printed Name: Jessie Herrada Nance   Title: Instructor of Writing and Literature
Department: WFLL   Email: jherradanance@cgcc.edu

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

1. General & Course Information:			
Department	WFLL	Submitter Name: Phone: Email:	Jessie Herrada Nance jherradnance@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 240	Course Title:	Native American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Studies literary works by Native American authors whose works are fundamental to American literature. Considers Native American texts, which may include oral traditions, novels, plays, poems, film, and manifestos. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Native American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Native American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms – oral traditions, novels, plays, poems, film, and manifestos – and/or recurring themes of Native American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
   5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:
   1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
   2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:
   1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
   2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Institutional Learning Outcomes (ILOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

2. Address CGCC Institutional Learning Outcomes:	
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [ILO rubric](#).	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	**Course Outcomes**: 1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Native American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms – oral traditions, novels, plays, poems, film, and manifestos – and/or recurring themes of Native American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis. **Course Content**: Native American literatures have existed for thousands of years, forming the foundations of narrative, performance, and expressive culture in what is now

the United States. However, contemporary ideas about "Native American literatures" in English are a relatively recent development. Native authors have been writing and publishing in English since the 18th century, including a wave of creativity in the late-20th century often referred to as the "American Indian Renaissance." Course readings or viewings may include a range of works produced in Native languages, but the primary emphasis of study is contemporary work written or performed in English.

Students will learn skills related to close reading, critical analysis, textual evidence, writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature. The Mini Essays will provide a low-stakes forum for students to practice these skills before the final project.

Discussion forums will provide an opportunity for students to practice collegial debate and appropriate language for talking about marginalized peoples. Students will be required, orally and in writing, to support their ideas and interpretations with details and quotes from the text. Group and pair work will encourage students to share and appreciate diverse interpretations and personal responses to the text.

In the final project, students will have the opportunity to demonstrate achievement of outcomes through an essay, video or digital storytelling project that interprets one of the course themes through the comparison of two literary texts, articulating their contemporary significance.

Outcome Assessment Strategies:

Self-assessed discussion forums, mini essays, and one final project (essay, video, digital story).

| 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

☒ major designation
   REQUIRED | **Course Outcomes**:

1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures.
3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations.
5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

Course Content:
The course requires students to confront the issue, historical and current, of self-identity among Native American writers, who face racism and stereotypes. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 240 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 240 raises questions of whether to read a work as a representative of all Native Americans or as a work of self-expression, and how this issue affects Native American authors. |

	Outcome Assessment Strategies:
	Mini essays, final project.

<table>
<tr><td colspan="2" align="center">Provide a response for each of the following three ILOs that your course addresses.
At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."</td></tr>
<tr>
<td>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)

Check one:
☐ major ☐ minor
☒ not addressed significantly</td>
<td>Course Outcomes:

Course Content:

Outcome Assessment Strategies:</td>
</tr>
<tr>
<td>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Cultural Awareness)

Check one:
☒ major ☐ minor
☐ not addressed significantly</td>
<td>Course Outcomes:
1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures.
2. Explain how various perceptions of identity shape Native American literature and scholarship.
3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations.
4. Identify and trace the distinctive literary forms--oral traditions, novels, plays, poems, film, and manifestos-- and/or recurring themes of Native American literature from historical through contemporary texts.

Course Content:

The course requires students to study a wide range of Native American literature, past and present, in order to understand the sometimes subtle and overt racism and stereotypes faced by Native Americans. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding in the workplace and community. ENG 240 requires that students synthesize multiple viewpoints and perspectives—including one's own—in order to critically analyze values, ethics, and behavior within a range of human experience and expression.

Outcome Assessment Strategies:

Discussion forums, mini essays, final project</td>
</tr>
<tr>
<td>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

Check one:</td>
<td>Course Outcomes:
1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures.
3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations.
4. Identify and trace the distinctive literary forms--oral traditions, novels,</td>
</tr>
</table>

☒ major ☐ minor ☐ not addressed significantly	plays, poems, film, and manifestos-- and/or recurring themes of Native American literature from historical through contemporary texts. **Course Content**: ENG 240 texts explore issues of forced removal, assimilation, boarding schools, stereotypes, and racism all of which require students to recognize the consequences of settler colonialism on the cultures, land, and livelihoods of Native Americans. Students will also study how the texts build visibility and self-identity to push back against colonialist rhetoric and laws. Students will further explore how human activity in terms of racism, microaggressions, and unintended stereotypes affect Native Americans' sense of belonging and well-being. **Outcome Assessment Strategies**: Discussion forums, mini essays, final project

3. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and   • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.   2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.   3. Explore the conventions and techniques of significant forms of human expression.   4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.   And each course should also do at least one of the following: 1. Foster creative individual expression via analysis, synthesis, and critical evaluation;   2. Compare/contrast attitudes and values of specific historical periods or world cultures; and   3. Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Native American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--oral traditions, novels, plays, poems, film, and manifestos-- and/or recurring themes of Native American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	ENG 240 requires students to closely read diverse Native American texts, analyzing literary elements and techniques, as well as context, to explore the deeper subtexts and meanings. Students will gain skills to communicate their understanding and interpretation through original oral, written, and digital formats that conform to the requirements of literary scholarship.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	ENG 240 encourages students to consider each text as situated in a unique intersection of cultural, historic, and political forces, which shaped both its creation and reception. The course will explore how interpretations shift over time and between cultures, yet how even very old texts may have extreme relevance and influence in contemporary times. ENG 240 ultimately presents students with a new way to understand the complexities of Native American life and survival in the United States and Canada.

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Jessie Herrada Nance	jherradnance@cgcc.edu	5/12/22

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

Columbia Gorge Community College

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	WFLL	Submitter Name: Phone: Email:	Jessie Herrada Nance jherradnance@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 240	Course Title:	Native American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math

Course Description:	Studies literary works by Native American authors whose works are fundamental to American literature. Considers Native American texts, which may include oral traditions, novels, plays, poems, film, and manifestos. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Native American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.
Course Outcomes:	1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Native American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms – including oral traditions, novels, plays, poems, film, and manifestos – and/or recurring themes of Native American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide AAOT Cultural Literacy Outcome: As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

3. Meet the state-wide AAOT Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:
- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Analyze the importance of self-documentation in Native American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Native American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Native American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms – including oral traditions, novels, plays, poems, film, and manifestos – and/or recurring themes of Native American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course requires students to confront the issue, historical and current, of self-identity among Native Americans from diverse cultural identities, who face racism and stereotypes. Students will understand the historical and political motivations behind discriminatory practices (such as forced removal and boarding schools), stereotypes, and caricatures and examine how authors confront these harmful practices and representations. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 240 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 240 raises questions of whether to read a work as representative of all Native Americans or as a work of self-expression, and how this issue affects Native American authors from diverse cultures.

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
Jessie Herrada Nance	jherradanance@cgcc.edu	5.12.22
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 prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: phone: email:	Jessie Herrada Nance jherradanance@cgcc.edu
Prefix and Course Number:	ENG 244	Credits:	4
Course Title: (60 characters max, including spaces)	Asian American Literature	Transcript Title: (30 characters max, including spaces)	Asian American Literature

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 40 Lec/lab: 0 Lab: 0

Reason for the new course	With an emphasis on Asian American literature, this course fills a gap in the course offerings. It builds cultural literacy and provides students with close reading, writing, and analytical skills that will be necessary in upper-division classes for a variety of disciplines, including English, history, and cultural studies.

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions]().	
Studies literary works by Asian American authors whose works are fundamental to American literature. Considers Asian American texts, which may include folklore, fiction, nonfiction, poetry, and graphic novels. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Asian American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.	
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.)	

	Upon successful completion of this course, students will be able to:
Outcomes: (Use observable and measurable verbs)	1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures.
	2. Explain how various perceptions of identity shape Asian American literature and scholarship.
	3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations.
	4. Identify and trace the distinctive literary forms – fairy tales, fables, proverbs, poetry – and/or recurring themes of Asian American literature from historical through contemporary texts.
	5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Outcomes assessment strategies:	Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).

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):	**Outcome #1:** Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. • History of discrimination against Asian Americans in the US ○ Political motivations ○ Stereotypes & caricatures (i.e. representation in popular culture) ○ Institutional discrimination (i.e. Chinese Exclusion Acts, WWII concentration camps for Japanese descendants, etc.) ○ Individual discrimination (i.e. prejudicial beliefs, words, behaviors) ○ Violence against and exploitation of Asian women ○ Fetishization of Asian American culture ○ Exploitation of labor • Interrelated themes and motifs in Asian American literature ○ Themes ▪ Racial and Cultural Identity ▪ Generational Trauma and Identity ▪ Cultural Fragmentation and Forced Assimilation ▪ Sovereignty and Self-Determination ○ Motifs ▪ Confronting the "Model Minority" ▪ Folklore and Mythology ▪ Transnationalism ▪ War and Colonialism ▪ Impact of Tourism **Outcome #2:** Explain how various perceptions of identity shape Asian American literature and scholarship. • Explore through careful analysis (written, verbal, and/or creative) how Native American literature reflects diverse Indigenous cultures. • Familiarize students with analytical techniques of selected literature through the lenses of historical and cultural scholarship ○ Close reading of language, structure, themes, symbols, and other textual features. ○ Analysis of texts from the perspective of their socio-economic contexts. • Interpret academic assessments of Asian American literature, with the goal of critiquing or expanding the arguments of this scholarship. **Outcome #3:** Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. • The Asian American experience through social, historical, and cultural contexts. • How historical and political events impact Asian American communities and literature. • How historical, social, and political issues are reflected in contemporary Asian American literature • How Asian American literature reflects the ongoing activism and cultural

flourishing of contemporary communities.

Outcome #4: Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts.

- Define a variety of literary forms and provide examples of these forms using study of model texts.
- How literary forms relate to historical and cultural moments in Asian American literature.
- Interpreting how authors' variations of various forms relate to theme, motif, and purpose.

Outcome #5: Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

- Guide students' practice of close reading to accomplish interpretative goals including: understanding a work's key ideas, identifying how a work's craft and structure reinforce its themes, and recognizing how a work connects to others.

  - "Tracking" methods to help students achieve a rich understanding of the texts Annotation of texts with marginal notes or comments.
  - Graphic organizers to track themes and textual features and to organize student responses to the texts.
  - Digital tools (i.e. blog posts, portfolio entries, discussion posts, video "reels" or "stories") for tracking passages or textual features in works.

- Introduce students to the OWL Purdue Online Writing Lab as a resource to help them with all aspects of essay writing including thesis and content generation, citation, organization, and proper formatting: https://owl.english.purdue.edu

Suggested Texts & Materials (specify if any texts or materials are required):	**Anthologies/Literary Criticism /Teaching Resources:** • Chin, Frank, et. al, *Aiiieeeee! An Anthology of Asian-American Writers* • Maeda, Daryl. Chains of Babylon: the rise of Asian America • Wong, Sau-ling Cynthia. Reading Asian American Literature: From Necessity to Extravagance • —and Stephen H. Sumida, A Resource Guide to Asian American Literature • Lee, Rachael, **The Routledge Companion to Asian American and Pacific Islander Literature** • —The Americas of Asian American Literature • Lee, Robert G. Orientals: Asian Americans in Popular Culture • Rajini Srikanth, The World Next Door: South Asian American Literature and the Idea of America • Lavina Dhingra Shankar and Rajini Srikanth, eds. A Part, Yet Apart: South

Asians in Asian America
- Patricia Chu, Assimilating Asians: Gendered Strategies of Authorship in Asian America

Asian American Literature
- Amy Ling, "I'm Here"
- Cathy Park Hong, Minor Feelings
- Zia, Helen, Asian American Dreams: The Emergence of an American People (Memoir/History)
- Salesses, Matthew, Disappear Doppelgäger Disappear
- Cathy Song (poet), Picture Bride; Frameless Windows, Squares of Light
- Kristiana Kahakauwila, This is Paradise (Hawaiian/Essays)

Japanese American Literature:
- Lydia Minatoya, Talking to High Monks in the Snow (AB/B)
- Kogawa, Joy. Obasan
- Takhei, George, They Called Us Enemy (Graphic Novel)
- John Okada, NoNo Boy
- Cynthia Kadohata, The Floating World
- Garrett Hongo, Coral Road, The River of Heaven (Poetry/Hawaiian)
- Janice Mirikitari, We, The Dangerous; Awake in the River & Shedding Silence

Korean American Literature
- Cha, Steph, Your House will Pay (2019)
- Cotrell, Patrick Yumi, Sorry to Disrupt the Peace (2017)
- Kim, Eugenia, The Kinship of Secrets (2018)
- Kim, Suki, The Interpreter (2003)
- E. J. Koh, The Magical Language of Others (2020)
- Zauner, Michelle, Crying in H Mart (2021)

Vietnamese American Literature
- Thi Bui, The Best We Could Do (Graphic Novel, Memoir)
- Matt Huynh, [The Boat](Interactive Graphic Novel, Sydney-Born, NY-Based)
- Ocean Vuong, Night Sky with Exit Wounds (P), On Earth We're Briefly Gorgeous (N)
- Viet Thanh Nguyen, Nothing Ever Dies (M), The Refugees (E)
- Lê Thi Diem Thúy, The Gangster We Are All Looking For (N)

Indian American Literature
- Jhumpa Lahiri, Interpreter of Maladies (E), The Namesake (N), The Lowlands (N)
- Saumya Dave, Well-Behaved Indian Women
- Akhil Sharma, A Life of Adventure and Delight (Essays),
- Bharati Mukherjee, Jasmine

Chinese American Literature
- Louis Chu, Eat a Bowl of Tea
- Maxine Hong Kingston, Woman Warrior (N)
- Gus Lee, China Boy
- Celeste Ng, Everything I Never Told You

| | • Fae Myanne Ng, Bone

Filipino American Literature
• Carlos Bulosan, America is in the Heart (Novel), On Becoming Filipino (E)
• Han Ong, Fixer Chao (N)
• JoAnne Ramos, The Farm (N)
• R. Zamora Linmark, Leche (N) |
| --- | --- |
| Department Notes: (optional) | |

SECTION #4 TRANSFERABILITY	

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.
     1. Is there an equivalent lower division course at the university?
     2. Will a department accept the course for its major or minor requirements?
     3. Will the course be accepted as part of the University's distribution requirements?
While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	

Which Oregon universities will the course transfer to? List all	Eastern Oregon University, Portland State University, University of Oregon, Southern Oregon University
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☒ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	All degrees with Gen Ed requirements	# credits: varied

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	elective
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.	No
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?	☐ Yes – date: ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Jessie Herrada Nance	jherradanance@cgcc.edu	5/12/2022
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 or slewis@cgcc.edu.

