Curriculum Committee Meeting Agenda

Voting Committee Members
Chair – Andrea LoMonaco (Business)
Vice Chair – Pam Koop and Annette Byers (sub) (Math)

Jules Burton (sub-Science)
Kristen Booth (Pre-College)
Leigh Hancock (Art/Comm)
Anne Kelly (sub-Inst Dir)
Mimi Pentz (Nurs/Hlth Occ)
Stephen Shwiff (Soc Sci/Ed)
Robert Wells-Clark (Tec/Trd)

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

Support Staff
Sara Wade (Instructional Services)

Guests
John Evans, Zip Krummel, Todd Meislahn

February 6, 2025 3:30 – 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/86457853619; Meeting ID: 864 5785 3619; phone in: 1-253-215-8782

Approval of Minutes from January 23, 2025 [1]

Information Items (voting not required): Course inactivations: BA 249, CAS 181, WT 101, WT 106, WT 180, WT 200, WT 206, WT 213, WT 215

Old Business:

1. General Education requirements for AAS degrees – ACTION ITEM (done): meet with IC and LC to gain feedback from additional constituents (postponed)
2. 3-4 Credit Conversion policy (postponed)
3. Substitution of Courses policy (postponed)
4. Credit for Prior Learning – maximum credits allowed per award (moved to New Business)
5. Split Science Courses – Lecture/Lab – and Gen Ed Designations (postponed until retreat)

Submissions [2]

1. John Evans (3:35 – 3:45pm)
    - MTH 251 Calculus I (Course Revision: #, title, des, out, cont, txt/mat, credit hour change)
        - o MTH 251Z Differential Calculus (Gen Ed Request)
    - MTH 252 Calculus II (Course Revision: #, title, des, out, cont, txt/mat, credit hour change)
        - o MTH 252Z Integral Calculus (Gen Ed Request)
    - MTH 253 Calculus III (Course Revision: #, title, des, out, cont, txt/mat, credit hour change)
        - o MTH 253Z Calculus: Sequences and Series (Gen Ed Request)

2. Zip Krummel (3:45 – 3:55pm)
    - EC 201 Principles of Economics: Microeconomics (Course Revision: #, title, des, out, cont, txt/mat)
        - o EC 201Z Principles of Microeconomics (Gen Ed Request)
    - EC 202 Principles of Economics: Macroeconomics (Course Revision: #, title, des, out, cont, txt/mat)
        - o EC 202Z Principles of Macroeconomics (Gen Ed Request)
3. Todd Meislahn (3:55 – 4:20pm)
    - BA 226 Business Law I (Course Revision: #, title, des, out, cont, txt/mat)
    - CAS 170 Beginning Spreadsheets Using Excel (Course Revision: #, title, des, out, cont)
    - BA 226 Modified Degree/Certificate Revision (course title and #)
    - CAS 170 Modified Degree/Certificate Revision (course title and #)
    - Associate of Science Oregon Transfer – Business (Degree Suspension)
    - Web Design Assistant (Certificate Suspension + Teach Out + Termination Checklist)
    - Web Development Assistant (Certificate Suspension + Teach Out + Termination Checklist)
4. Leigh Hancock (4:20 – 4:25pm)
    - AAT – English Literature (Degree Revision: title, req, courses)

<u>New Business (decisions may be made)</u>

1. Credit for Prior Learning – maximum credits allowed per award [3,4]

<u>Discussion Items</u>

1. none

Next Meeting: February 20, 2025
Attachments: [1] January 23, 2025 Minutes; [2] Submissions: 7 Course Revisions, 3 Contact Hour/Credit Change, 5 Gen Ed Requests, 1 Degree Suspension, 2 Certificate Suspensions, 2 Modified Degree/Certificate Revision; [3] December 5, 2024 Minutes; [4] CPL Packet

Curriculum Committee Minutes
January 23, 2025
Location: TDC Boardroom 1.162 & HRC Conference Room 1.209

PRESENT:

Voting Committee Members

Chair- Andrea LoMonaco (Business)
Vice Chair- Pam Koop (Math)
Mimi Pentz (Nursing/Health)
Kristen Booth (Pre-Coll/ESOL)
Leigh Hancock (Art,Cult,Comm)
Vancant (Inst Dean)
Robert Wells-Clark (Tech/Trade)

Non-Voting Members

Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Jared Dill (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Cat Graham

Absent

Voting Members:

Ashley Beardmore (Science)- On Teaching Leave
Stephen Shwiff (Social Science)

Non-Voting Members

Item	Discussion	Action
Call to Order:	Chair Andrea called the meeting to order at 3:34pm.	
Submissions:		
NRS 222 Nursing in Acute Care II and End of Life Care (Contact Hour/Credit Change)	**Motion: approve as written.**	Motion: Robert 2nds: Mimi 5 in favor – 0 opposed – 0 abstains
New Business:		
1. 3-4 Credit Conversion policy	**Postponed to a future meeting.**	
2. Substitution of Courses policy	**Postponed to a future meeting.**	

3. Credit for Prior Learning – Maximum credits allowed per award	Continued discussion from December 5th meeting:
	• Idea of having different caps for different programs for CPL Credits
	  o Don't have CPL Credit Caps on programs/certificates in Tech & Trade such as Aviation Maintence & Advanced Manufacturing, programs that have a clear CPL procedure built out through testing and challenge exams.
	• Idea of not stopping students from earning a complete certificate through CPL for any pathway as long as they test out and pass the requirements of the courses needed.
	• Overall concern from the Gen Ed departments in how equipped would students be especially around the course learning outcomes and the college's ILOs.
	• Three different options were discussed
	  o 25% of a degree or certificate
	  o CPL would not count toward the residency requirement (roughly 33% of a degree or certificate)
	  o 100% CPL Credit for degrees and certificates
	
	Motion: CGCC will not approve 100% of degree credits via CPL.
	
	**Discussion tabled to a future meeting. Committee members requested data and information around what other colleges outside of Oregon are doing for CPL credits and maximum credits that are accepted.
	• Kristen will look into information she gathered from other states
	• Susan will provide percentages for residency and P/NP requirements
		Motion: Kristen
		2nds: Mimi
		5 in favor – 0 opposed – 0 abstains

Meeting Adjourned: 4:59pm	**All in favor, Chair Andrea closed the meeting at 4:59pm.**	**Next Meeting: February 6, 2025**

CC date	2.6.25
CC decision	approved
CC vote	slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	CAS 181	Course title	Web Content Management
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Design Assistant and Web Development Assistant certificates, both of which are being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1/29/25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 101	Course title	Introduction to Web Design & Development
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Design Assistant and Web Development Assistant certificates, both of which are being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	01/29/25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date	2.6.25
CC decision	approved
CC vote	slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 106	Course title	Intro to HTML for Designers
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Design Assistant certificate, which is being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 180	Course title	Search Engine Optimization
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Development Assistant certificate, which is being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.24

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 200	Course title	Web Trends
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Design Assistant and Web Development Assistant certificates, both of which are being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 206	Course title	Web Design with HTML
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Development Assistant certificate, which is being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 213	Course title	Cascading Style Sheets
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Development Assistant certificate, which is being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision approved
CC vote slewis

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	WT 215	Course title	JavaScript and jQuery
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is always low/no-enrolled and only required for the Web Development Assistant certificate, which is being suspended.		

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/director endorse this inactivation.		
Department Chair	Approved	Date
Todd Meislahn	☒ Yes ☐ No	01/29/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	☒ Yes ☐ No	1.29.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. The Curriculum Office will obtain signatures from your department chair and dean/director.
3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

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	Math	Submitter name Phone Email	John Evans 541-506-6172 jevans@cgcc.edu
Reason for Revision	This is part of state mandated uniform course content		
Current prefix and number	MTH 251	Proposed prefix and number	MTH 251Z
Current Course Title	Calculus I	Proposed Course Title (75 characters max)	Differential Calculus
Current Repeatability	0	Proposed Repeatability	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
Includes limits, continuity, derivatives and applications. Prerequisite: MTH 112. Audit available.	Explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. Explores topics graphically, numerically, and symbolically in real-life applications. Emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 112. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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: 1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms. 2. Apply the definition of the derivative and analyze average and instantaneous rates of change. 3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. 4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly. 5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms. • 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 • Calculus and Graphing • L'Hospital's Rule

	Outcome #2: Apply the definition of the derivative and analyze average and instantaneous rates of change. • Introduction – instantaneous rate of change and the need for limits • Limit definition of derivative • Derivatives as functions; Higher order derivatives • Derivatives and the shape of graphs • Calculus and Graphing **Outcome #3:** Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. • Extreme Value Theorem and closed interval problems. • First and Second Derivative Tests • Calculus and Graphing • Mean Value Theorem for Derivatives **Outcome #4:** Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly. • Derivatives of polynomials and the binomial expansion theorem • Derivatives of power functions • Derivative of the exponential function • Derivatives of sums and differences • Derivative Theorems; Product Rule – Quotient Rule • Derivatives of Trig functions • Chain Rule • Implicit Differentiation • Derivatives of inverse functions; Derivative of Cosh and Sinh **Outcome #5:** Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule. • 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

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Calculus Vol. 1 Openstax, Strang, Herman* This is an open textbook available at: https://openstax.org/details/books/calculus-volume-1 A graphing utility is required. We use Desmos; it is available as a free app for smartphones and tablets (from the app store) or through a browser on a laptop or desktop computer at: https://www.desmos.com
Department Required Course Activities (optional)	(update as needed) The grade will include at least one project.
Department Notes (optional)	(update as needed) Answers to all application problems will be given in complete sentences with correct units. The grade will include at least one project.

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 (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/03/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): 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.

CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Math	Submitter name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course prefix and number	MTH 251Z	Course title	Differential Calculus

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	5	Lecture	3
Lab		Lab	
Lecture/Lab		Lecture/Lab	2
Total weekly contact hours	5	Total weekly contact hours	5
Total credits	5	Total credits	4
Reason for change:	State mandated change		

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

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

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

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

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

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

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?

☐ Yes ☒ No	If yes, please describe	
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/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/07/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director: 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community Colleg

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Math	Submitter Name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course Prefix and Number:	MTH 251Z	Course Title:	Differential Calculus
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☒ Science, Comp. Sci., and Math
Course Description:	Explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 112. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms. 2. Apply the definition of the derivative and analyze average and instantaneous rates of change. 3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. 4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly. 5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule		

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.
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:** **Outcome #3:** Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. **Outcome #5:** Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule **Course Content**: As students are learning how to find derivatives, they also examine and analyze the connection between the shapes of graphs and values of first and second derivatives, and the importance of these shapes in various contexts (applications). This takes place both through discussion in class, in which they also learn how to express themselves and use mathematically appropriate terms, and through practice at home where they are required to express their analysis in writing. This continues through to full on applications, such as optimization, where they must develop an appropriate equation to model the scenario given in the particular question, use their newly acquired calculus skills appropriately, then find the solution to the

	proposed problem. Finally, they must present this in writing so that someone with similar training can follow what they did. **Outcome Assessment Strategies**: These are assessed through quizzes, tests, and particularly through our projects. One of the harder things to get students to realize is the need to properly communicate their findings. Sometimes this is as simple as one complete sentence; sometimes quite a bit more is required.
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:** **Outcome #3:** Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. **Outcome #5:** Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule It should also be noted that while these two outcomes really get to the heart of this ILO, without the knowledge and skills gained from the other outcomes students would never be able to complete the problems presented in these two. **Course Content:** Skills learned in MTH 251Z allow students to solve a wide variety of application problems such as finding the speed of a boat that minimizes the use of fuel during some trip. Necessary information is provided in a variety of forms (some in the form of equations from physics and some constants related to the specific boat in question). Solving such a problem is a three-step process involving first developing an appropriate equation (in this case an equation expressing the amount of fuel used as a function of speed), using calculus on the equation (along with some algebra) to find the speed giving the minimum usage, then putting it all together in a form that others can follow. This will include a relevant graph and complete written answer of the question asked. **Outcome Assessment Strategies:** For problems of this nature, regardless of the assessment format (test, quiz, homework, project) students are assessed on the accuracy of their work (correct equation, correct derivative, correct algebra, correct graph, and so on….) the clarity of their thinking and communication, and of course (usually to a lesser extent, though depends) the accuracy of their final answer.
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:** 1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms. 2. Apply the definition of the derivative and analyze average and instantaneous rates of change. 3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. 4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly. 5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule. **Course Content:** Most of this class involves students learning new skills (taking limits and finding derivatives) so that they can take on new types of problems that are perhaps more difficult than in previous math classes, but more importantly more realistic. In math terms that typically means fewer simplifying assumptions. The process described above is pretty standard in calculus: construct an equation based on given information, and other general knowledge such as the formula for area of a trapezoid; apply the correct bit of calculus to this equation to (specifically in math 251Z) find the derivative; use this new equation to answer the question asked, or more generally just to add to our understanding perhaps of a graph we are looking at (which may or may not represent something real in itself); finally, all of this is put together in a way that follows a logical path that's easy to follow, with written comments as necessary and certainly at the conclusion in stating the final answer. **Outcome Assessment Strategies:** quizzes, tests, and projects.
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: Course Content: Outcome Assessment Strategies:

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: Course Content: Outcome Assessment Strategies:

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.	
Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
Criteria:	
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms. 2. Apply the definition of the derivative and analyze average and instantaneous rates of change. 3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity. 4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly. 5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule.
***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 seven criteria.	
How does the course enable a student to "use appropriate mathematics to solve problems"?	A derivative (instantaneous rate of change) is itself a powerful mathematical tool, and always also requires the use of algebra. It often also uses arithmetic, numerical methods, and approximation as well.

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?	We cover a variety of applications and their solution methods, all of which require marshalling skills learned in multiple different mathematics classes and using them appropriately. Interpretation and communication are part of the grading rubrics for these kinds of problems. They also need to validate and consider the reasonableness of their solutions, though that is likely a weakness for most students. (They are still students after all.)

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/07/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

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	Math	Submitter name Phone Email	John Evans 541-506-6172 jevans@cgcc.edu
Reason for Revision	This is part of state mandated uniform course content		
Current prefix and number	MTH 252	Proposed prefix and number	MTH 252Z
Current Course Title	Calculus II	Proposed Course Title (75 characters max)	Integral Calculus
Current Repeatability	0	Proposed Repeatability	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
Includes anti-derivatives and integrals, definite and improper integrals, and applications including direct application of integration and solving basic differential equations. Prerequisite: MTH 251 and its prerequisite requirements. Audit available.	Explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. Explores topics graphically, numerically, and symbolically in real-life applications. Emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 251Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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: 1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. 2. Explain and use both parts of the Fundamental Theorem of Calculus. 3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. 4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. 5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. • Areas and Distances • Riemann Sums • The Definite Integral **Outcome #2:** Explain and use both parts of the Fundamental Theorem of Calculus. • The Fundamental Theorem of Calculus • Part One - Definite Integral is Anti-derivative • Part Two - Evaluation property of definite integrals

Outcome #3: Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.