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: Phone: Email:	Jessie Herrada Nance jherradanance@cgcc.edu
Course Prefix and Number	ENG 244	Credits:	4
Course Title	Asian American Literature		
Course Description Including prerequisites	Studies literary works by Asian American authors whose works are fundamental to American literature. Considers Asian American texts, which may include folklore, fiction, nonfiction, poetry, and graphic novels. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Asian American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING

Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	Faculty in the department have met multiple times to determine how Dev Ed classes in reading and writing will serve as a foundation for students' work in this course. Course outcomes and strategies build on the skills taught in reading and writing Dev Ed courses. Since students will not be doing any math in ENG 244, it has been determined that they will not need the math prerequisite to be successful in the course.

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Writing

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **Prerequisite/concurrent: WR 121**. To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better.

Pre-College Writing. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.

WR 90.   Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.

WR 115.   By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They will have been introduced to the use of quotations, paraphrases and documentation.

Prerequisite Requested	N/A

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.

What instructional materials and other teaching methods are used in this course?

What assessments are used to measure outcomes?

What strategies do you employ to support students whose writing skills are deficient?

Reading
The standard reading prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in RD 115, or college-level reading skills** demonstrated by a Accuplacer reading score of at least 101.
Pre-College Reading. Students are not print–oriented. Though they can read at a very low high school level, many have never read a book. They have limited ability to persist with a text and their comprehension skills are limited, but they often don't realize it.
RD 90.   Though students grow more confident with print material, they possess limited general knowledge. Comprehension, analysis, and retention of college-level material are poor. There is some improvement in reading frequency and persistence.
RD 115.   Students develop critical reading skills and apply them to excerpts from college-level texts. They need to continue building vocabulary, speed and comprehension. They have become fairly good at monitoring their own skills.

Prerequisite Requested	N/A

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Reading 115 skills.

What instructional materials and other teaching methods are used in this course?

What **assessments** are used to measure outcomes?

What strategies do you employ to support students whose writing skills are deficient?

Math
The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.**
Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are

developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.	
Prerequisite Requested	None

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.
The analytical and logical thinking skills practiced in the writing and reading prerequisites will be most relevant to advanced close reading and interpretation students practice in ENG 244. The specific work students complete for Math 20 (i.e. learning how to use fractions, percents, charts, and graphs) is not directly applicable to the work they will do in ENG 244.
What instructional materials and other teaching methods are used in this course?
Instructional materials include literature by Asian American authors from diverse cultures. Instruction and assignments will mostly be from the 20th and 21st centuries. Students will look at a combination of stories, essays, novels, memoirs and or graphic novels that span the Asian American experience. Students will learn skills related to close reading, critical analysis, textual evidence, and writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature.
What **assessments** are used to measure outcomes?
Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).
What strategies do you employ to support students whose math skills are deficient?
Math skills are not needed in this class.

SECTION #3 OTHER CONSIDERATIONS:
Is there any other information you would like the committee to consider regarding this request?

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 Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Jessie Herrada Nance	jherradanance@cgcc.edu	4/15/2022
Department Chair (enter name of department chair):	Leigh Hancock	
Department Dean (enter name of department dean):	Rebecca Schwartz	

NEXT STEPS:

Transfer/Articulation of Individual CGCC Courses

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

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

Course #:   ENG 244   Title: Asian American Literature

Credits: 4   Total Contact Hours: Lec: 40   Lab: 0   Lec-Lab: 0

Course Description:

Studies literary works by Asian American authors whose works are fundamental to American literature. Considers Asian American texts, which may include folklore, fiction, nonfiction, poetry, and graphic novels. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Asian American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.

Course Prerequisites: Prerequisite/concurrent: WR 121. Audit available.

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: EOU, PSU, UO_____

☒ Requirement in major: EOU, SOU_____

☒ Elective for major: EOU, PSU, UO_____

☒ Course Equivalency: EOU, PSU, SOU

☐ Other: _____

☐ Elective only

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

Working on our request but will not have response before CC meeting on May 12

PSU: English Department Associate Chair, Bishupal Limbu limbu@pdx.edu:

> The course will count as an elective for the English major. Students are allowed to take three classes (12 credits) at the 200 level as electives. The course will also count for the English minor.

Transfer/Articulation of Individual CGCC Courses

We also have a 300-level Asian American Literature course (ENG 369U).

From the English Advisor At PSU, Josh Epstein eng-advising@pdx.edu:

<mark>I've heard back from the Transfer office, who confirms that ENG 240 and ENG 244 "will count towards our Arts & Letters distribution requirement for the BA and BS."</mark>

University of Oregon: Shelly Elher: sehlers@uoregon.edu:

Here's how this course will transfer to the University of Oregon.
Columbia Gorge Community College 041519
ENG 244 = ENG 231T Arts & Letters area, US

Eastern Oregon: Brooke Hewitt: bhewitt@eou.edu:

- ENGL LDT Asian American Lit*AEH
- Gen Ed of Aesthetics and Humanities (AEH)
- Can count in ENGL Major & Minor for 200 Level Lit Course, as a themes course or as an Elective. Can count as a lit course for education programs.
- Can count as 90 outside of the program for all other programs.

Southern Oregon: Alma Rosa Alvarez alvarez@sou.edu:

- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics)--**it is possible that this might count, but the undergraduate studies director and her staff make this determination. Folks in English don't make that determination. Also, please note that we will be starting a new gen ed that will have the following capacities: Communication and Expression, Numerical Literacy, Creativity and Innovation, Inquiry and Analysis, and Equity, Diversity, and Inclusion. We will be reducing the number of credits for general education which will allow students to explore other classes.**
- Requirement in major: **Yes. SOU's English program requires two lower-division prerequisites in English (these could be two literature courses or one lower division literature course and one lower division creative writing, rhetoric, or grammar course). This course would fit well under the prerequisite requirement for the major.**
- Elective for major--**No**
- Course Equivalency--**We currently don't have a course equivalency, but I suspect that this course could be comparable to English 209, Literature in the Modern World**

Eastern Washington: Keith Klauss kklauss@ewu.edu:

Still no response

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: May 3, 2022

Printed Name: Jessie Herrada Nance   Title: Instructor of Writing and Literature
Department: WFLL   Email: jherradanance@cgcc.edu

Columbia Gorge Community College

General Education/Discipline Studies List Request Form
(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	WFLL	Submitter Name: Phone: Email:	Leigh Hancock lhancock@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 244	Course Title:	Asian American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Studies literary works by Asian American authors whose works are fundamental to American literature. Considers Asian American texts, which may include folklore, fiction, nonfiction, poetry, and graphic novels. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Asian American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry--and/or recurring themes of Asian American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
   5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:
   1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
   2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

Minor Designation:
   1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
   2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate [ILO rubric](#).

To establish an intentional learning environment, Institutional Learning Outcomes (ILOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

2. Address CGCC Institutional Learning Outcomes:
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [ILO rubric](#).
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	**Course Outcomes**: 1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis. **Course Content**: This course covers literature written by Asian Americans since their arrival in America, but primarily focused on the 20th and 21st centuries. It will look at a

combination of stories, essays, novels, memoirs and or graphic novels that span the Asian American experience. Students will learn skills related to close reading, critical analysis, textual evidence, and writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature. The Mini Essays will provide a low-stakes forum for students to practice these skills before the final project.

Discussion forums will provide opportunity for students to practice collegial debate and appropriate language for talking about marginalized peoples. Students will be required, orally and in writing, to support their ideas and interpretations with details and quotes from the text. Group and pair work will encourage students to share and appreciate diverse interpretations and personal responses to the text.

In the final project, students will have the opportunity to demonstrate achievement of outcomes through an essay, video or digital storytelling project that interprets one of the course themes through the comparison of two literary texts, articulating their contemporary significance.

Outcome Assessment Strategies:

Self-assessed discussion forums, mini essays, and one final project (essay, video, digital story).

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	**Course Outcomes**: 1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. **Course Content**: The course requires students to confront the issue, historical and current, of self-identity among Asian Americans, who face racism and stereotypes as the "good minority." Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 244 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 244 raises questions of whether to read a work as representative of all Asian Americans or as a work of self-expression, and how this issue affects Asian American authors. **Outcome Assessment Strategies**: Mini essays, final project.

Provide a response for each of the following three ILOs that your course addresses.
At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:	
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts. **Course Content**: The course requires students to study a wide range of Asian American literature, past and present, in order to understand the sometimes subtle racism and stereotypes faced by Asian Americans as the "good minority." Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding in the workplace and community. ENG 244 requires that students synthesize multiple viewpoints and perspectives—including one's own—in order to critically analyze values, ethics, and behavior within a range of human experience and expression. **Outcome Assessment Strategies**: Discussion forums, mini essays, final project	
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts. **Course Content**: ENG 244 texts explore issues of immigration, assimilation, visibility, self-identity, stereotypes and racism, all of which require students to recognize the consequences of human activity on the social world of Asian Americans. Because the term "Asian American" is so broad, the course will examine the	

	context--political, historical, cultural--of targeted texts to illustrate how Asian Americans experience and express divergent views depending on how they first arrived in America and what they had to do to survive. Students will further explore how human activity in terms of racism, microaggressions and unintended stereotypes affect Asian Americans' sense of belonging and wellbeing. **Outcome Assessment Strategies**: Discussion forums, mini essays, final project

3. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:

A course in Arts & Letters should:
  1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
  2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
  3. Explore the conventions and techniques of significant forms of human expression.
  4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
 	
And each course should also do at least one of the following:
  1.   Foster creative individual expression via analysis, synthesis, and critical evaluation;
  2.   Compare/contrast attitudes and values of specific historical periods or world cultures; and
  3.   Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	ENG 244 requires students to closely read diverse Asian American texts, analyzing literary elements and techniques, as well as context, to explore the deeper subtexts and meanings. Students will gain skills to communicate their understanding and interpretation through original oral, written and digital formats that conform to requirements of literary scholarship.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	ENG 244 encourages students to consider each text as situated in a unique intersection of cultural, historic and political forces, which shaped both its creation and reception. The course will explore how interpretations shift over time and between cultures, yet how even very old texts may have extreme relevance and influence in contemporary times. ENG 244 ultimately presents students with a new way to understand the complexities of life as an Asian American.

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	5/12/22
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 course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Cultural Literacy Designation Request Form
(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	WFLL	Submitter Name: Phone: Email:	Jessie Herrada Nance jherradnance@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 244	Course Title:	Asian American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Studies literary works by Asian American authors whose works are fundamental to American literature. Considers Asian American texts, which may include folklore, fiction, nonfiction, poetry, and graphic novels. Analyzes texts' historical, cultural, geographical, and political contexts. Prioritizes Asian American experience, worldview, and intellectual traditions in the study of their literature. Prerequisites/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry--and/or recurring themes of Asian American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.		

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide AAOT Cultural Literacy Outcome: As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

3. Meet the state-wide AAOT Cultural Literacy Criteria:
A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:
A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Analyze the importance of self-documentation in Asian American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape Asian American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in Asian American literature and apply that knowledge to real-world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of Asian American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course requires students to confront the issue, historical and current, of self-identity among Asian Americans from diverse cultural identities, who face racism and stereotypes as the "good minority." Students will understand the historical and political motivations behind discriminatory practices, stereotypes, and caricatures and examine how authors confront these harmful practices and representations. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 244 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 244 raises questions of whether to read a work as representative of all Asian Americans or as a work of self-expression, and how this issue affects Asian American authors from diverse cultures.

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
Jessie Herrada Nance	jherradanance@cgcc.edu	5.12.22
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 prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: phone: email:	Tina Ontiveros tontiveros@cgcc.edu
Prefix and Course Number:	ENG 257	Credits:	4
Course Title: (60 characters max, including spaces)	African American Literature	Transcript Title: (30 characters max, including spaces)	African American Literature
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 40 Lec/lab: 0 Lab: 0
Reason for the new course	With an emphasis on African American literature, this course fills a gap in the course offerings. It builds cultural literacy and provides students with close reading, writing, and analytical skills that will be necessary in upper-division classes for a variety of disciplines, including English, history, and cultural studies.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.
Studies literary arts and cultural expressions by African American authors, whose works are fundamental to American Literature. Prioritizes Black experience, worldview, and intellectual traditions in the study of African American literature and scholarship. Analyzes a range of literary expression, including folklore, fiction, nonfiction, poetry, lyrics, graphic novels and oral stories, in their historical, cultural, geographical, and political contexts. Prerequisite/concurrent: WR 121. Audit available.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures.
	2. Explain how various perceptions of identity shape African American literature and scholarship.
	3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real-world issues impacting contemporary populations.
	4. Identify and trace the distinctive literary forms – fairy tales, fables, proverbs, poetry – and/or recurring themes of African American literature from historical through contemporary texts.
	5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Outcomes assessment strategies:	Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).