- The Substitution Rule
- Integration by Parts
- Partial Fractions
- Trigonometric Integration (of lesser importance)
- Trigonometric Substitution (of lesser importance)
- Numerical Integration
    - Midpoint Rule
    - Trapezoid Rule
    - Simplson's Method

Outcome #4: Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration.

- More About Areas
- Volumes
- Volumes by Slicing
    - Rotation about the independent variable
- Volumes by Cylindrical Shells
- Arc Length
- Average Value of Functions
    - Mean Value Theorem for Integrals
- Improper Integration

Outcome #5: Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.

- Work
    - Hooke's Law
    - Other applications involving either variable force or distance
- Force of Fluids
- Center of Mass/Centroids
- Applications to Economics and Biology
    - Consumer/Supplier Surplus
    - Poiseuille's Law
- Probability
- Separable Differential Equations
    - Continuous Growth
    - Logistics Model

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Calculus Vol. 2 Openstax, Strang, Herman* This is an open textbook available at: https://openstax.org/details/books/calculus-volume-2 A graphing utility is required. We use Desmos; it is available as a free app for smartphones and tablets (from the app store) or through a browser on a laptop or desktop computer at: https://www.desmos.com
Department Required Course Activities (optional)	(update as needed) The grade will include at least one project.
Department Notes (optional)	(update as needed) Answers to all application problems will be given in complete sentences with correct units. The grade will include at least one project.

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 (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/04/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): 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.

CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Math	Submitter name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course prefix and number	MTH 252Z	Course title	Integral Calculus

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	5	Lecture	3
Lab		Lab	
Lecture/Lab		Lecture/Lab	2
Total weekly contact hours	5	Total weekly contact hours	5
Total credits	5	Total credits	4
Reason for change:	State mandated change		

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

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

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

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

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

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

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?

☐ Yes ☒ No	If yes, please describe	
Implementation term		☒ Next available term after approval ☐ Specific term (if after next available term):

SECTION #2 DEPARTMENT REVIEW		
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Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/07/2025
Department Chair (enter name of department chair): Pam Koop		
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NEXT STEPS:

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CC date 2.6.25
CC decision _____
CC vote _____

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	Math	Submitter Name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course Prefix and Number:	MTH 252Z	Course Title:	Integral Calculus
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☒ Science, Comp. Sci., and Math
Course Description:	Explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 251Z and its prerequisite requirements. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. 2. Explain and use both parts of the Fundamental Theorem of Calculus. 3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. 4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. 5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.		

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.
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:

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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:** **Outcome #2:** Explain and use both parts of the Fundamental Theorem of Calculus. **Outcome #4:** Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. **Outcome #5:** Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability. **Course Content**: While this class certainly has parts that don't really address communication, "explaining the use of both parts of the Fundamental Theorem of Calculus" would be impossible without it. Also, the approach we use to solve problems requires written communication skills as well. While the set up of the problem may be straight forward enough with pictures and equations, some words are often necessary to keep the reader going in the right direction, and communication skills are taught and expected when giving the solution of any sort of application problem, of which there are many in this class of a very wide variety. **Outcome Assessment Strategies**:

	quizzes, tests, and projects. With the exception of the Fundamental Theorem of Calculus, each of the above topics is an application. As such students are required to properly communicate their results. (typically, in writing) The outcome related to The Fundamental Theorem of Calculus has the word communicate in the outcome itself.
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. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. 2. Explain and use both parts of the Fundamental Theorem of Calculus. 3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. 4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. 5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability. **Course Content:** Integration is hard, and of course students are taught a variety of methods to integrate various functions. However, half the battle is learning which technique to use in any particular case. Sometimes there are multiple techniques that will work (which are not all equal in difficulty) so they must learn to choose relevant methods through practice, reflection, more practice, reasoning, more practice, and then evaluating the answer to see if it's right. **Outcome Assessment Strategies:** This is assessed through a variety of means focused on choice in method used, the accuracy of the following computations, and the correctness of the final answer, which might come as another function, a simple number, or a number that has with it a context and units that all must be expressed and explained.
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:** 1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. 2. Explain and use both parts of the Fundamental Theorem of Calculus. 3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. 4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. 5. Apply integration techniques to solve a variety of problems, such as

	work, force, center of mass, or probability. All outcomes address this, but particularly outcomes #4 and #5 which deal with applications of integration. **Course Content:** Applications vary widely in this class, but a typical example is the work required to raise the anchor on a ship (big enough that the weight of the chain cannot be ignored.) In order to do this they must successfully divide the problem up into little pieces so that the definition of work can be applied to each piece (extract information mostly, but also apply knowledge of how work is defined and the concept of differentials), apply the definition of work to each piece, then successfully apply the process of integration to add all the pieces together, evaluate to get an answer, then put the answer into context along with important details such as units appropriate to the setting (we use both SI and English units on most types of problems) **Outcome Assessment Strategies:** This can be assessed through any of our normal graded work since the assessment is the same regardless: are the pictures clear so that the reader can see what the student did, are there notes when something is strange, is the work accurate including the expression for each piece, the integration, the evaluation, the communication of the result and using correct units.
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: Course Content: Outcome Assessment Strategies:
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: Course Content: Outcome Assessment Strategies:

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.
Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:	
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral. 2. Explain and use both parts of the Fundamental Theorem of Calculus. 3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. 4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration. 5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.
***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 seven criteria.	
How does the course enable a student to "use appropriate mathematics to solve problems"?	Integration (a technique for multiplying together quantities that are not constant) is hard, and requires synthesis of every ounce of mathematics a student has learned in their lifetime. Even then it can seem a lot like solving a puzzle. Once this is learned, then the rest of the course is applications from science, math, engineering, economics, and so on. So, for roughly 5 weeks all they do is learn how to apply this new skill to solve a wide variety of problems both within the mathematics discipline and in a variety of other areas as well.
How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?	Certain problems are done certain ways. This is a big part of the class. Different types of problems have certain approaches, then these are applied in a step by step approach that is easy to follow, and assures the accuracy of the analysis (though of course computational errors are possible…) The whole work is essentially made to communicate the process, then the final results must be communicated properly using complete sentences and correct units (many of which are quite new to students at this level).

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/07/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

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	Math	Submitter name Phone Email	John Evans 541-506-6172 jevans@cgcc.edu
Reason for Revision	This is part of state mandated uniform course content		
Current prefix and number	MTH 253	Proposed prefix and number	MTH 253Z
Current Course Title	Calculus III	Proposed Course Title (75 characters max)	Calculus: Sequences and Series
Current Repeatability	0	Proposed Repeatability	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
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. Prerequisite: MTH 252 and its prerequisite requirements. Audit available.	Explores real-valued sequences and series, including power and Taylor series. Includes topics in convergence and divergence tests and applications. Explores topics graphically, numerically, and symbolically. Emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 252Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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: 1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions. 6. Use techniques and properties of Taylor polynomials to approximate functions and analyze error.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity.
	• Sequences
	  o Bounded Sequences
	  o Monotone Sequences
	• Convergence of Sequences
	• Divergence of Sequences

- Related Theorems

Outcome #2: Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence.

- Definition of Infinite Series
    - Sequences of Partial Sums
- Convergence & Divergence

Outcome #3: Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable.

- Specific Types of Series and Their Convergence Conditions
    - Harmonic Series
    - Geometric Series
    - Telescoping Series
    - Alternating Series
    - P-Series

Outcome #4: Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series.

- Testing for Convergence of Infinite Series
    - Divergence Test
    - Integral Test
    - Comparison and Limit Comparison Tests
    - Alternating Series Test
    - Ration Test

Outcome #5: Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.

- Power Series
    - Radius and Interval of Convergence
    - Differentiation and Integration of Power Series
    - Series Representation of Functions, Part 1
- Taylor & Maclaurin Series
    - Series Representation of Functions, Part 2

Outcome #6: Use techniques and properties of Taylor polynomials to approximate functions and analyze error.

- Taylor Polynomials
    - Taylor's Inequality
- Applications
- Error Analysis

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) *Calculus Vol. 2 Openstax, Strang, Herman* This is an open textbook available at: https://openstax.org/details/books/calculus-volume-2
Department Required Course Activities (optional)	(update as needed) The grade will include at least one project.
Department Notes (optional)	(update as needed) Answers to all application problems will be given in complete sentences with correct units. The grade will include at least one project.

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 (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."

Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/09/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages

CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community Colleg

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Math	Submitter name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course prefix and number	MTH 253Z	Course title	Calculus: Sequences and Series

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	5	Lecture	4
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	5	Total weekly contact hours	4
Total credits	5	Total credits	4
Reason for change:	State mandated change		

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

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

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

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

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

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

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?

☐ Yes ☒ No	If yes, please describe	
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/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/13/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director: 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community Colleg

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	Math	Submitter Name: Phone: Email:	John Evans 541-506-6172 jevans@cgcc.edu
Course Prefix and Number:	MTH 253Z	Course Title:	Calculus: Sequences and Series
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☐ Social Science ☒ Science, Comp. Sci., and Math
Course Description:	Explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Prerequisite: MTH 252Z. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.		

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.
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. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.

	Course Content: While the different tests can be quite different from each other, they are all applied in roughly the same way. Virtually every problem students work on has the same structure. Learning the tests and the structure to apply them is the course, and goes something like this: first choose the appropriate test, the reasoning is rarely necessary, but the choice must be communicated, generally in written form; use the test accordingly; communicate the results and in the case of comparison tests state what was used for comparison. Each of these steps requires written communication. It's a new process for students, so this becomes a big part of the course. **Outcome Assessment Strategies**: Virtually every type of problem in this class has more or less the sane overall approach - basically using the specific tests listed in the outcomes to show convergence or divergence, then using words to communicate what was just shown using which test. Without proper communication of the results, student work is not considered complete. This is true on anything that students are graded on. This class also requires some sort of project, which for all of us is currently a written paper.
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. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions. **Course Content:** Research takes the form of learning the rules, and then figuring out which to use. This also requires reasoning, as does the process of creating the chain of logic that leads to the correct conclusion at the end. **Outcome Assessment Strategies:** Much as described above, everything we do in this class requires the student to figure out which test to use, correctly apply that test, make sure what they did makes since, then using written communication to put it all together as an argument supporting their answer.
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:** 1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions. **Course Content:** Though the content of this course seems highly abstract, it is the very core of quantitative information. The act of determining whether or not a series converges using most of these, then once a series is shown to converge, that means we can use it for myriad useful applications, which again makes use of the things listed here (extracting, evaluating etc…) **Outcome Assessment Strategies:** Though the content of this course seems highly abstract, it is the very core of quantitative information. The act of determining whether or not a series converges using most of these, then once a series is shown to converge, that means we can use it for myriad useful applications.
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: Course Content: Outcome Assessment Strategies:
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: Course Content: Outcome Assessment Strategies:

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
Criteria:	
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity. 2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence. 3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable. 4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series. 5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.
***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 seven criteria.	
How does the course enable a student to "use appropriate mathematics to solve problems"?	Every skill they have ever learned in math is put to the test in this class, including many they have taken for granted for ages and never used (for example is A bigger than B? Or is A smaller than B? This question is addressed repeatedly through the course) In using the specific items listed in outcomes 3 and 4, students end up using every skill ever learned from arithmetic through integral calculus.
How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?	They have to choose which in doing those things mentioned in the various outcomes, and then further apply them as what is listed in, say, outcome #4, might only be the beginning of the problem, so once convergence is determined then there is more after that. And once again, more than perhaps any of the calculus classes that come before this one, communication is a big part of the process.

Section #4 Department Review		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
John Evans	jevans@cgcc.edu	01/07/2025
Department Chair (enter name of department chair): Pam Koop		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 1.23.25
CC decision
CC vote

Columbia Gorge Community Colleg

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	Social Sciences & Education	Submitter name Phone Email	Zip Krummel zkrummel@cgcc.edu
Reason for Revision	Completion of MTM and CCN work.		
Current prefix and number	EC 201	Proposed prefix and number	EC 201Z
Current Course Title	Principles of Economics: Microeconomics	Proposed Course Title (75 characters max)	Principles of Microeconomics
Current Repeatability	0	Proposed Repeatability	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 principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes: a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
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: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Make rational decisions based on rudimentary marginal analysis. 4. Understand market structures and market power.	Upon successful completion of this course, students will be able to: 1. Articulate the concepts of opportunity costs and trade-offs. 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. 4. Identify the impact of market failures and government policy on efficiency and welfare.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Articulate the concepts of opportunity costs and trade-offs. • Introductory terms and concepts o opportunity costs o marginal decision making o use of the production possibility curve. • Comparative advantage o how countries specialize in international trade o the use of tariffs and quotas. **Outcome #2:** Explain producer and consumer behavior using economic models. • Demand analysis: o identify the factors that determine consumer demand. ▪ elasticities ▪ utility theory of value. • Production costs o identify types of production costs

	o illustrate graphically various cost curves. **Outcome #3:** Analyze the relationship between supply and demand and its applications across various economic contexts. • Profit maximization - how firms maximize profits/minimize losses under different types of markets o competition o monopoly o oligopoly o monopolistic competition. • Resource markets: o labor markets to illustrate wage determination and hiring decisions in resource markets o resource or factor theories of rent, profit, interest, and wages **Outcome #4:** Identify the impact of market failures and government policy on efficiency and welfare. ● Market failures ○ public goods ○ externalities. ● Government intervention ○ regulation of industry and antitrust policies ○ roles and functions of government in regulating market activities and encouraging competition.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Schiller, Bradley R., *Essentials of Economics,* McGraw-Hill Education, New York, NY
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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 (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	01/18/2025
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	EC 201Z	Course Title:	Principles of Microeconomics
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Articulate the concepts of opportunity costs and trade-offs. 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. 4. Identify the impact of market failures and government policy on efficiency and welfare.		

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.
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.

SECTION #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. Articulate the concepts of opportunity costs and trade-offs. 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. **Course Content**: In microeconomics, students will learn about the economic models of perfect competition and monopoly that represent the endpoints of a market structure spectrum that includes the intermediate structures of oligopoly, monopolistic competition, and duopoly. Students will explain and illustrate how market structure affects market behavior using theory of consumer behavior, production costs, profit maximization, and resource hiring decisions. **Outcomes Assessment Strategies:** Evidence of communication will include weekly discussion boards on pertinent economic topics, application of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers. Students are required to submit an Entrance Essay at the beginning of term that coordinates with the syllabus about their expectations of the course material and how to succeed in accomplishing learning outcomes, and an Exit Essay at the end of term for a self-evaluation about their achievements of learning outcomes.

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:** 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. **Course Content:** Students will learn from real life examples to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and providing a forecast from market supply and demand shifts using economic theory within the boundaries of a particular market structure. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations, with many students being able to relate to their own experiences. **Outcomes Assessment Strategies:** Evidence of critical thinking and problem solving will come from debates on weekly discussion boards of pertinent economic topics, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.
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:** 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. **Course Content:** Students will learn to use material from pertinent tables, graphs, or news articles to answer specific numerical problems about changes in economic events and issues. Students will apply problem-solving skills to current issues and realistic events. This includes defining the situation and providing a forecast from market supply and demand shifts using economic theory within the boundaries of a particular market structure. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations, with many students being able to relate to their own experiences. **Outcomes Assessment Strategies:** Evidence of quantitative literacy will come from debates on weekly discussion boards of pertinent economic topics, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.