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):	**Outcome #1:** Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures.
	
	• Read and analyze literary works by African American writers
	• Read and analyze analytical and critical works by African American writers
	• Texts include significant moments in the development of the Black aesthetic such as:
	
	    ○ labor and conditions under slave bondage
	    ○ abolition
	    ○ reconstructing the Black identity in the post-Emancipation Era
	    ○ The Great Migration
	    ○ the Harlem Renaissance
	
	Outcome #2: Explain how various perceptions of identity shape African American literature and scholarship.
	
	• Careful reading and analysis of history of discrimination against Black Americans in the US
	
	    ○ Generational impacts of inequalities created by enslavement, redlining, and other structured forms of marginalization in the U.S.
	    ○ Political motivations
	    ○ Stereotypes and caricatures
	
	• Explore interrelating themes and motifs in African American literature through careful reading, discussion, regular writing prompts, close reading analysis, and/or creative projects:
	
	    ○ racial passing
	    ○ socioeconomic mobility
	    ○ protest against racist violence
	
	Outcome #3: Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations.
	
	• The African American experience through social, historical, and cultural contexts.
	• How historical and political events impact African American communities and literature.
	• How historical, social, and political issues are reflected in contemporary African American literature
	• How African American literature reflects the ongoing activism and cultural flourishing of contemporary communities.

	Outcome #4: Identify and trace the distinctive literary forms--oral stories, fairy tales, fables, proverbs, poetry-- and/or recurring themes of African American literature from historical through contemporary texts. • Define a variety of literary forms and provide examples of these forms using study of model texts. • How literary forms relate to historical and cultural moments in African American literature. • Interpreting how authors' variations of various forms relate to theme, motif, and purpose. **Outcome #5:** Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis. • Guide students' practice of close reading to accomplish interpretative goals including: understanding a work's key ideas, identifying how a work's craft and structure reinforce its themes, and recognizing how a work connects to others. • Through lecture and hands-on instruction, teach students "tracking" methods to help them achieve a rich understanding of the texts • Introduce students to the OWL Purdue Online Writing Lab as a resource to help them with all aspects of essay writing including thesis and content generation, citation, organization, and proper formatting: https://owl.english.purdue.edu
Suggested Texts & Materials (specify if any texts or materials are required):	**Potential anthologies:** ● *The Norton Anthology of African American Literature* (2014). Ed. Henry Louise Gates. ● *The Wiley-Blackwell Anthology of African American Literature* (2014). Ed. Gene Andrew Jarrett. ● *The Harlem Renaissance: A Brief History with Documents* (2007). Ed. Jeffrey B. Ferguson ● *The Classic Slave Narratives* (2012). Ed. Henry Louise Gates. **Potential writers (this list is by no means exhaustive):** • William Wells Brown • Frederick Douglass • Olaudah Equiano • Harriet Jacobs • Phillis Wheatley • Harriet Wilson • Booker T. Washington • Charles Chesnutt • Pauline Hopkins • Ida B. Wells • W.E.B Du Bois • Marcus Garvey

	- Claude McKay
	- Zora Neale Hurston
	- Nella Larsen
	- Langston Hughes
	- Countee Cullen
	- Helene Johnson
	- James Baldwin
	- Gwendolyn Brooks
	- Ralph Ellison
	- Lorraine Hansberry
	- Richard Wright
	- Ann Petry
	- Melvin B. Tolson
	- Margaret Walker
	- Maya Angelou
	- Audre Lorde
	- Maya Angelou
	- Toni Cade Bambara
	- Lucille Cliffton
	- Nikki Giovanni
	- June Jordan
	- Toni Morrison
	- Sonja Sanchez
	- Elizabeth Alexander
	- Octavia Butler
	- Ta-Nehisi Coates
	- Rita Dove
	- Jericho Brown
	- NK Jemison
	- Essex Hemphill
	- Yusef Komunyakka
	- Harryette Mullen
	- Gloria Naylor
	- Hanif Abdurraqib
	- Eve Ewing
	- Claudia Rankine
	- Sonia Sanchez
	- Patricia Smith
	- Danez Smith
	- Tracy K. Smith
	- Natasha Trethewey
	- Colson Whitehead
	- August Wilson
	- Kevin Young
Department Notes: (optional)	

SECTION #4 TRANSFERABILITY

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

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

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

Which Oregon universities will the course transfer to? List all	Eastern Oregon University, Portland State University, University of Oregon, Southern Oregon University
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☒ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	All degrees with Gen Ed requirements	# credits: varied
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	elective	
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	No	

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.	N/A
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):

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

SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	5/12/2022

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

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION

Department:	WFLL	Submitter name: Phone: Email:	Tina Ontiveros tontiveros@cgcc.edu
Course Prefix and Number	ENG 257	Credits:	4
Course Title	African American Literature		
Course Description Including prerequisites	Studies literary arts and cultural expressions by African American authors, whose works are fundamental to American Literature. Prioritizes Black experience, worldview, and intellectual traditions in the study of African American literature and scholarship. Analyzes a range of literary expression, including folklore, fiction, nonfiction, poetry, lyrics, graphic novels and oral stories, in their historical, cultural, geographical, and political contexts. Prerequisite/Concurrent WR 121.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING

Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	Faculty in the department have met multiple times to determine how Dev Ed classes in reading and writing will serve as a foundation for students' work in this course. Course outcomes and strategies build on the skills taught in reading and writing Dev Ed courses. Since students will not be doing any math in ENG 257, it has been determined that they will not need the math prerequisite to be successful in the course.

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Writing

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **Prerequisite/concurrent: WR 121**. To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better.

Pre-College Writing. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.

WR 90.   Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.

WR 115.   By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They will have been introduced to the use of quotations, paraphrases and documentation.

Prerequisite Requested	N/A

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.

What instructional materials and other teaching methods are used in this course?

What assessments are used to measure outcomes?

What strategies do you employ to support students whose writing skills are deficient?

Reading
The standard reading prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in RD 115, or college-level reading skills** demonstrated by a Accuplacer reading score of at least 101.
Pre-College Reading. Students are not print–oriented. Though they can read at a very low high school level, many have never read a book. They have limited ability to persist with a text and their comprehension skills are limited, but they often don't realize it.
RD 90.   Though students grow more confident with print material, they possess limited general knowledge. Comprehension, analysis, and retention of college-level material are poor. There is some improvement in reading frequency and persistence.
RD 115.   Students develop critical reading skills and apply them to excerpts from college-level texts. They need to continue building vocabulary, speed and comprehension. They have become fairly good at monitoring their own skills.

Prerequisite Requested	N/A

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Reading 115 skills.

What instructional materials and other teaching methods are used in this course?

What **assessments** are used to measure outcomes?

What strategies do you employ to support students whose writing skills are deficient?

Math
The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.**

Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.	
Prerequisite Requested	None

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.
The analytical and logical thinking skills practiced in the writing and reading prerequisites will be most relevant to advanced close reading and interpretation students practice in ENG 257. The specific work students complete for Math 20 (i.e. learning how to use fractions, percents, charts, and graphs) is not directly applicable to the work they will do in ENG 257.
What instructional materials and other teaching methods are used in this course?
This course introduces students to the wealth of African American literature from the period of Trans-Atlantic slavery to the present. Readings may span a wide range including folklore, fiction, nonfiction, poetry, lyrics, and oral tradition. Students will look at a combination of stories, essays, novels, memoirs and or graphic novels that span the African American experience. Students will learn skills related to close reading, critical analysis, textual evidence, and writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature.
What **assessments** are used to measure outcomes?
Self-assessed discussion forums, mini-essays, and one final project (essay, video, digital story).
What strategies do you employ to support students whose math skills are deficient?
Math skills are not needed in this class.

SECTION #3 OTHER CONSIDERATIONS:
Is there any other information you would like the committee to consider regarding this request?

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 Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	4/15/2022

Department Chair (enter name of department chair): Leigh Hancock
Department Dean (enter name of department dean): Rebecca Schwarts

Transfer/Articulation of Individual CGCC Courses

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

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

Course #:   ENG 257   Title: African American Literature

Credits: 4   Total Contact Hours: Lec: 40   Lab: 0   Lec-Lab: 0

Course Description:

Studies literary arts and cultural expressions by African American authors, whose works are fundamental to American Literature. Prioritizes Black experience, worldview, and intellectual traditions in the study of African American literature and scholarship. Analyzes a range of literary expression, including folklore, fiction, nonfiction, poetry, lyrics, graphic novels and oral stories, in their historical, cultural, geographical, and political contexts. Prerequisite/concurrent: WR 121. Audit available.

Course Prerequisites: Prerequisite/concurrent: WR 121. Audit available.

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: EOU, UO
- ☒ Requirement in major: EOU, SOU
- ☒ Elective for major: EOU, PSU, UO
- ☒ Course Equivalency: EOU, PSU, SOU
- ☐ Other:
- ☐ Elective only

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

Oregon State: Erin Bird erin.bird@oregonstate.edu. Response:
    Working on our request but will not have response before CC meeting on May 12

PSU: English Department Associate Chair, Bishupal Limbu limbu@pdx.edu:
    The course will count as an elective for the English major. Students are allowed to take three classes (12 credits) at the 200 level as electives. The course will also count for the English minor.

Transfer/Articulation of Individual CGCC Courses

The English Department does not offer a 200-level African American Literature course, so there's no direct course equivalency. However, the Black Studies Department does have a 200-level African American Literature course: BST 221 Introduction to African American Literature. You could approach them about a course equivalency.

University of Oregon: Shelly Elher: sehlers@uoregon.edu:

Here's how this course will transfer to the University of Oregon.
Columbia Gorge Community College 041519
ENG 257 = ENG 231T Arts & Letters area, US

Eastern Oregon: Brooke Hewitt: bhewitt@eou.edu:
- ENGL LDT African American Lit*AEH
- Gen Ed of Aesthetics and Humanities (AEH)
- Can count in ENGL Major & Minor for 200 Level Lit Course, as a themes course or as an Elective. Can count as a lit course for education programs.
- Can count as 90 outside of the program for all other programs.

Southern Oregon: Alma Rosa Alvarez alvarez@sou.edu:

- Gen Ed/Distribution req in: (Arts & Letters, Social Science, or Science/Computer Science, Mathematics)-- **it is possible that this might count, but the undergraduate studies director and her staff make this determination. Folks in English don't make that determination. Also, please note that we will be starting a new gen ed that will have the following capacities: Communication and Expression, Numerical Literacy, Creativity and Innovation, Inquiry and Analysis, and Equity, Diversity, and Inclusion. We will be reducing the number of credits for general education which will allow students to explore other classes.**

- Requirement in major: **Yes. SOU's English program requires two lower-division prerequisites in English (these could be two literature courses or one lower division literature course and one lower division creative writing, rhetoric, or grammar course). This course would fit well under the prerequisite requirement for the major.**

- Elective for major--**No**

- Course Equivalency--**We currently don't have a course equivalency, but I suspect that this course could be comparable to English 209, Literature in the Modern World**

Eastern Washington: Keith Klauss kklauss@ewu.edu:
Still no response

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: May 3, 2022

Printed Name: Tina Ontiveros Title: Instructor
Department: Writing, Literature, Foreign Language Email: tontiveros@cgcc.edu

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	WFLL	Submitter Name: Phone: Email:	Tina Ontiveros tontiveros@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 257	Course Title:	African American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Studies literary arts and cultural expressions by African American authors, whose works are fundamental to American Literature. Prioritizes Black experience, worldview, and intellectual traditions in the study of African American literature and scholarship. Analyzes a range of literary expression, including folklore, fiction, nonfiction, poetry, lyrics, graphic novels and oral stories, in their historical, cultural, geographical, and political contexts. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry--and/or recurring themes of African American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website)**.** In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Institutional Learning Outcomes (ILO):**
   Through their respective disciplines, CGCC students who earn a degree can:
   1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
   2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
   3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
   4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
   5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that ILOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional ILO is addressed as having a "minor designation."

Major Designation:
   1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
   2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate ILO rubric.

Minor Designation:
   1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
   2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
      - The course includes at least one assignment that can be assessed by applying the appropriate ILO rubric.

To establish an intentional learning environment, Institutional Learning Outcomes (ILOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

2. Address CGCC Institutional Learning Outcomes:
For each ILO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the ILO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the ILO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate ILO rubric.
Gen Ed designated courses are required to address ILOs 1 and 2 as having a "major designation."

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*) ☒ major designation **REQUIRED**	**Course Outcomes**: 1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of African American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis. **Course Content**: This course introduces students to the wealth of African American literature from the period of Trans-Atlantic slavery to the present. Readings span a wide

range including folklore, fiction, nonfiction, poetry, lyrics, and oral tradition. Analysis may include abolition, labor and conditions under slave bondage, reconstructing the Black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, and creation of a Black aesthetic.

Students will learn skills related to close reading, critical analysis, textual evidence, and writing/communicating about literature, and how to use MLA format and other conventions for communicating about literature. The Mini Essays will provide a low-stakes forum for students to practice these skills before the final project.

Discussion forums will provide opportunity for students to practice collegial debate and appropriate language for talking about marginalized peoples. Students will be required, orally and in writing, to support their ideas and interpretations with details and quotes from the text. Group and pair work will encourage students to share and appreciate diverse interpretations and personal responses to the text.

In the final project, students will have the opportunity to demonstrate achievement of outcomes through an essay, video or digital storytelling project that interprets one of the course themes through the comparison of two literary texts, articulating their contemporary significance.