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:** 4. Identify the impact of market failures and government policy on efficiency and welfare. **Course Content:** Students will examine the purposes of government intervention. The principal sources of market failure (public goods, externalities, market power, inequity) are explained and illustrated. Students will have a basic understanding of how markets work and when and why government intervention is sometimes necessary, as well as the potential for government failure. **Outcomes Assessment Strategies:** Evidence of cultural awareness will come from debates on weekly discussion boards of pertinent economic topics, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.
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:** 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. 4. Identify the impact of market failures and government policy on efficiency and welfare. **Course Content**: Students will use real life examples to provide a reasonable analysis of theory in support or non-support of media articles about social and government incentives that influence consumer behavior and production cycles. Exploration of different market structures sometimes involves local and global interactions. Students will explore the determinants of market failure (public goods, externalities, market power, inequity) to give a free-market government reason to intervene. Negative externalities may create outcomes of pollution and undesired third-party interactions. **Outcomes Assessment Strategies:** Evidence of community and environmental responsibility will come from debates on weekly discussion boards of pertinent economic topics, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.

SECTION #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.
Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader

context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Articulate the concepts of opportunity costs and trade-offs. 2. Explain producer and consumer behavior using economic models. 3. Analyze the relationship between supply and demand and its applications across various economic contexts. 4. Identify the impact of market failures and government policy on efficiency and welfare.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.	
How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Student will learn how to analyze and interpret information from various sources like statistical reports and media observations to identify trends and patterns within social phenomena of consumer demand and production. Student will examine real-life social situations and media reports to apply economic theoretical concepts and analytical skills to understand the complexities of human behavior in practice.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	Student will develop the ability to question assumptions, evaluate evidence, and consider multiple perspectives when analyzing social issues of consumer behavior, production incentives, and different market structures.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	01/18/2025
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the

CC date 1.23.25
CC decision
CC vote

Columbia Gorge Community Colleg

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	Social Sciences & Education	Submitter name Phone Email	Zip Krummel zkrummel@cgcc.edu
Reason for Revision	Completion of MTM and CCN work.		
Current prefix and number	EC 202	Proposed prefix and number	EC 202Z
Current Course Title	Principles of Economics: Macroeconomics	Proposed Course Title (75 characters max)	Principles of Macroeconomics
Current Repeatability	0	Proposed Repeatability	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
Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: EC 201. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems. Recommended: EC 201Z. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

☐ Placement into:

prefix & number: Recommended: EC 201	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☒ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: Recommended: EC 201Z	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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. Think critically and formulate independent and well-considered conclusions about economic issues and policies. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding the stability or instability of the macroeconomy. 4. Awareness of the different public policy options for addressing macroeconomic issues and problems. 5. Make rational decisions based on rudimentary marginal analyses.	Upon successful completion of this course, students will be able to: 1. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation. 2. Identify the determinants of economic growth. 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Interpret basic macroeconomic indicators including GDP, unemployment, and inflation.
	• What macroeconomics tries to explain
	  o an introduction to GDP
	  o growth and fluctuations.
	• Macroeconomic measurement
	  o output
	  o income
	  o employment
	  o inflation.
	Outcome #2: Identify the determinants of economic growth.
	• The economy in the long run
	  o trends in output, labor, and financial markets.
	  o sources of economic growth.
	Outcome #3: Apply economic models to explain macroeconomic outcomes.
	• The economy in the short run

	o economic fluctuations using aggregate demand and aggregate supply. **Outcome #4:** Compare fiscal and monetary policy tools, and their uses and economic impacts. • Economic policy o the role of the Federal Reserve o fiscal policy o government budget. • Current and previous monetary policy • fiscal policy in an open economy.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Schiller, Bradley R., *Essentials of Economics,* McGraw-Hill Education, New York, NY
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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 (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	01/18/2025
Department Chair (enter name of department chair): Dr. Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

CC date 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	EC 202Z	Course Title:	Principles of Macroeconomics
Course Credits:	4	Gen Ed Category:	☐ Arts and Letters ☒ Social Science ☐ Science, Comp. Sci., and Math
Course Description:	Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation. 2. Identify the determinants of economic growth. 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts.		

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.
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.

SECTION #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. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation. 2. Identify the determinants of economic growth. **Course Content**: Students will grasp the historical and descriptive introduction to the business cycle. The standard measures of unemployment, inflation, and gross domestic product will be explained and illustrated to have students understand why business cycles are feared before they will show any interest in the policy tools designed to tame the cycle. Students will learn about the sources of long-term productivity growth, such as labor quality, resource management, capital investment, and research and development. Supply-side concerns will also be addressed. **Outcome Assessment Strategies**: Evidence of communication will include student primary and secondary responses on pertinent economic topics in weekly discussion boards, application of theory from media articles to provide estimations from economic shifts, weekly homework assignments, and three examinations that include short essay answers. Students are required to submit an Entrance Essay at the beginning of term that coordinates with the syllabus about their expectations of the course material and how to succeed in accomplishing learning outcomes, and an Exit Essay at the end of term for a self-evaluation about their achievements of learning outcomes.

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:** 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts. **Course Content:** Students will learn from real life examples to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and providing a forecast from aggregate supply and demand shifts using macroeconomic theory. Students will be able to apply fiscal and monetary policy scenarios in the aggregate supply/aggregate demand framework to illustrate changes in macro outcomes. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations, with many students being able to relate to their own experiences. **Outcome Assessment Strategies:** Evidence of critical thinking and problem solving will include student primary and secondary responses on pertinent economic topics in weekly discussion boards, application of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.
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:** 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts. **Course Content:** Students will learn to use material from pertinent tables, graphs, or news articles to answer specific numerical problems about changes in macroeconomic events and issues. Students will apply problem-solving skills to changes in unemployment, price levels, gross domestic product, fiscal policy, and monetary policy. This includes defining the situation and illustrating a forecast using an aggregate supply/aggregate demand framework. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations, with many students being able to relate to their own experiences. **Outcome Assessment Strategies:** Evidence of quantitative literacy will come from student primary and secondary responses on pertinent economic topics in weekly discussion boards, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.

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:** 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts. **Course Content:** Students will learn the nature and potential uses of fiscal, monetary, and supply-side (long term economic growth) policy options. The economic record will be examined to highlight the contrast between theory and reality. Differences in mandated and political goals will be discussed using economic logic to see if those goals are attainable. As economists themselves pursue to explain gaps between theory and reality, the general public asks similar questions. People want to know how and why an economy gets into trouble, and how it can be set back on track. **Outcome Assessment Strategies:** Evidence of cultural awareness will come from student primary and secondary responses on pertinent economic topics in weekly discussion boards, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.
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:** 2. Identify the determinants of economic growth. 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts. **Course Content**: Students will use real life examples to provide a reasonable analysis of theory in support or non-support of media articles about social and government incentives that influence business cycles. Students will get tools of the components in aggregate supply and aggregate demand, and fiscal and monetary policies to identify cause-and-effect relationships in macro outcomes and to sort out competing political claims. Students should come to appreciate that economic prosperity isn't a random occurrence. The right institutions and policies can foster or impede economic progress. The challenge is to know when and how to intervene, and to become productive citizens with that knowledge. **Outcome Assessment Strategies**: Evidence of community and environmental responsibility will come from student primary and secondary responses on pertinent economic topics in weekly discussion boards, various applications of theory from media articles to provide estimations of economic shifts, weekly homework assignments, and three examinations that include short essay answers.

SECTION #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.
Social Sciences
Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation. 2. Identify the determinants of economic growth. 3. Apply economic models to explain macroeconomic outcomes. 4. Compare fiscal and monetary policy tools, and their uses and economic impacts.

***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?	Economics is the study of how people make choices under conditions of scarcity and the results of those choices for society. Limited resources make trade-offs necessary for consumers, businesses, and governments of all nations. This course challenges students to apply economic analysis to evaluate everyday problems and specific government policy proposals. Students must demonstrate, and communicate to the instructor, their analysis by using appropriate empirical data to support (or not support) their argument relative to theory.
How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?	Students will gain lifelong learning skills and become informed citizens by possessing a working knowledge of how to locate and use primary data sources (i.e., BLS and NBER websites), how to use empirical evidence to evaluate an economic argument, and how to apply economic theory to analyze economic behavior, social issues, and policy problems.

Section #4 Department Review

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	01/18/2025

Department Chair (enter name of department chair): Dr. Zip Krummel

Department Dean/Director (enter name of department dean/director): Jarett Gilbert

CC date 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community Colleg

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	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Revision	Common Course Numbering requirement by Transfer Council and HECC		
Current prefix and number	BA 226	Proposed prefix and number	BA 226Z
Current Course Title	Business Law I	Proposed Course Title (75 characters max)	Introduction to Business Law
Current Repeatability	0	Proposed Repeatability	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
Discusses fundamental concepts, principles, and rules of law that apply to business transactions. Includes the function and operation of the courts, business crimes, torts, contract law, intellectual property, the application of the Uniform Commercial Code to business activities and recent developments in business law, such as cyberlaw and electronic commerce. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.	Provides a comprehensive overview of U.S. business law, including the legal system, contracts, torts, intellectual property, agency, employment, and business organization forms. Emphasizes practical legal knowledge and explores how laws impact business operations, with a focus on risk management, contract disputes, business formation, and compliance with government regulation. Introduces legal challenges in business through real cases and legal terminology. Prerequisites: IRW 115 or WR 115 or equivalent placement; placement into MTH 65 or MTH 98. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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 -

☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Demonstrate an understanding of the legal environment of business. 2. Apply basic legal knowledge to business transactions. 3. Effectively employ standard business and legal terminology. 4. Argue probable legal outcomes using fact scenarios, applicable law and legal reasoning.	Upon successful completion of this course, students will be able to: 1. Describe the U.S. legal system as applied to business including sources of law, the judicial system, and alternative forms of dispute resolution. 2. Explain the applicability of tort, criminal, and intellectual property law to business. 3. Identify business organization forms and the responsibilities and liabilities of principals and agents. 4. Describe the legal requirements for contract formation, enforcement, and defenses, as well as application of the Uniform Commercial Code.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Describe the U.S. legal system as applied to business including sources of law, the judicial system, and alternative forms of dispute resolution.
	• Overview of the U.S. Legal System
	  o Purpose and Functions of Law
	  o Structure of the Legal System
	• Sources of Law
	  o Constitutional Law
	  o Statutory Law
	  o Administrative Law
	  o Case Law (Common Law)
	  o Other Sources
	• The Judicial System
	  o Structure of the Courts
	  o Jurisdiction and Venue
	  o The Litigation Process
	  o Business Implications
	• Alternative Dispute Resolution (ADR)

- Introduction to ADR
- Types of ADR
  - Negotiation
  - Mediation
  - Arbitration
  - Other Forms
- Application in Business

- Real-World Applications
  - Case Studies
  - Practical Considerations for Businesses
- Key Terminology and Concepts

Outcome #2: Explain the applicability of tort, criminal, and intellectual property law to business.

- Overview of Tort Law and Its Applicability to Business
  - Definition of Torts
  - Types of Torts
    - Intentional Torts
    - Negligence
    - Strict Liability
  - Key Legal Principles:
- Criminal Law and Its Applicability to Business
  - Definition of Criminal Law
  - Types of Business Crimes (White-Collar Crimes)
    - Fraud
    - Embezzlement
    - Bribery and Corruption
    - Cybercrimes
    - Environmental Crimes
  - Business Consequences of Criminal Acts
- Intellectual Property (IP) Law and Its Applicability to Business
  - Overview of IP Law
  - Types of Intellectual Property
    - Trademark
    - Copyrights
    - Patents
    - Trade Secrets
  - Infringement and Enforcement
  - IP Challenges in the Digital Age
- Key Differences Between Tort, Criminal, and IP Law
- Real-World Applications
  - Tort Law in Business
  - Criminal Law in Business
  - IP Law in Business
- Key Terminology and Concepts

Outcome #3: Identify business organization forms and the responsibilities and liabilities of principals and agents.

- Overview of Business Organization Forms
  - Definition and Importance
  - Types of Business Organizations:
    - Sole Proprietorship
    - Partnerships
    - Corporations

	▪ Limited Liability Companies (LLCs) ▪ Other Forms • Responsibilities and Liabilities of Principals and Agents o Agency Relationship Basics o Duties of Principals o Duties of Agents • Types of Authority in Agency o Actual Authority o Apparent Authority o Ratification • Liabilities in Principal-Agent Relationships o Contractual Liabilities o Tort Liabilities o Criminal Liabilities • Real-World Applications o Business Formation Decisions o Agency in Business Operations o Case Studies • Key Terminology and Concepts **Outcome #4: Describe the legal requirements for contract formation, enforcement, and defenses, as well as application of the Uniform Commercial Code.** • Overview of Business Organization Forms o Definition and Importance o Types of Business Organizations ▪ Sole Proprietorship ▪ Partnerships ▪ Corporations ▪ Limited Liability Companies (LLCs) ▪ Other Forms • Responsibilities and Liabilities of Principals and Agents o Agency Relationship Basics o Duties of Principals o Duties of Agents • Types of Authority in Agency o Actual Authority o Apparent Authority o Ratification • Liabilities in Principal-Agent Relationships o Contractual Liabilities o Tort Liabilities o Criminal Liabilities • Real-World Applications o Business Formation Decisions o Agency in Business Operations o Case Studies • Key Terminology and Concepts
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Business Law: Text and Cases, 16th Edition; Clarkson/Miller; Cengage Learning

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.	
Degrees/certificates that include BA 226 and will need to be updated to show the correct course number: Accounting AAS, Entrepreneurship/Business Management AAS	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-17-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision _____
CC vote _____