Outcome Assessment Strategies:

Self-assessed discussion forums, mini essays, and one final project (essay, video, digital story).

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*) ☒ major designation **REQUIRED**	**Course Outcomes**: 1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. **Course Content**: The course requires students to confront the issues, historical and current, of self-identity among African American writers, who face racism and stereotypes. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 257 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 257 raises questions of whether to read a work as representative of all African Americans or as a work of self-expression, and how this issue affects African American authors. **Outcome Assessment Strategies**: Mini essays, final project.

Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, "minor" or "major."	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*) Check one: ☐ major ☐ minor ☒ not addressed significantly	Course Outcomes: Course Content: Outcome Assessment Strategies:
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*) Check one: ☒ major ☐ minor ☐ not addressed significantly	**Course Outcomes**: 1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of African American literature from historical through contemporary texts. **Course Content**: The course requires students to confront the issues, historical and current, of self-identity among African American writers, who face racism and stereotypes. Analysis may include abolition, labor and conditions under slave bondage, reconstructing the Black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, and creation of a Black aesthetic. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding in the workplace and community. ENG 257 requires that students synthesize multiple viewpoints and perspectives—including one's own—in order to critically analyze values, ethics, and behavior within a range of human experience and expression. **Outcome Assessment Strategies**: Discussion forums, mini essays, final project
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*) Check one:	**Course Outcomes**: 1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs,

☒ major ☐ minor ☐ not addressed significantly	poetry-- and/or recurring themes of African American literature from historical through contemporary texts. **Course Content**: ENG 257 texts explore issues including abolition, labor and conditions under slave bondage, reconstructing the Black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, and creation of a Black aesthetic The course will examine the context--political, historical, cultural--of targeted texts to explore impacts of Trans-Atlantic slavery. Students will further explore how human activity in terms of racism, microaggressions and unintended stereotypes affect African American sense of belonging and wellbeing. **Outcome Assessment Strategies**: Discussion forums, mini essays, final project

3. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:
- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

And each course should also do at least one of the following:
1. Foster creative individual expression via analysis, synthesis, and critical evaluation;
2. Compare/contrast attitudes and values of specific historical periods or world cultures; and
3. Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of African American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	ENG 257 requires students to closely read diverse African American texts, analyzing literary elements and techniques, as well as context, to explore the deeper subtexts and meanings. Students will gain skills to communicate their understanding and interpretation through original oral, written and digital formats that conform to requirements of literary scholarship.
How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?	ENG 257 encourages students to consider each text as situated in a unique intersection of cultural, historic and political forces, which shaped both its creation and reception. The course will explore how interpretations shift over time and between cultures, yet how even very old texts may have extreme relevance and influence in contemporary times. ENG 257 ultimately presents students with a new way to understand the complexities of Black life in America.

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 Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Tina Ontiveros	tontiveros@cgcc.edu	5/12/22
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 course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	WFLL	Submitter Name: Phone: Email:	Jessie Herrada Nance jherradnance@cgcc.edu 541-506-6171
Course Prefix and Number:	ENG 257	Course Title:	African American Literature
Course Credits:	4	Gen Ed Category:	☒ Arts and Letters ☐ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Studies literary arts and cultural expressions by African American authors, whose works are fundamental to American Literature. Prioritizes Black experience, worldview, and intellectual traditions in the study of African American literature and scholarship. Analyzes a range of literary expression, including folklore, fiction, nonfiction, poetry, lyrics, graphic novels and oral stories, in their historical, cultural, geographical, and political contexts. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry--and/or recurring themes of African American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.		

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide AAOT Cultural Literacy Outcome: As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

3. Meet the state-wide AAOT Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:
- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:	
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Analyze the importance of self-documentation in African American literature as a means to challenge stereotypes and caricatures. 2. Explain how various perceptions of identity shape African American literature and scholarship. 3. Examine the intersection of class, history, politics, gender, and sexuality in African American literature and apply that knowledge to real world issues impacting contemporary populations. 4. Identify and trace the distinctive literary forms--fairy tales, fables, proverbs, poetry-- and/or recurring themes of African American literature from historical through contemporary texts. 5. Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course requires students to confront the issue, historical and current, of self-identity among African Americans from diverse cultures. Analysis may include abolition, labor and conditions under slave bondage, reconstructing the Black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, and creation of a Black aesthetic. Students will understand the historical and political motivations behind discriminatory practices, stereotypes, and caricatures and examine how authors confront these harmful practices and representations. Students will be able to examine these issues through the lens of literature, as a basis for increased empathy and understanding. ENG 257 requires that students read deeply, research contexts, reflect on their personal reactions to a work, and come to their own conclusions based on solid evidence. ENG 257 raises questions of whether to read a work as representative of all Asian Americans or as a work of self-expression, and how this issue affects African American authors from diverse cultures.

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
Tina Ontiveros	tontiveros@cgcc.edu	5.12.22
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Rebecca Schwartz		

NEXT STEPS:

May 6, 2022

Proposal 1: to revise the General Education Standard Prerequisites to: Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121. (Currently – Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.) Opt-Out approvals will remain in place for courses that have previously been approved to Opt-Out.

Proposal 2: to revise all courses with requisites for MTH 20 or MTH 60 to: Placement into MTH 65.

Proposal 3: to revise all courses with requisites for RD 90 to: Placement into IRW 115.

Proposal 4: to revise all courses with requisites for RD 115 to: Prerequisite: IRW 115 or equivalent placement.

Proposal 5: to revise all courses with requisites for WR 90 to: Placement into WR 115 or IRW 115.

Proposal 6: to revise all courses with requisites for WR 115 to: Prerequisites: WR 115 or IRW 115 or equivalent placement.

Proposal 7: to revise all requisite language that says "… or equivalent placement test scores" to: "… or equivalent placement."

Reason/Rationale:

CGCC is currently inactivating MTH 20, 20B and 60, RD 90 and 115, and WR 90. The college will be retaining MTH 65 and MTH 95, has developed 1 credit corequisite support courses for MTH 95, MTH 105, MTH 111 and MTH 243, and has developed a new integrated reading and writing course with corequisite lab, IRW 115 and IRW 115L, which combine the skills and knowledge taught in RD 115 and WR 115. These curricula revisions will help to streamline our Dev Ed pathway and remove barriers so that students can progress more expediently into credit-earning courses.

Some of these inactivated courses are currently cited as prerequisites for other courses and programs, which is problematic. We are proposing this change to clarify the current and future prerequisites that students need to complete their coursework and programs. This will remove not erect barriers for students. There should be no impact on curriculum.

We propose that approval of this document by the Curriculum Committee will satisfactorily approve these changes for all courses impacted. Individual courses will not be required to submit course revisions to make this change. The Curriculum Office will have the authority to make these updates in all relevant course descriptions and non-limited-entry program requisites.

We propose implementing this requisite change in summer term, 2022. No impact upon the budget is expected.

Brought to the Instructional Council by:

Leigh Hancock – Writing, Literature & Foreign Languages Department Chair
Pam Morse – Math Department Chair
Susan Lewis – Director of Curriculum & Academic Assessment

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

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

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

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

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

_____ (   ) RECOMMENDED (   ) NOT RECOMMENDED**
ANDREW CARMICHAEL – PRE-COLLEGE & ESOL DEPARTMENT CHAIR

_____ (   ) RECOMMENDED (   ) NOT RECOMMENDED**
JIM PYTEL – CTE DEPARTMENT CO-CHAIR

_____ (   ) RECOMMENDED (   ) NOT RECOMMENDED**
TODD MEISLAHN – CTE DEPARTMENT CO-CHAIR

_____ (   ) RECOMMENDED (   ) NOT RECOMMENDED**
REBECCA SCHWARTZ – DEAN OF GENERAL EDUCATION

_____ (   ) RECOMMENDED (   ) NOT RECOMMENDED**
JARETT GILBERT – DEAN OF CAREER & TECHNICAL EDUCATION & PRE-COLLEGE (interim)

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

Obtain department chair and dean signatures. Turn in to the Curriculum Office in The Dalles no later than 5:00 p.m. on day posted as the "Signature Submission Deadline."

_____

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

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

_____
DATE

_____ ( ) RECOMMENDED ( ) NOT RECOMMENDED**
VICE-PRESIDENT OF INSTRUCTIONAL SERVICES

_____
DATE

**Indicate Reason(s):

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	CTE – UAS	Submitter name: Phone: Email:	Mike Davis mdavis@cgcc.edu
Course prefix and number	UAS 101	Course title	Introduction to Unmanned Aircraft Systems

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	3	Lecture	4
Lab		Lab	
Lecture/Lab	2	Lecture/Lab	2
Total weekly contact hours	5	Total weekly contact hours	6
Total credits	4	Total credits	5

Reason for change:	Expand course to include an introduction to photogrammetry.

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

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

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

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

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

☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	Course being added to Electro-Mechanical Technology AAS. Degree revision submitted.

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

SECTION #2 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Mike Davis	mdavis@cgcc.edu	5.12.22
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Jarett Gilbert		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	CTE – UAS	Submitter name Phone Email	Mike Davis mdavis@cgcc.edu
Current prefix and number	UAS 101	Proposed prefix and number	No change
Current course title	Introduction to Unmanned Aircraft Systems	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Unmanned Aircraft Sys	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the fundamentals of Unmanned Aircraft Systems (UAS), including their history and developing role in the modern aviation industry. Includes UAS applications, UAS systems, human factors, UAS design, power system, communication systems, FAA regulations, public policies and the future potential of the UAS. Prerequisites: MTH 65 or higher, WR 115, RD 115. Audit available.	Introduces the fundamentals of Unmanned Aircraft Systems (UAS), including their history and developing role in the modern aviation industry. Includes UAS applications, UAS systems, human factors, UAS design, power system, communication systems, FAA regulations, public policies and the future potential of the UAS. Prerequisites: MTH 65, WR 115 or IRW 115, or equivalent placement. Audit available.
Reason for description change	Update requisites.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: MTH 65 (B or better) or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115 and RD 115 or higher; or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: MTH 65 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115 or IRW 115 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	To align with new requisite language related to changing Dev Ed offerings.		

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify the function of UAS system components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms. 3. Prepare a mission plan using the components of the UAS mission planning process. 4. Understand the civil applications of UAS. 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. 6. Identify hazards associated with UAS operations and prescribe risk controls. 7. Identify ethical issues related to UAS and determine professional responses.	Upon successful completion of this course, students will be able to: 1. Identify the function of UAS system components. 2. Recognize the capabilities and limitations of various types and classes of UAS platforms. 3. Prepare a mission plan using the components of the UAS mission planning process. 4. Understand the civil applications of UAS. 5. Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. 6. Identify hazards associated with UAS operations and prescribe risk controls. 7. Identify ethical issues related to UAS and determine professional responses. 8. Understand autonomous flight for effective photogrammetry.
Reason for outcomes change	Expand course to include an introduction to photogrammetry

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Identify the function of UAS system components. • UAS system components and functions: propulsion, guidance and controls **Outcome #2:** Recognize the capabilities and limitations of various types and classes of UAS platforms. • UAS system components and functions: classes, payloads, sensor data and processing **Outcome #3:** Prepare a mission plan using the components of the UAS mission planning process. • Mission planning: determine outcome(s) of mission; develop steps for achieving mission outcome(s) **Outcome #4:** Understand the civil applications of UAS. • Regulations: FAA UAS policies, state and local laws governing UAS **Outcome #5:** Apply the requirements and processes necessary to obtain Federal Aviation Administration (FAA) authorization. • Regulations: FAA FAR part 107, title 14, certificate of waiver **Outcome #6:** Identify hazards associated with UAS operations and prescribe risk controls. • Operational considerations: human factors, airspace restrictions, maneuvers **Outcome #7:** Identify ethical issues related to UAS and determine professional responses. • Respecting safety and privacy, professional ethics **Outcome #8:** Understand autonomous flight for effective photogrammetry. • Identify routes, flight plans, and payloads for required image capture and mapping
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change
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?	☐	Yes
	☒	No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS		
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐	Yes
	☒	No

Please provide details, who was contacted and the resolution.	
Implementation term	☒ 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
Mike Davis	mdavis@cgcc.edu	21 April 22
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Jarett Gilbert		

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

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Jim Pytel	Email: jpytel@cgcc.edu	Phone:	Department: CTE – EM-Tech

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

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	98	Proposed Credits:	No change
Overview and rationale for proposed changes:	Initial effort to provide students enrolled in the Electro-Mechanical Technology program an opportunity to direct their chosen career path by offering technical electives. Additional technical electives will be developed in the future.		
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. Allow option of EET 242 or UAS 101.		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? ☒ Yes ☐ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	Oct 21 and survey
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS				
Does the revision involve changing degree prerequisites?			☒ Yes ☐ No	
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)				
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)				
Course Number	Course Title or Placement level	Requisites		Credits
MTH 65 completed with a "B" or higher	Beginning Algebra II	MTH 60 or equivalent placement test scores		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 65 completed with a "B" or higher	Beginning Algebra II	placement into MTH 65		4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115		4 5

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. Qualify for employment in the electro-mechanical field as technicians.

2. Service/repair electro-mechanical systems and assist engineers with the design of electromechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.