Columbia Gorge Community Colleg

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	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Revision	Common Course Numbering requirement by Transfer Council and HECC		
Current prefix and number	CAS 170	Proposed prefix and number	BA 169Z
Current Course Title	Beginning Spreadsheets Using Excel	Proposed Course Title (75 characters max)	Data Analysis Using Microsoft Excel
Current Repeatability	0	Proposed Repeatability	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 basic features of spreadsheet concepts to design and create accurate professional worksheets for use in business and industry. Includes entering data, creating formulas, professional formatting, creating charts, creating, sorting, and filtering lists, creating and using templates, and working with functions. Introduces the basics of Pivot Tables, Pivot Charts, and Solver. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Recommended: placement into IRW 115 or WR 115, and MTH 65 or MTH 98. Audit available.	Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making. Recommended: placement into IRW 115 or WR 115, and MTH 65 or MTH 98. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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 –			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites -			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Use critical thinking skills to design and create personal and/or business spreadsheets following current professional and/or industry standards. 2. Communicate in a business setting using spreadsheet vocabulary. 3. Demonstrate understanding of relative, absolute, and mixed cell references when using mathematical and statistical formulas and/or functions. 4. Analyze worksheet data using datasets, tables, Pivot Tables, Pivot Charts, and Solver.	Upon successful completion of this course, students will be able to: 1. Create and manage worksheets using appropriate data formatting. 2. Construct formulas with relative, absolute, and mixed cell references. 3. Analyze data using logical, lookup, mathematical, statistical, and text functions. 4. Manipulate large volumes of data using datasets and tables. 5. Interpret data using data visualization tools, including pivot tables and charts.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	Outcome #1: Create and manage worksheets using appropriate data formatting.
	• Creating and Navigating Worksheets
	  o Worksheet Basics
	  o Navigating Worksheets
	• Data Entry and Organization
	  o Efficient Data Input
	  o Organizing Data
	• Formatting Worksheets
	  o Cell Formatting
	  o Number and Data Formats
	  o Conditional Formatting
	• Managing Worksheet Layout
	  o Adjusting Worksheet Structure
	  o Setting Print Options
	• Organizing and Validating Data
	  o Sorting and Filtering Data
	  o Data Validation
	• Worksheet Protection and Security
	  o Protecting Worksheets
	  o Tracking Changes
	• Advanced Features
	  o Tables
	  o Formulas Across Worksheets
	
	Outcome #2: Construct formulas with relative, absolute, and mixed cell references.
	• Introduction to Excel Formulas
	  o Formula Basics
	  o Operators in Formulas
	• Understanding Cell References
	  o Relative Cell References
	  o Absolute Cell References
	  o Mixed Cell References
	• Constructing Formulas with Different References
	  o Practical Examples
	  o Copying Formulas Across Cells
	• Applying References in Common Excel Functions
	  o Functions Utilizing References
	  o Examples with Dynamic Data
	• Error Checking and Troubleshooting
	  o Common Reference Errors
	  o Formula Auditing Tools
	• Real-World Applications
	  o Financial Calculations
	  o Data Analysis
	
	Outcome #3: Analyze data using logical, lookup, mathematical, statistical, and text functions.
	• Logical Functions
	  o Overview of Logical Functions
	  o Common Logical Functions
	  o Practical Applications

- Lookup and Reference Functions
    - Introduction to Lookup Functions
    - Core Functions
    - Advanced Usage
- Mathematical Functions
    - Overview of Mathematical Functions
    - Key Functions
    - Practical Applications
- Statistical Functions
    - Introduction to Statistical Analysis
    - Essential Functions
    - Practical Applications
- Text Functions
    - Purpose of Text Functions
    - Common Text Functions
    - Applications
- Advanced Topics
    - Combining Functions
    - Data Validation and Error Handling
- Real-World Applications
    - Scenario Analysis
    - Data Reporting
    - Data Cleaning and Preparation

Outcome #4: Manipulate large volumes of data using datasets and tables.

- Working with Large Datasets
    - Dataset Basics
    - Data Navigation and Management
- Creating and Managing Tables
    - Table Basics
    - Table Features
    - Dynamic Table Ranges
- Sorting and Filtering Large Data
    - Sorting Options
    - Filtering Data
- Using Conditional Formatting on Large Data
    - Highlighting Key Data
    - Custom Rules
- Data Aggregation and Summarization
    - Subtotaling Data
    - Quick Analysis Tools
- Advanced Data Manipulation Tools
    - Sorting and Removing Duplicates
    - Splitting and Combining Data
    - Data Validation
- Pivot Tables and Pivot Charts
    - Introduction to Pivot Tables
    - Pivot Table Customization
    - Pivot Charts
- Advanced Techniques for Large Datasets
    - Dynamic Arrays
    - Using Power Query
- Real-World Applications
    - Data Analysis

	o Reporting o Data Cleaning and Preparation **Outcome #5: Interpret data using data visualization tools, including pivot tables and charts.** • Overview of Data Visualization in Excel o Introduction to Data Visualization o Understanding Data for Visualization • Creating and Customizing Charts o Basic Chart Types o Advanced Chart Types o Chart Customization • Using PivotTables for Data Analysis o Creating PivotTables o Customizing PivotTables o Using Slicers and Timelines • Creating and Customizing PivotCharts o Introduction to PivotCharts o Customizing PivotCharts • Conditional Formatting for Visual Analysis o Highlighting Data Patterns o Custom Rules • Dashboards and Interactive Reports o Combining Tools o Best Practices for Dashboards o Sharing Dashboards • Advanced Visualization Tools o Dynamic Charting o Using Power Query and Power Pivot • Best Practices for Data Visualization o Choosing the Right Chart o Enhancing Interpretability • Real-World Applications o Trend Analysis o Comparative Analysis o Highlighting Insights
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.	
Degrees/certificates that include CAS 170 and will need to be updated to show the correct course number: Accounting AAS, Administrative Professional AAS, Accounting/Bookkeeping cert, Administrative Professional cert.	
Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director 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/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-17-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): 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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by 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 2.6.25
CC decision
CC vote

Columbia Gorge Community College

Modified Degree/Certificate Revision

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

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

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

Submitted by:	Todd Meislahn	**Email:** tmeislahn@cgcc.edu	**Phone:** 541-506-6124
Title of Degree/Certificate:	AST-Business Accounting AAS Entrepreneurship/Bus Man AAS	**Requested Implementation Term:**	Summer, 2025
What type of change are you requesting?	☒ Course title change ☐ Degree or certificate title change	☒ Course number change ☐ Addition/deletion of electives	
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:	Business Law I	**Revised Course Title:**	Introduction to Business Law
Current Course Number:	BA 226	**Revised Course Number:**	BA 226Z
Current degree or certificate title:	n/a		
Proposed degree or certificate title:	n/a		

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

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Todd Meislan	tmeislahn@cgcc.edu	01-31-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

Columbia Gorge Community College

CC date
CC decision
CC vote

Modified Degree/Certificate Revision

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

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

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

Submitted by:	Todd Meislahn	**Email:** tmeislahn@cgcc.edu	**Phone:** 541-506-6124
Title of Degree/Certificate:	Accounting AAS Acct/Bkkping cert Entrepreneurship/Bus Man AAS Admin Professional AAS Admin Professional cert	**Requested Implementation Term:**	Summer, 2025
What type of change are you requesting?	☒ Course title change ☐ Degree or certificate title change	☒ Course number change ☐ Addition/deletion of electives	

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

Current Course Title:	Beginning Spreadsheets Using Excel	**Revised Course Title:**	Data Analysis Using Microsoft Excel
Current Course Number:	CAS 170	**Revised Course Number:**	BA 169Z
Current degree or certificate title:	n/a		

Proposed degree or certificate title:	n/a

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

DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Todd Meislan	tmeislahn@cgcc.edu	01-31-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.