3. Apply basic operations management practices and principles in an advanced manufacturing environment.

4. Control computer-driven devices through programming in the C language.

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 (16 credits)			FALL TERM (15 credits)		
EET 111	DC Circuits	5	EET 111	DC Circuits	5
MEC 123	Industrial Mechanical Systems	5	MEC 123	Industrial Mechanical Systems	5
SAF 188	Industrial Safety and OSHA 10	1	SAF 188	Industrial Safety and OSHA 10	1
MTH 110	Technical Math (or higher)	4	MTH 110	Technical Math (or higher)	4
WINTER TERM (18 credits)			WINTER TERM (18 credits)		
EET 112	AC Circuits	5	EET 112	AC Circuits	5
EET 180	Industrial Computing	3	EET 180	Industrial Computing	3
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems	5	MEC 120	Fluid Power & Electrical Control of Fluid Power Systems	5
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
WR 121	English Composition	4	WR 121	English Composition	4
SPRING TERM (17 credits)			SPRING TERM (17 credits)		
EET 113	AC Power	5	EET 113	AC Power	5
EET 141	Motor Control	5	EET 141	Motor Control	5
MEC 124	Mechatronic Systems in Advanced Manufacturing	3	MEC 124	Mechatronic Systems in Advanced Manufacturing	3
	General Education Elective	4		General Education Elective	4
FALL TERM (19 credits)			FALL TERM (19 credits)		
EET 251	Digital Electronics 1: Programmable Logic Devices	5	EET 251	Digital Electronics 1: Programmable Logic Devices	5
EET 221	Semiconductor Devices and Circuits	5	EET 221	Semiconductor Devices and Circuits	5
RET 223	Power Generation	5	RET 223	Power Generation	5
	General Education Elective	4		General Education Elective	4
WINTER TERM (17 credits)			WINTER TERM (17 credits)		
EET 219	Programmable Logic Controllers	3	EET 219	Programmable Logic Controllers	3

EET 231	Semiconductor Devices and Circuits 2	5	EET 231	Semiconductor Devices and Circuits 2	5
EET 252	Digital Electronics 2: Programmable Logic Devices	5	EET 252	Digital Electronics 2: Programmable Logic Devices	5
	General Education Elective	4		General Education Elective	4
SPRING TERM (12 credits)			SPRING TERM (12 credits)		
EET 242	Microcontroller Systems	5	EET 242 **or** **UAS 101 (ADD OPTION)**	Microcontroller Systems or **Introduction to Unmanned Aircraft Systems (ADD OPTION)**	5
EET 273	Electronic Control Systems	3	EET 273	Electronic Control Systems	3
	General Education Elective	4		General Education Elective	4
	Credit Total	**98**		**Credit Total**	**98**

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
	none				

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
Jim Pytel	jpytel@cgcc.edu	3.3.22
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Jarett Gilbert		

Next steps:
1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.

Columbia Gorge Community College

CERTIFICATE REVISION

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Professional Small Unmanned Aircraft Systems	Proposed Title:	No change
Current Credits:	19	Proposed Credits:	20
Overview and rationale for proposed changes:	At the request of the EM-Tech program, additional photogrammetry content added to UAS 101, increasing its credits to 5, and so increasing the credits for the certificate.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Increase course credits for UAS 101 2. Increase overall credits from 19 to 20		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?			
Will the proposed changes affect the base degree or certificate?			☐ Yes ☐ No
If yes, how?			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? ☒ Yes ☐ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	Oct 2021 and survey
Requested Implementation Term	Summer 2022			

SECTION #2 REVISION AREAS

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

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

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
RD 115	Critical Reading	Placement into RD 115	3
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 and completion of RD 90	4
MTH 65	Beginning Algebra II	MTH 60 or equivalent placement test scores	4

PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5
MTH 65	Beginning Algebra II	placement into MTH 65	4

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.	Demonstrate knowledge of UAS systems and the laws and regulations governing airspace and safety.
2.	Demonstrate and execute tasks necessary to complete UAS operations and missions.
3.	Exemplify a high standard of ethical and professional behavior.
4.	Pass AUVSI Trusted Operator Program (TOP) certification exams 1 and 2.

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:			**Fall Term:**		
UAS 100	UAS Flight Training Pre: MTH 20, RD 90, WR 90 or test	3	UAS 100	UAS Flight Training Pre: MTH 20, RD 90, WR 90 or test	3
UAS 101	Introduction to Unmanned Aircraft Systems Pre: MTH 65 or test; WR 115, RD 115	4	**UAS 101**	**Introduction to Unmanned Aircraft Systems (INCREASE CREDITS)** Pre: MTH 65 or test; WR 115, RD 115	**5**
Winter Term:			**Winter Term:**		
UAS 102	Small Unmanned Aircraft Aerial Photogrammetry Pre: UAS 101; Rec: COMM 111	4	UAS 102	Small Unmanned Aircraft Aerial Photogrammetry Pre: UAS 101; Rec: COMM 111	4
Spring Term:			**Spring Term:**		
UAS 103	Small Unmanned Aircraft Systems for Public Safety Pre: UAS 101; Rec: COMM 111	4	UAS 103	Small Unmanned Aircraft Systems for Public Safety Pre: UAS 101; Rec: COMM 111	4
UAS 210	UAS Management Pre: UAS 101; Rec: COMM 111	4	UAS 210	UAS Management Pre: UAS 101; Rec: COMM 111	4
	Credit total	19		**Credit total**	20
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
Mike Davis	mdavis@cgcc.edu	04/12/2022
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Jarett Gilbert		

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	B&E/CTE-CAWT	Submitter name Phone Email	Andrea Ware aware@cgcc.edu
Current prefix and number	OS 240	Proposed prefix and number	No Change
Current course title	Filing and Records Management	Proposed title (60 characters max)	Records and Information Management
Current Repeatability	0	Proposed Repeatability	No Change
Current transcript title (30 characters max)	Filing and Records Management	Proposed transcript title (30 characters max)	Records and Info Management
Reason for above proposed changes	Changes are needed for the outcomes and title to reflect industry trends, standards, and language. This course originally placed a greater emphasis on the filing of physical documents, but the field has evolved to include electronic records and information. These changes reflect that shift.		

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 records and information management. Develops skills for indexing, coding, and cross-referencing documents to be filed. Includes requisitions and charge-outs, records transfer, and various filing systems. Addresses ethical considerations. Recommended: RD 115, WR 115; and CAS 133 or CAS 140. Audit available.	Introduces records and information management (RIM) of both physical and electronic records. Develops industry standard filing skills using various filing methods. Examines the role of information governance in a business setting. Addresses the ethical and legal considerations of RIM. Recommended: Word processing and spreadsheet skills.
Reason for description change	To broaden the scope of the course to address the current climate of record and information management.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: Recommended: RD 115, WR 115, and CAS 133 or CAS 140	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: Recommended: word processing and spreadsheet skills	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	To eliminate RD 115 and WR 115 and to make the technical skills needed for the class, less brand-specific.		

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 basic filing rules to manage records efficiently through their life cycle including their retention, transfer and disposition. 2. Enter and sort data in an electronic database using alphabetic, numeric, geographic and subject filing procedures. 3. Apply ethical and legal rules and principles compatible with ARMA (Association of Records Managers and Administrators, Inc.) to the management of records.	Upon successful completion of this course, students will be able to: 1. Apply filing rules and methods to manage records efficiently through their life cycle. 2. Manage electronic and physical records using alphabetic, numeric, geographic and subject filing procedures. 3. Apply ethical and legal rules and principles to the management of records and information. 4. Evaluate an entity's information governance plan.

Reason for outcomes change	To reflect industry trends, standards, and language. This course originally placed a greater emphasis on the filing of physical documents, but the field has evolved to include electronic records and information.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Apply filing rules and methods to manage records efficiently through their life cycle. • RIM (Record and Information Management) • RIM Challenges • Records and information lifecycle: creation, distribution, use, maintenance and disposition, • File plans • Retention programs and schedules • Archival records **Outcome #2:** Manage electronic and physical records using alphabetic, numeric, geographic and subject filing systems and procedures. • Electronic records: fields, subjects, keywords • Alphabetic Indexing Rules • Consecutive and nonconsecutive numeric coding systems • Geographic Information System (GIS) • Electronic media and image records • Electronic databases: Tables, fields and records; primary keys; queries **Outcome #3:** Apply ethical and legal rules and principles to the management of records and information. • ARMA International & Generally Accepted Recordkeeping Principles • Association for Information and Image Management • ISO 15489 • Privacy Acts **Outcome #4:** Evaluate an entity's information governance plan. • RIM program and manual • Record security, data protection • Case studies • Assessing and mitigating risk • Disaster prevention, preparedness, recovery
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Records Management by Judith Read

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Title change required for the following degrees/certificates: Accounting/Bookkeeping, Administrative Assistant cert, Administrative Assistant AAS.
Modified Degree/Certificate Revision form submitted.

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

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Andrea Ware	aware@cgcc.edu	4/30/22

Department Chair (enter name of department chair): Todd Meislahn
Department Dean (enter name of department dean): Jarett Gilbert

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

Columbia Gorge Community College

Modified Degree/Certificate Revision

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

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

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

Submitted by:	Todd Meislahn	**Email:** tmeislahn@cgcc.edu	**Phone:**
Title of Degree/Certificate:	Accounting/Bookkeeping Administrative Assistant cert Administrative Assistant AAS	**Requested Implementation Term:**	Summer 2022
What type of change are you requesting?	☒ Course title change ☐ Degree or certificate title change	☐ Course prefix/number change ☐ Addition/deletion of electives	

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

Current Course Title:	• (OS 240) Filing and Records Management	**Revised Course Title:**	• (OS 240) Records and Information Management
Current Course Prefix/Number:	N/A	**Revised Course Prefix/Number:**	N/A
Current degree or certificate title:	N/A		
Proposed degree or certificate title:	N/A		

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

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	05.12.22
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 Modified Certificate/Degree Revision form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed. You are not required to attend the CC meeting; however, you are always welcome. You will be notified of the committee's decision.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone:	Department: CTE – Business & Entrepreneurship

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Accounting AAS	Proposed Title:	No change
Current Credits:	89	Proposed Credits:	92
Overview and rationale for proposed changes:	• Add a relevant course in order to have a minimum of 90 credits of instruction. In the previous revision, an error was made in calculating the number of credits, which had dropped below 90 with the approved revisions.		
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 OS 240 2. Increase overall credits from 89 to 92		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Accounting/Bookkeeping Entry-Level Accounting Clerk
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	02/28/22
Requested Implementation Term	Summer, 2022			

SECTION #2 REVISION AREAS

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

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

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
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

PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 65	Beginning Algebra II	Placement into MTH 65	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 placement into IRW 115	4 5
CAS 121 or keyboarding by touch	Beginning Keyboarding or keyboarding by touch	Rec: Placement into WR 115 or IRW 115	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. Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
2. Use applicable technology available in accounting practice.
3. Communicate effectively with business professionals.
4. Practice within the legal, ethical, and economic standards of the business environment.
5. Develop and interpret accounting and financial information for decision making.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

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 (18 credits)			FALL TERM (18 credits)		
BA 101	Introduction to Business	4	BA 101	Introduction to Business	4

	WR 115, RD 115, and MTH 20 or test				WR 115, RD 115, and MTH 20 or test	
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 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 (13 credits)			WINTER TERM (13 credits)		
BA 131	Introduction to Business Technology WR 115, RD 115, and MTH 20 or test. CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology 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
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 (16 credits)			SPRING TERM (16 credits)		
BA 170	Project Management Fundamentals BA104 and BA131	4	BA 170	Project Management Fundamentals 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 213	Managerial Accounting	4	BA 213	Managerial Accounting	4

	BA 211			BA 211	
	General Education Elective	4		General Education Elective	4
	MTH 20 or test; pre/co: WR 121			MTH 20 or test; pre/co: WR 121	
FALL TERM (14 credits)			**FALL TERM (14 credits)**		
BA 150	Introduction to Entrepreneurship	4	BA 150	Introduction to Entrepreneurship	4
	RD 115, WR 115 and MTH 20 or test			RD 115, WR 115 and MTH 20 or test	
BA 224	Introduction to Human Resource Management	3	BA 224	Introduction to Human Resource Management	3
	RD 115, WR 115 and MTH 20 or test			RD 115, WR 115 and MTH 20 or test	
BA 188	Customer Service Skills	2	BA 188	Customer Service Skills	2
	WR 115 and RD 115 or test			WR 115 and RD 115 or test	
OS 131	10-Key for Business	1	OS 131	10-Key for Business	1
	MTH 20 or test			MTH 20 or test	
	General Education Elective	4		General Education Elective	4
	MTH 20 or test; pre/co: WR 121			MTH 20 or test; pre/co: WR 121	
WINTER TERM (15 credits)			**WINTER TERM (15 credits)**		
BA 208	Business Ethics	4	BA 208	Business Ethics	4
	MTH 20 or test; Pre/co: WR 115 or test			MTH 20 or test; Pre/co: WR 115 or test	
BA 226	Business Law I	4	BA 226	Business Law I	4
	RD 115, WR 115 and MTH 20 or test			RD 115, WR 115 and MTH 20 or test	
BA 256	Income Tax	3	BA 256	Income Tax	3
	none			none	
EC 201	Principles of Economics: Microeconomics [1]	4	EC 201	Principles of Economics: Microeconomics [1]	4
	MTH 20 or test. Pre/co: WR 121			MTH 20 or test. Pre/co: WR 121	
	Rec: MTH 60			Rec: MTH 60	
SPRING TERM (13 credits)			**SPRING TERM (16 credits)**		
BA 206	Management Fundamentals	3	BA 206	Management Fundamentals	3
	WR 115, RD 115, and MTH 20 or test			WR 115, RD 115, and MTH 20 or test	
	Rec: BA 101, WR 121, and BA 131 or CAS 133			Rec: BA 101, WR 121, and BA 131 or CAS 133	
BA 222	Financial Management	3	BA 222	Financial Management	3

	BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121				BA 101; BA 111 or BA 211; BA 104 or MTH 65 or MTH 98 or test; WR 121	
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 [1] MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201	4	EC 202	Principles of Economics: Macroeconomics [1] MTH 20 or test. Pre/co: WR 121 Rec: MTH 60 and EC 201		4
			OS 240	**Records Management (ADD)** Recommended: WR 115 or IRW 115; and BA 131 or CAS 140.		3
	Credit Total	89		Credit Total		92

[1] 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
	none				

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

CERTIFICATE REVISION

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone:	Department: CTE – CAWT

SECTION #1 OVERVIEW			
Current Title:	Medical Office Professional	Proposed Title:	No change
Current Credits:	24	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	1. Remove CAS 133 2. Add BA 131 3.		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Administrative Assistant AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	BA 131 will replace CAS 133 in the AAS as well.		
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No

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

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

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

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

Course Number	Course Title or Placement level	Requisites (if any)	Credits
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
Place into MTH 65	Place into Beginning Algebra II	Placement into MTH 65	0
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5

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. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.
2. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.
3. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, process mail and medical billing.
4. Maintain ethical tenets of a healthcare professional and act in an ethical manner.
5. Apply knowledge of the components of a clinical record and Health Insurance Portability and Accountability Act (HIPAA) regulations.
6. Apply relevant safety, confidentiality and policy concepts to the use of Electronic Health Records (EHRs) within the administrative hospital setting.

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)		
CAS 121	Beginning Keyboarding Rec: Placement into WR 115 or IRW 115	3	CAS 121	Beginning Keyboarding Rec: Placement into WR 115 or IRW 115	3
CAS 133	**Intro to Office Software (REMOVE)** Rec: RD 115, WR 115 and CAS 121 or keyboarding by touch.	**4**	**BA 131**	**Introduction to Business Technology (ADD)** WR 115 or IRW 115 or equiv placement; place into MTH 65	**4**
MA 117	Medical Office Administrative Procedures WR 115 or IRW 115 or equiv placement; place into MTH 65. Coreq: MA 118	3	MA 117	Medical Office Administrative Procedures WR 115 or IRW 115 or equiv placement; place into MTH 65. Coreq: MA 118	3
MA 118	Medical Office Administrative Procedures Lab Coreq: MA 117	2	MA 118	Medical Office Administrative Procedures Lab Coreq: MA 117	2
MP 140	Introduction to Health Law and Ethics WR 115 or IRW 115 or equiv placement; Place into MTH 65	3	MP 140	Introduction to Health Law and Ethics WR 115 or IRW 115 or equiv placement; Place into MTH 65	3
WINTER TERM (9 credits)			WINTER TERM (9 credits)		
BA 188	Customer Service Skills WR 115 or IRW 115 or equiv placement	2	BA 188	Customer Service Skills WR 115 or IRW 115 or equiv placement	2
CG 209	Job Search Skills none	1	CG 209	Job Search Skills none	1
MP 111	Medical Terminology Placement into WR 115 or IRW 115	4	MP 111	Medical Terminology Placement into WR 115 or IRW 115	4
MA 180	Coding and Reimbursement Pre/co: MP 111	2	MA 180	Coding and Reimbursement Pre/co: MP 111	2
	Credit total	24		Credit total	24

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
	none				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	05/12/2022
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 or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Mathematics	Submitter name: phone: email:	Pam Morse 541-308-8218 pmorse@cgcc.edu
Prefix and Course Number:	MTH 95L	Credits:	1
Course Title: (60 characters max, including spaces)	Foundations of Intermediate Algebra	Transcript Title: (30 characters max, including spaces)	Foundations of Interm Algebra
May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: Lec/lab: Lab: 33
Reason for the new course	In an attempt to help students reach college level math sooner, the dev ed math path is being redesigned. This course will allow students to bypass Math 65 and have a support for Math 95. There are a number of skills taught in 65 that students are expected to know in 95. This support lab will help with those skills in a just in time manner.		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☐	☐

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

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

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

☐ Placement into:		☐ Placement into:			
course prefix & number:	MTH 95	☐ Prerequisite	☒ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 95 Intermediate Algebra. Provides appropriate support in arithmetic, algebra, technology, and study skills in an interactive setting. Co-requisite: MTH 95.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 95.
	2. Utilize study habits and learning strategies that promote success in MTH 95.
	3. Communicate results mathematically and in writing using mathematical vocabulary effectively.
	4. Develop strategies to solve application problems.
Outcomes assessment strategies:	Quizzes, reflections, lab assessments, projects

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):	**Outcome #1:** Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 95. • Simplifying exponents • Arithmetic with exponents (add/subtract/multiply/divide) • Polynomials in several variables • Factoring polynomials

	• Simplifying rational expressions
	• Arithmetic of rational expressions
	• Operations with radicals
	• Rational exponents
	Outcome #2: Utilize study habits and learning strategies that promote success in MTH 95.
	• Responding to feedback
	• Preparing for tests
	• Recognizing areas of struggle
	• Studying what you need to study
	• Recognize when and how to get help
	• Persistence and resilience in problem solving
	Outcome #3: Communicate results mathematically and in writing
	• Function notation
	• Set builder notation
	• Interval notation
	• Radical notation
	Outcome #4: Develop strategies to solve application problems
	• Defining the problem
	• Visualizing the problem
	• Drawing a diagram
	• Working backwards
	• Algebraically
Suggested Texts & Materials (specify if any texts or materials are required):	College Algebra: A Collection of Activities edition 2 by Melanie Yosko
Department Notes: (optional)	The first 8 labs in the College Algebra: A Collection of Activities are geared toward MTH 95. The rest of the book will be used in MTH 111.

SECTION #4 TRANSFERABILITY

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

      1. Is there an equivalent lower division course at the university?

      2. Will a department accept the course for its major or minor requirements?

      3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that

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

Which Oregon universities will the course transfer to? List all	This course will not transfer as it is below 100
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☐ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	☐ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	N/A	# credits:
Name of degree(s):	N/A	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
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 is similar to the corequisites for MTH 105, 111 and 243. It should help students progress quicker through the developmental courses and be prepared for the gen-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.	This will not impact other areas outside of mathematics	

Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 4/4/2022 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):

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

SECTION #6 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	4/5/2022

Department Chair (enter name of department chair): Pam Morse
Department Dean (enter name of department dean):

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

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	MTH	Submitter name Phone Email	Annette Byers 541-980-8953 abyers@cgcc.edu
Current prefix and number	MTH 98	Proposed prefix and number	No change
Current course title	Quantitative Math	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Quantitative Math	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
Covers applied number sense, applied algebraic reasoning and modeling, graphical sense, measurement, and statistical reasoning. Explores how to appropriately communicate mathematical arguments that are supported by quantitative evidence using words, graphs, numbers, and algebra. Prerequisites: placement into RD 90 and WR 90; MTH 20 or equivalent placement test scores. Audit available.	Covers applied number sense, applied algebraic reasoning and modeling, graphical sense, measurement, formula use for basic geometric figures, and statistical reasoning. Explores how to appropriately communicate mathematical arguments that are supported by quantitative evidence using words, graphs, numbers, and algebra. Prerequisites: placement into IRW 115 or WR 115; placement into MTH 65. Audit available.
Reason for description change	Outcome was not in the current description. And to update requisites.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☒ Placement into: RD 90 and WR 90			
prefix & number: 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: placement into IRW 115 or WR 115; placement into MTH 65			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	To align with current requisites that reflect new dev ed offerings.		

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
1. Upon successful completion of this course, students will be able to:	Upon successful completion of this course, students will be able to:
2. Solve problems using percentages, ratios, and real numbers.	1. Solve problems using percentages, ratios, and real numbers.
3. Formulate and solve algebraic expressions and equations.	2. Formulate and solve algebraic expressions and equations.
4. Create, read, and interpret linear and nonlinear functions.	3. Create, read, and interpret linear and nonlinear functions.
5. Use a graphing application to perform calculations and create graphical displays.	4. Use a graphing application to perform calculations and create graphical displays.
6. Compute and interpret standard deviation, mean, median, and weighted mean, normal distribution.	5. Compute and interpret standard deviation, mean, median, and weighted mean, normal distribution.
	6. Apply basic geometric formulas appropriately and use

7. Communicate results using words, tables, graphs, and mathematical equations as appropriate	the correct measurement system to report the solutions. 7. Communicate results using words, tables, graphs, and mathematical equations as appropriate.
Reason for outcomes change	Outcome was only partially listed on the Course Content Outcome Guide. The CTE classes use more geometry and this needs to be addressed in the outcomes.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1**: Solve Problems using percent, ratios, formulas, and real numbers • Read, write, interpret and solve percentages problems. Apply to real world problems. • Demonstrate how ratios can be used to solve problems and relationships between numbers • Label and use real numbers to find solutions to problems. • Communicate solutions to problems using written and oral methods. • Discuss how number patterns and algorithms can assist with number sense. **Outcome #2:** Formulate and solve algebraic expressions and equations • Perform algebraic calculations in order to simplify expressions and find solutions to equations. • Use and recognize the appropriate formulas to solve problems. • Create, share, and solve linear equations • Use variables to represent quantities. **Outcome #3:** Create, read, and interpret linear and nonlinear functions • Read, create and interpret linear and non-linear graphs • Recognize graphing patterns • Model and fit specific data to graphs **Outcome #4**: Use a graphing application to perform calculations and create graph displays • Interpret the graphing results using a graphing application **Outcome #5**: Compute and interpret standard deviation, mean, median, weighted mean, and normal distribution • Introduce the vocabulary and use statistical measures. • Compute and interpret standard deviation, mean, median, weighted mean, and normal distribution **Outcome #6**: Apply geometric formulas and use the correct measurement system. • Find volume, area, and perimeter of regular and irregular polygons using the correct units. • Convert units of measurements between the metric system and the English system. **Outcome #7**: Communicate results using words, tables, graphs, and equations as appropriate • Demonstrate the ability to interpret data and use the appropriate method to represent it. • Create graphs and tables in written format as well as generate graphs and tables using a computer program. • Present graphs, tables, or other visual representations of data.

Suggested Texts & Materials updates (specify if any texts or materials are required):	• Pathways to College Mathematics 1st Edition • Graphing Application on computer or phone • Computer with internet access

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Annette Byers	abyers@cgcc.edu	04/18/2022
Department Chair (enter name of department chair): Pam Morse		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	John Evans jevans@cgcc.edu
Current prefix and number	MTH 112	Proposed prefix and number	No change
Current course title	Elementary Functions	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Elementary Functions	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
Investigates periodic functions, trigonometric identities, vectors, polar coordinates, parametric equations, complex numbers and applications. Graphing calculator required. Prerequisite: MTH 111 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Investigates periodic functions, trigonometric identities, vectors, polar coordinates, parametric equations, complex numbers and applications. Prerequisite: MTH 111 or equivalent placement. Prerequisite/concurrent: WR 121. Audit available.

Reason for description change	There has been a surge in quality graphing applications that are no cost to students. These are more colorful and easier to read than most graphing calculators. This is a material and should be listed under the materials for the course and not in the description itself. Update revised requisite language regarding placement.

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 111 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121	☐ 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 111 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/con
Reason for requisite changes	To reflect new placement language.		

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize periodic phenomena in which trigonometric functions can aid in overall understanding. 2. Construct appropriate models using periodic functions. 3. Recognize applications in which vectors, polar coordinates, parametric equations or complex numbers can aid in overall understanding. 4. Accurately compute results through the appropriate use of technology and algebra. 5. Analyze and effectively communicate results within a mathematical context.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Recognize periodic phenomena in which trigonometric functions can aid in overall understanding. • Unit Circles • Angles • Circles, Triangles, Sine and Cosine • The Other Trigonometric Functions • Reference Angles. **Outcome #2:** Construct appropriate models using periodic functions. • Sinusoidal Graphs • Graphs of the Other Trig Functions • Inverse Trig functions • Trig Identities • Modeling. **Outcome #3:** Recognize applications in which vectors, polar coordinates, parametric equations or complex numbers can aid in overall understanding. • Non-right triangles: Law of Sines and Cosines • Polar Coordinates and Complex Numbers • Parametric Equations • Vectors and their Applications **Outcome #4:** Accurately compute results through the appropriate use of technology and algebra. • Unit Circles • Angles • Sinusoidal Graphs • Modeling • Non-right triangles: Law of Sines and Cosines • Polar Coordinates and Complex Numbers • Parametric Equations • Vectors and their Applications **Outcome #5:** Analyze and effectively communicate results within a mathematical context. • Angles • Sinusoidal Graphs • Modeling • Non-right triangles: Law of Sines and Cosines • Polar Coordinates and Complex Numbers • Parametric Equations • Vectors and their Applications
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • Lippman, D. & Rasmussen,M. *Precalculus 1: An Investigation of Functions,* Edition 2.2. The text is open source and available online at: https://www.opentextbookstore.com/precalc/2.2/Precalc1.pdf • Graphing calculator or graphing app such as Desmos - required

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

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	05/01/2022
Department Chair (enter name of department chair): Pam Morse		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218
Current prefix and number	MTH 243	Proposed prefix and number	No change
Current course title	Statistics I	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Statistics I	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.	
Current Description (required whether being revised or not)	Proposed Description
Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives. Graphing calculator required. Prerequisite: MTH 95 or MTH 98 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives. Prerequisite: MTH 95 or MTH 98 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.
Reason for description change	Removal of graphing calculator required. While it is required to have a graphing calculator or a graphing app such as Desmos, it is a material and should not be a part of the description. This technology changes frequently and would necessitate changing the description more than is necessary.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same. 2. Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems. 3. Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No changes to outcomes and current content written according to guidelines.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Moore, D. et al., *Introduction to the Practice of Statistics*, *7ᵗʰ Ed.*, W. H. Freeman, 2012. Graphing calculator or graphing app such as Desmos, or R (free computer statistical software)

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

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	4/13/2022
Department Chair (enter name of department chair): Pam Morse		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	John Evans jevans@cgcc.edu
Current prefix and number	MTH 251	Proposed prefix and number	No change
Current course title	Calculus I	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Calculus I	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 limits, continuity, derivatives and applications. Graphing calculator required, TI-89 or other CAS calculator recommended. Prerequisites: MTH 112. Audit available.	Includes limits, continuity, derivatives and applications. Prerequisite: MTH 112. Audit available.

Reason for description change	There are apps now available for phones or tablets (that also generally work on computers as well) that are easier to use and nicer looking than calculators. They also require far less class time to show students how to use them, and best of all they are free.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize applications in which the concept of limits and derivatives can aid in overall understanding. 2. Construct appropriate models using limits and derivatives. 3. Accurately compute results from models through the appropriate use of technology, limits, derivatives and algebra. 4. Analyze and effectively communicate results within a mathematical context.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No changes
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Recognize applications in which the concept of limits and derivatives can aid in overall understanding. • Introduction – instantaneous rate of change and the need for limits • One and two-sided limits; Squeeze Theorem • Continuity and The Intermediate Value Theorem • Limit Theorems and Evaluating Limits

- Limits at infinity and infinity as a limit
- Limit definition of derivative
- Derivatives as functions; Higher order derivatives
- Derivatives and the shape of graphs
- Derivatives of polynomials and the binomial expansion theorem
- Derivative of the exponential function
- Derivative Theorems; Product Rule – Quotient Rule
- Derivatives of Trig functions
- Chain Rule
- Implicit Differentiation
- Derivatives of inverse functions; Derivative of Cosh and Sinh

Outcome #2: Construct appropriate models using limits and derivatives.
- Continuity and The Intermediate Value Theorem
- Tangent Line approximations and differentials
- Related Rates
- Extreme Value Theorem and closed interval problems.
- First and Second Derivative Tests
- Calculus and Graphing
- Mean Value Theorem for Derivatives
- L'Hospital's Rule
- Newton's Method
- Optimization

Outcome #3: Accurately compute results from models through the appropriate use of technology, limits, derivatives and algebra.
- Introduction – instantaneous rate of change and the need for limits
- Chain rule
- Tangent Approximations and differentials
- Related Rates
- Calculus and Graphing
- Newton's Method
- Optimization

Outcome #4: Analyze and effectively communicate results within a mathematical context.
- Chain rule
- Tangent Approximations and differentials
- Related Rates
- Calculus and Graphing
- Newton's Method
- Optimization

The same topics as for outcome #3. For that outcome attention is paid to the results, for outcome 4 attention is paid to the way we state conclusions specific to mathematics and the wider area of written (and to a lesser extent spoken) communication.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • Calculus: Concepts and Contexts, 4th ed. James Stewart **(Required)** • Students Solutions Manual is **(Optional)** • Graphing utility such as Desmos **(Required)**

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
John Evans	jevans@cgcc.edu	05/12/2022

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

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	John Evans jevans@cgcc.edu
Current prefix and number	MTH 252	Proposed prefix and number	No change
Current course title	Calculus II	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Calculus 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
Includes anti-derivatives and integrals, definite and improper integrals, and applications including direct application of integration and solving basic differential equations. Graphing calculator required, TI-89 or other CAS calculator recommended. Prerequisites: MTH 251 and its prerequisite requirements. Audit available.	Includes anti-derivatives and integrals, definite and improper integrals, and applications including direct application of integration and solving basic differential equations. Prerequisites: MTH 251 and its prerequisite requirements. Audit available.

Reason for description change	There are phone apps that are much easier to use than calculators, have a much nicer display, and they are free.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize applications in which the concept of differentiation or integration can aid in overall understanding. 2. Construct appropriate models using definite, indefinite, or improper integrals, or basic differential equations. 3. Accurately compute results from models through the appropriate use of technology, algebra or calculus. 4. Analyze and effectively communicate results within a mathematical context.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Recognize applications in which the concept of differentiation or integration can aid in overall understanding.
	    Integration as Generalized Multiplication
	        • Part One - the question of area, the definite integral
	        • Part Two - Area, Volumes, Arc-length, Surface Area, Work, Force Behind a Dam, Centroids and Center of Mass.
	    Fundamental Theorem of Calculus and Integration as the inverse of Differentiation
	        • Part One - The Fundamental Theorem of Calculus
	        • Part Three - Differential Equations and Assumptions about Growth
	            ▪ Continuous Growth Model
	            ▪ Logistics Model
	            ▪ Predator-Prey Models
	Outcome #2: Construct appropriate models using definite, indefinite, or improper integrals, or basic differential equations.
	    Part Two - Applications using Integration Directly
	        • Area under and between functions
	        • Volumes:
	            ○ Rotation about the x-axis
	            ○ Rotation about the y-axis
	            ○ Slicing
	        • Arc-length and Surface Area
	        • Mean Value Theorem for Integrals
	        • Work
	        • Force of Water Behind a Dam
	        • Centroids and Center of Mass
	        • Statistics
	        • Applications of Integration in Business
	        • Other Applications of Integration
	
	    Part Three - Applications of Integration in solving Basic Differential Equations
	        • What are differential equations?
	        • Differential Equations and Assumptions about Growth
	        • Slope Fields
	        • Solutions
	        • Separable Differential Equations
	        • Continuous Growth Model
	        • Logistics Model
	        • Phase Diagrams
	        • Predator-Prey Models
	
	Outcome #3: Accurately compute results from models through the appropriate use of technology, algebra or calculus.
	Part One - Integration
	        • Considering the question of area – using limits
	        • The definite integral

	- Fundamental Theorem of Calculus
	- Anti-derivatives and indefinite integrals
	- Techniques of integration:
	- substitution
	- integration by parts
	- trigonometric integrals/trig substitution/partial fractions
	- Numerical Integration and approximation
	- Improper Integrals
	
	Outcome #4: Analyze and effectively communicate results within a mathematical context
	This is also covered throughout the term, and is really a continuation of a process starting in the first math classes we teach. Projects that we assign aid in student achievement of this outcome. Specific topics used for this purpose include:
	Part One - The question of area
	   The definite integral
	Part Two - Area, Volumes, Arc-length, Surface Area, Work, Force Behind a Dam, Centroids and Center of Mass.
	Part Three - Differential Equations and Assumptions about Growth
	   Continuous Growth Model
	   Logistics Model
	   Predator-Prey Models

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) - Calculus: Concepts and Contexts, 4th ed. James Stewart **(Required)** - Students Solutions Manual is **(Optional)** - Graphing utility such as Desmos **(Required)**

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	05/12/2022
Department Chair (enter name of department chair): Pam Morse		
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 or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	John Evans jevans@cgcc.edu
Current prefix and number	MTH 253	Proposed prefix and number	No change
Current course title	Calculus III	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Calculus III	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 infinite sequences and series, Taylor series and applications, equations of lines and planes in three dimensions, vectors in 3D, and differentiation and integration of vector valued functions with applications. Graphing calculator required; TI-89 or access to CAS recommended. Prerequisites: MTH 252 and its prerequisite requirements. Audit available.	Includes infinite sequences and series, Taylor series and applications, equations of lines and planes in three dimensions, vectors in 3D, and differentiation and integration of vector valued functions with applications. Prerequisites: MTH 252 and its prerequisite requirements. Audit available.

Reason for description change	Apps for phones are easier to use, produce easier to read output, and cost less. In fact, they are free.

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize the fundamental role that power series plays in machine calculation and modern computing in general. 2. Recognize applications in which the concepts of power series, vectors, or vector valued functions can aid in overall understanding. 3. Accurately compute results from models based on infinite series or vector valued functions. 4. Analyze and effectively communicate results within a mathematical context.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No changes

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Recognize the fundamental role that power series plays in machine calculation and modern computing in general.
	  • **Part One - Infinite Sequences and Series**
	    ○ Sequences
	    ○ Series
	    ○ Integral and Comparison Tests
	    ○ Other Tests
	    ○ Power Series
	    ○ Representation of Functions as a Power Series
	    ○ Taylor and Maclaurin Series
	    ○ Applications
	
	Outcome #2: Recognize applications in which the concepts of power series, vectors, or vector valued functions can aid in overall understanding.
	  • **Part One:** Taylor Series and Applications
	  • **Part Two - Vectors and Geometry of Space**
	    ○ Three-Dimensional Coordinate Systems
	    ○ Vectors
	    ○ The Dot and Cross Products
	    ○ Equations of Lines and Planes in Space
	    ○ Functions and Surfaces
	    ○ Cylindrical and Spherical Coordinates
	  • **Part Three - Vector Valued Functions**
	    ○ Vector Functions and Space Curves
	    ○ Derivatives and Integrals of Vector Functions
	    ○ Arc Length and Curvature
	    ○ Motion in Space: Velocity and Acceleration
	    ○ Parametric Surfaces
	
	Outcome #3: Accurately compute results from models based on infinite series or vector valued functions.
	The following topics from above lend themselves to this outcome. In addressing this outcome, we focus on the answer itself, how to get it, and how to check it.
	  • **Part One:** Geometric Series, Applications (of Taylor Series)
	  • **Part Two:** Dot and Cross Products, Equations of Lines and Planes in Space
	  • **Part Three:** Derivatives and Integrals of Vector Values Functions, Arc Length and Curvature, Motion in Space: Velocity and Acceleration.
	
	Outcome #4: Analyze and effectively communicate results within a mathematical context.
	This is covered throughout the term and is really an extension of work begun in previous math courses. The following topics from above lend themselves to this outcome. In addressing this outcome, we focus on how to state conclusions and general written communications.
	  • **Part One:** Geometric Series, Applications (of Taylor Series)
	  • **Part Two:** Dot and Cross Products, Equations of Lines and Planes in Space
	  • **Part Three:** Derivatives and Integrals of Vector Values Functions, Arc Length and Curvature, Motion in Space: Velocity and Acceleration.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • Calculus: Concepts and Contexts, 4th ed. James Stewart **(Required)** • Students Solutions Manual is **(Optional)** • Graphing utility such as Desmos **(Required)** • App or program for 3D graphing including functions and parametric surfaces. **Recommended**. Our school has a license to use DPGraph, so students and faculty can use it for free.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

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

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
John Evans	jevans@cgcc.edu	05/12/2022

Department Chair (enter name of department chair): Pam Morse

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

Suggested 2022 Retreat Topics

1. Submission forms and CCOG revisions
    a. Add a standard response for outcomes assessment strategies (like course activities)
    b. Intent of Library check-off on submission – changing LLC perspective
2. Membership – additional CTE member, changing department groupings (Charter impact)
3. Contact Hour definitions –
    a. What is Lecture, Lec/Lab, Lab – what does it look like in the f2f, zoom and online classroom?
    b. Some resources
        i. See Valdosta pdf
        ii. See SUNY pdf
        iii. https://files.eric.ed.gov/fulltext/EJ1056395.pdf
        iv. https://annenberg.usc.edu/faculty-and-staff-resources/calculating-contact-hours-online-and-hybrid-classes
4. Common Course Numbering System – statewide activity update
5. Course updating update
6. Curriculum Development & Approval AR & OP – possible new language needed
    a. Modality definitions
    b. Moodle requirement
    c. Distance education requirements
7.

Credit and Contact Hour and Instructional Equivalencies Guidelines
Division of Academic Affairs
www.valdosta.edu/academics/academic-affairs/

This document provides general guidelines for faculty and administrators concerning:
- *credit and contact hours,*
- *course section formats/instruction types,*
- *course section technology utilization, and*
- *instructional activity equivalencies for online teaching.*

Valdosta State University awards credit hours (units) for coursework according to the Federal Definition of the Credit Hour as set forth in 34 CPR Part 600.2, University System of Georgia Policy Manual Section 3.4,[1] and VSU's Determination of Credit Hours for Courses Policy[2] which all use the Carnegie unit for contact time (750 minutes per term for each credit awarded) as the foundation.
- **One credit hour (unit)** should involve an input of approximately three hours per week, or the equivalent amount of work for other instructional formats, for the average student (e.g., one hour of scheduled class and two hours of out-of-class preparation).
  - Typically, a three semester credit hour course meets for three 50-minute (or two 75-minute) sessions per week for fifteen weeks. Irrespective of course instruction type or delivery method, all courses require a **minimum of 2,250 engaged minutes per semester hour**. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Regardless of the format of course content delivery, course workload expectations must align to the stated learning outcomes for students.
- A **contact hour** represents the measure of scheduled instruction given to students and is dependent on the instructional format for the course. The contact hours should be calculated on a per week basis. For example, one contact hour per week of lecture for 15 weeks equals one credit hour (e.g., a three semester credit hour course meets for 45 contact hours).

---

[1] http://www.usg.edu/policymanual/section3/C339/#p3.4.1_semester_system
[2] http://www.valdosta.edu/administration/sacs/documents/determination-of-credit-hours-policy.pdf

Page 1
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

VSU categorizes course section offerings by the teaching approach employed. In Table 1, session instructional types are defined with the corresponding contact/credit hour ratios.

Table 1: University System of Georgia (USG) Session Instruction Type Code and Definitions

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Lecture	Lecture-10	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
Lecture with Laboratory/ Clinical	Lecture/ Supervised Laboratory/ Clinic-11	A course requiring the combined attributes of a lecture course and a lab/clinical.	Contact hours should be an aggregate of the contact hours for a lecture course and lab/clinical based on the existing lecture and lab contact hour guidelines.
Seminar	Seminar-20	A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
Clinical	Supervised Laboratory/ Clinic-30	A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.	Credit and contact hours vary depending on the requirements for the clinical experience, but the minimum standard of 750 contact minutes per semester per credit applies.

Page 2
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Laboratory	Supervised Laboratory/ Clinic-30	Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that, for the most part, has already been delivered in the lecture class. It is a course requiring scientific or research focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Content in a lab is based on theory or content from an associated course. Further, all the students in the room are following a similar set of instructions. Because it is instruction-based, it requires less minute-to-minute responsibility for the faculty member to interact with individual students than in a studio. The role is facilitation of students in an exercise-oriented activity for which there is a single goal or outcome.	For completely self-contained laboratories (does not require outside preparation by student), 3 contact hours = 1 credit hour (3:1) For non self-contained laboratories (require outside preparation by student), 2 contact hours = 1 credit hour (2:1)
Physical Activity	Supervised Laboratory/ Clinic-30	A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games. The physical activity develops fundamental psychomotor skills and health-related fitness components.	2 contact hours = 1 credit hour (2:1)
Recital, Performance, Ensemble	Supervised Laboratory/ Clinic-30	A course requiring recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students, through practice or rehearsal, engage in the creative and artistic act of performing works of music, dance, or theatre for a jury or audience.	Credit and contact hours vary, but the minimum standard of 750 contact minutes per semester per credit applies.

Page 3
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Studio	Supervised Laboratory/ Clinic-30	Studio describes a class in which all students are engaged in creative or artistic activities which are new and unique and not formulated in a lecture setting. Every student in the room is performing a creative activity to obtain a specific outcome. It is a course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Because it is not instruction-based, this requires more minute-to-minute responsibility for the faculty member to engage individual students towards their goal.	2 contact hours = 1 credit hour (2:1)
Directed Study	Directed Study-55	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline. Content material is not normally found in established courses offered by the department or will allow a student to explore in more detail a topic which is normally covered. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head.
Practice Teaching / Student Teaching	Practice Teaching-60	A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Practicum	Internship/ Practicum-81	A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Page 4
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Internship	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Field Work / Field Experience	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Thesis	Thesis-91	Faculty-supervised student development, completion, and defense of an original research project in the student's major area.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
Dissertation	Dissertation-92	Faculty-supervised student development and completion of an original research topic in the student's major area and defense of the dissertation proposal and the dissertation.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member. Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.
NC State University Credit/Contact Hour Guidelines, 2017, for general definitions in column three and examples in column four.

Note: USG codes 12 (Lecture/Unsupervised Laboratory), 40 (Unsupervised Laboratory/Clinic), 50 (Independent Study), and 57 (Asynchronous Instruction) are excluded from the table because VSU does not routinely use them.

Page 6
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

In addition to the session instruction types listed in Table 1, VSU classifies course section offerings by the degree to which the instructional content is delivered using technology. University System of Georgia delivery codes are described in Table 2.

Table 2: University System of Georgia (USG) Instructional Delivery Codes and Definitions

USG Instructional Delivery Code	Description	Definition
E	Entirely at a distance	All of the class sessions are delivered via technology. The course does not require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is equivalent to delivering 100 percent of sessions via technology.)
F	Fully at a distance	Nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)
H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
P	Partially at a distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: Courses offered through two-way interactive video (GVNS), are coded as partially at a distance because students must meet at a designated location to attend classes.
T	Technology enhanced	Technology is used in delivering instruction, but no class sessions are replaced by technology.
(Null)	No technology	No technology is used in delivering instruction.

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.
　　　　VSU Center for eLearning, 2017.

Page 7
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

For course sections delivered using technology, the institution must ensure that students are engaged for a **minimum of 2,250 minutes per semester hour** of course credit. Table 3 provides examples of educational activities and their instructional time equivalencies to guide faculty in the development of curricula and course syllabi. Online courses should provide an eqivalanent amount of work and equivalent student learning outscomes as traditional courses.

Table 3: Instructional Equivalencies Chart for Calculating Instructional Hours/Engaged Minutes

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Active learning strategies	With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely-focused group activities in class.	1 active learning strategy = 1 hour instruction
Blogs, journals, logs	Instructor guides students in applying learned concepts or reflecting on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback, and assessment.	1 private post = ½ hour instruction 1 shared post (incl. reading all classmates' posts) = 1 hour instruction
Case studies and problem solving scenarios	Instructor leads students in performing In-depth analysis utilizing higher-order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis and post = 1-2 hours
		1 case study analysis and post = 2-hours instruction
Chat rooms for class or group projects	Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)	1 hour chat = 1 hour instruction
Conferences (group)	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation and feedback (including required exam reviews). When possible, calls or online meetings are recorded for review.	½ hour conference = ½ hour instruction 1 hour conference = 1 hour instruction

Page 8
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Conferences (in-depth individual)	Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation and feedback expectations. When possible, calls or online meetings are recorded for review.	20 minute conference = 1 hour instruction (based on practice for independent studies)
Discussion board	Instructor guides/mediates threaded discussion, engaging learners with content that directly relates to course objectives and that has specified timeframes, expectations for participation, and thoughtful analysis.	Initial post – min. 250 words (requires reading all posts) = ½ hour instruction 1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction; must meet specified criteria Equivalencies may vary further based on specific course expectations/content
		2 posts (requires reading all posts and responding to a minimum of 2) = 2 hours instruction Posts may require citation, which would impact rate of equivalency.
Field trips or tours (includes virtual tours)	Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	Instructor-led 1 hour tour = 1 hour instruction Student(s) without instructor: 1 hour tour and reflection paper = 1 hour instruction
Guided project	Instructors lead students in a summative individual project with specific learning objectives; student and instructor collaborate via email, chat, discussion board, and/or in person to research, analyze, synthesize, and prepare project. Instructor receives periodic updates and provides guidance and feedback.	1 hour of instruction per week for duration of project (based on practice for independent studies)
Instruction and presentations	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction
Instructional CDs, PowerPoints, videos	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives.	Student reviews and posts response to 1 unit of content = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Learning Teams/ Group project	Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance, students collaborate via email, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project, with instructor receiving periodic updates and providing guidance to group.	1 hour of instruction per week for duration of project
Lecture activity - video, written or audio	In response to direction from instructor, students develop questions, comments, or observations to be shared with classmates and instructor through discussion boards or participation in chat rooms.	Student reviews 1 lecture and posts response = 1 hour instruction
Library research	Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research are to be shared with class in a designated manner.	1 five (5) page project = 1 hour instruction
		1 three-five (3-5) page paper = 1-2 hours instruction
Modeling	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	Student completes data analysis for one unit of study post = ½ hour instruction Detailed evaluative response to class on assessment from instructor post = ½ hour instruction
		Student completes data analysis for one unit of study post = 1 hour instruction Detailed evaluative response to class on assessment from instructor post = 1 hour instruction
Online quizzes	Instructor-created quiz through in which students demonstrate subject knowledge to provide faculty with feedback on students' progress (formative or summative quizzes).	1 hour test = 1 hour of instruction *(cannot include final exam)*
Peer Review/ assessment	Employing instructor-designated criteria, students evaluate each other's work.	Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction based on scope and estimated number of hours of review/interaction

Page 10
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Portfolio Preparation	Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes.	Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise.
Project Assignment	Instructor assigns a project (written, physical, computer) related to a specific aspect of the course.	1 hour of instruction per week for duration of project (based on practice for independent studies)
Reflection paper or article review	Instructor-guided activity whereby students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private post = ½ hour instruction 2 shared posts (required to read all classmates' posts) = 1.5-2 hours instruction Posts may require citations which would impact equivalency rate.
Service-learning project	Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with classmates via emails, chats, discussion boards, and/or face-to-face.	1 hour of instruction per week for duration of project
Virtual Laboratory and Lab Reports	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share, or post lab reports produced and assess work according to course rubric.	1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise 1 lab report post and review with response to classmates posts = ½ hour instruction
Web-conferencing	Instructor engages students in desktop-to-desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (i.e., WebEx, Wimba, Skype, GoToMeeting).	1 hour webinar = 1 hour instruction
Web-Quest (Internet research)	Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings are shared with the instructor and classmates.	1 in-depth post = 1 hour instruction

Page 11
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
Workplace Integration	Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.	1 hour of instruction per week for duration of project (a maximum of 2 hours per week)

Source: Shared by Kennesaw State University (March 2013).

Revisions:
03/08/2022: Corrected URL, updated VSU logo

Page 12
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

Send revisions/corrections to
assessment@valdosta.edu

CREDIT/CONTACT HOUR POLICY

The following policy is derived from Trocaire College's Credit Hour Policy and the State University of New York's (SUNY's) Credit/Contact Hour Policy.

Policy Definitions
For the purpose of this policy, the definition of a semester hour and credit hour are used interchangeably in order to address the regulatory agencies involved.

Semester hour/Credit hour: According to New York State Education Department (NYSED), *semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.* This definition is consistent with the U.S. Department of Education's definition of a credit hour.

Contact hour: a unit of measure that represents an hour (50 minutes) of scheduled instruction given to students. Please see the tables in this policy for guidance on contact hours in relation to various instructional types (e.g., lecture, laboratory, clinical, practicum, etc.).

Assignment of Credit Hours
All courses taken for credit at Suffolk County Community College, which are applied toward completion of degree and certificate completion requirements, conform to applicable state and federal regulations concerning the assignment of credit hours. The following provides information concerning credit hour assignment policies.

I. Credit Hour Definition

New York State:
All credit-bearing degree and certificate programs at Suffolk County Community College are approved by the New York State Education Department (NYSED). Calculation of credit hours for these programs follows NYSED guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

Codes, Rules and Regulations of the State of New York, Title 8 – Education Department, Chapter II – Regulations of the Commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General, Section 50.1 (o) stipulates the following: "*Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.*"

Section 52.2(c)(4) stipulates: "*A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic*

standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution."

U.S. Department of Education:
Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following: *Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than - (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

U.S. Department of Education guidance on Program Integrity regulations related to the credit hour (http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html) also stipulates:

The credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. Further, note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a 3-semester hour course meet 3 hours per week during a semester or a 3-quarter-hour course meet 3 hours per week during a quarter. The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour. For example, an institution with a semester-based calendar has a graduate seminar for which it awards 3 semester hours. The class meets only one hour per week over a 15-week semester with the students expected to perform a substantial amount of outside research that is the equivalent of 8 or more hours of student work each week of the semester. For purposes of the Federal definition, the institution would be able to award up to 3 semester hours for the course."

New York State Education Department's Policies Regarding Time on Task in Online Education
The College adheres to the New York State Education Department's Office of College and University Evaluation policies on "Determining Time on Task in Online Education," which is excerpted below.

Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.)
"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be

counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- *reading course presentations/"lectures"*
- *reading other materials*
- *participation in online discussions*
- *doing research*
- *writing papers or other assignments*
- *completing all other assignments (e.g., projects)*

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information includes:

- *the course objectives and expected learning outcomes*
- *the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required*
- *statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it*
- *a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)*

Theoretically, one should be able to measure any course, regardless of delivery method, by the description of content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time.

II. Credit Hour Assignment Policies

All semester/credit hours awarded by Suffolk County Community College will conform to the definitions listed above. Therefore, all units of credit awarded will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education.

Suffolk County Community College generally follows a semester system with fall and spring semesters consisting of 15 weeks for day classes and 14 weeks for evening classes. Summer terms are typically less than 15 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (for example, compressed schedules) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

Curriculum Process

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the President retains final control and approval of the curriculum. Assignment of credit hours for courses is determined within the program based on faculty expertise and course learning outcomes. New and revised courses will, upon review and approval at the

department level, be reviewed by the College Curriculum Committee and the Vice President for Academic Affairs and recommended for approval or denial. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit, conducted collaboratively through Academic Affairs and Student Affairs.

The College Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Office of Curriculum Development for inclusion in the College Catalog and website. The Office of the College Registrar reviews class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of instructional minutes corresponding to the credits and contact hours assigned, and notes when course schedules do not match assigned credit and contact hours. Any discrepancies are brought to the attention of the appropriate department and necessary corrections are made.

The following provides general guidance on the how the credit hour translates to the particular instruction method. Note, however, that the credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. The information below serves as general guidance only.

Lecture, Seminar, Quiz, Discussion, Recitation: Courses with multiple students, which meet to engage in various forms of group instruction under the direct supervision of a faculty member. A semester credit hour is an academic unit earned for a minimum of fifteen 50-minute sessions of classroom instruction with a normal expectation of two (50-minute) hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for 45 sessions. Examples of the minimal amounts for each activity on a per credit basis are displayed in the table below, using a traditional 15-week semester as the base:

Lecture, Seminar, Quiz, Discussion, Recitation:

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

Activity supervised as a group with substantial outside preparation expected (laboratory, field trip, practicum, workshop, group studio): Courses with a focus on experiential learning under the direct supervision of a faculty member, with substantial outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 100 minutes or more in duration. (2:1 ratio of contact time to credits, per week).

Activity supervised as a group with substantial outside preparation expected:

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

Activity supervised as a group with little or no outside preparation expected (laboratory, field trip, practicum, workshop, group studio): Courses with a focus on experiential learning under the direct supervision of a faculty member, with little or no outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration. (3:1 ratio of contact time to credits, per week).

Activity supervised as a group with little or no outside preparation expected

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

Independent Study:
Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples previously provided, and the faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

Internship/Practica/Field Experience/Clinical:
Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off-campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. A semester credit hour is awarded for a minimum of 45 hours of work. The faculty member or program director responsible for the experience is required to keep records of the amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

Accelerated Courses:
Courses offered outside of a standard 15-week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered within an accelerated time frame.

Online Courses:
Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternate delivery method. Contact time is satisfied by several means, which can include, but is not limited to, the following: a) Regular instruction or interaction with a faculty member once a week for each week the course runs. b) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.

Blended Courses:
Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.