CC date	2.6.25
CC decision	_____
CC vote	_____

Columbia Gorge Community College

DEGREE SUSPENSION

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW					
Degree Title:	Associate of Science Oregon Transfer – Business (ASOT-BUS)			Credits:	90
Overview and rationale for suspension:	This degree has, effectively (although not technically), been replaced by the Major Transfer Maps (MTM) degree, Associate of Science Transfer – Business (AST-BUS) which was introduced this academic year. CGCC currently offers both the ASOT-BUS and the AST-BUS which may be confusing to both students and advisors. Eliminating the ASOT should clarify the students' transfer degree requirements.				
Are there Related Certificates or Career Pathways associated with this degree?	☐ Yes ☒ No	If yes, title of career pathway(s) or related certificate(s)			
NOTE: Certificate suspensions will be required for each related certificate or career pathway associated with a suspended degree.					
Is this a statewide degree?	☒ Yes ☐ No	If yes, has the consortium been notified of the proposed suspension?	☒ Yes ☐ No		
Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the suspension 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:	1.15.25
Requested term for start of suspension	Summer 2025				

SECTION #2 DEGREE COURSEWORK			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
BA 101Z	Introduction to Business	4	☐ Yes ☒ No ☐ Other*
BA 131	Introduction to Business Technology	4	☐ Yes ☒ No ☐ Other*
BA 211Z	Principles of Financial Accounting	4	☐ Yes ☒ No ☐ Other*
BA 213Z	Principles of Managerial Accounting	4	☐ Yes ☒ No ☐ Other*
BA 226	Business Law I	4	☐ Yes ☒ No ☐ Other*
	**BA 226 may be replaced by any other faculty-approved 200-level BA course, but a minimum of 20 BA credits are required for the degree*		
Core Requirements			☐ Yes ☐ No ☐ Other*
WR 121Z	Composition I	4	☐ Yes ☒ No ☐ Other*
WR 122Z**	Composition II	4	☐ Yes ☒ No ☐ Other*
WR 227Z**	Technical Writing	4	☐ Yes ☒ No ☐ Other*
	***Either WR 122Z or WR 227Z, but a minimum of 8 credits of Writing*		
MTH 111Z***	Precalculus I: Functions	4	☐ Yes ☒ No ☐ Other*
	****A minimum of three courses MTH 111Z or higher for which Intermediate Algebra is a prerequisite. One course must be Statistics.*		
Comm 111Z	Public Speaking	4	☐ Yes ☒ No ☐ Other*
Comm 140	Introduction to intercultural Communication	4	☐ Yes ☒ No ☐ Other*
Comm 215	Small Group Communication: Process and Theory	4	☐ Yes ☒ No ☐ Other*
Comm 218Z	Interpersonal Communication	4	☐ Yes ☒ No ☐ Other*
CAS 140^	Beginning Databases	4	☐ Yes ☒ No ☐ Other*
CAS 109^	Digital Presentations	1	☐ Yes ☒ No ☐ Other*
CAS 170^	Beginning Spreadsheets using Excel	3	☐ Yes ☒ No ☐ Other*
CAS 270^	Intermediate Spreadsheets using Excel	3	☐ Yes ☒ No ☐ Other*
	^*CAS 140; or CAS 109 and [CAS 170 or 270]*		
General Education Requirements	Students must complete at least 11 discipline studies courses from the General Education Electives List		☐ Yes ☒ No ☐ Other*
Electives			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**

	A maximum of 12 credits of CTE courses may be applied (may not include the career technical required coursework in the degree).		☐ Yes ☒ No ☐ Other*
	A maximum of three credits of physical education (PE) may be applied to this degree.		☐ Yes ☒ No ☐ Other*
	No more than 12 credits of Cooperative Education courses may be used.		☐ Yes ☒ No ☐ Other*
	No more than nine credits of experimental courses may be used (course numbers 199-199Z and 299-299Z).		☐ Yes ☒ No ☐ Other*
	A maximum of 24 credits of "P" (pass) grades may be used.		☐ Yes ☒ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
*Provide explanation of "Other"			

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-17-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

1. Save the completed Degree Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Attach a completed Termination of Program Checklist and a completed Teach-Out Planning Document.
3. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Teach Out Planning Document

Certificate/Degree Title: Associate of Science Oregon Transfer – Business	Date: 01/22/25

Section 1: Instructional Department

The Business Pathway Department recommends that the Associate of Science Oregon Transfer – Business (ASOT – BUS) degree be officially suspended.

Rationale: This degree has, effectively (although not technically), been replaced by the Major Transfer Map (MTM) degree, Associate of Science Transfer – Business (AST-BUS) which was introduced this academic year. CGCC currently offers both the ASOT-BUS and the AST-BUS which may be confusing to both students and advisors.

Eliminating the ASOT should clarify the students' transfer degree requirements.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner[1]	Instructional Dean and Dept. Chair	2/6/25
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below.[2]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2/6/25
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	2/10/25
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	2/19/25
Update webforms			2/19/25
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the "teach out" plan	email	June, 2025
Notify NWCCU	Electronic submission form		3/1/25
Update Catalog	Remove degree/cert map	website	4/2025
Revise/update the webpage		email	June, 2025

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	3/1/25
Documentation of contact with students	Advisors will work with students and document in student record		3/1/25
	Registrar's office will scan letters to student record		3/1/25

[1] How will CGCC will help students complete the degree in a timely manner:

No courses are being inactivated as a result of this suspension, therefore students in the ASOT-BUS program will be able to complete their coursework at CGCC (or transition to the new AST-BUS – see below).

[2]Teach Out details for students who will not complete prior to suspension (be specific):

Students may transition their completed coursework to complete the new statewide MTM degree, Associate of Science Transfer – Business (AST-BUS)

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Associate of Science Oregon Transfer – Business (ASOT-BUS)

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	There are currently 15 students enrolled toward completion of the program. Advisor Taphouse is reviewing the status of every student relative to completion, and will	
List the program courses that 2nd year students have not completed	recommend to each whether to finish with the ASOT-BUS or complete the AST-BUS. The decision will be up to the student, but there's no affirmative action for them to take.	
Provide enrollment comparison of the past 3-5 years of the program	2019-20: 55, 2020-21: 42, 2021-22: 17, 2022-23: 9, 2023-24: 18	
The program is being considered for termination due to low enrollment?		Yes ☐ No ☒
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	n/a	
The program is being considered for termination due to a change in workforce needs?		Yes ☐ No ☒
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

CC date	2.6.25
CC decision	
CC vote	

Columbia Gorge Community College

CERTIFICATE SUSPENSION

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW					
Certificate Title:	Web Design Assistant			Credits:	39
Overview and rationale for suspension:	Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate.				
Is this a Related Certificate?	☐ Yes ☒ No		Is this a Career Pathway?	☐ Yes ☒ No	
If yes, what is the base degree?					
Will the proposed suspension affect the base degree or certificate?				☐ Yes ☒ No	
If yes, how?					
Is this a statewide certificate?	☐ Yes ☒ No		If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☒ No	
Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the suspension 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:	11/22/23
Requested term for start of suspension	Summer, 2025				

SECTION #2 CERTIFICATE COURSEWORK			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
CAS 108	Beginning Photoshop	3	☐ Yes ☒ No ☐ Other*
CAS 181	Web Content Management	3	☒ Yes ☐ No ☐ Other*
CAS 208	Intermediate Photoshop	4	☐ Yes ☒ No ☐ Other*
CAS 230	Design Principles	3	☐ Yes ☒ No ☐ Other*
CAS 231	Desktop Publishing	3	☐ Yes ☒ No ☐ Other*
WT 101	Introduction to Web Design & Development	1	☒ Yes ☐ No ☐ Other*
WT 102	Social Media Marketing	3	☐ Yes ☒ No ☐ Other*
WT 105	Writing for the Web	3	☐ Yes ☒ No ☐ Other*
WT 106	Intro to HTML for Designers	2	☒ Yes ☐ No ☐ Other*
WT 200	Web Trends	1	☒ Yes ☐ No ☐ Other*
WT 235	Graphic Design	4	☐ Yes ☒ No ☐ Other*
CIS 120	Computer Concepts I	4	☐ Yes ☒ No ☐ Other*
BA 207	Introduction to E-Commerce	4	☐ Yes ☒ No ☐ Other*
CG 209	Job Finding Skills	1	☐ Yes ☒ No ☐ Other*
Electives			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
	none		☐ Yes ☐ No ☐ Other*
*Provide explanation of "Other"			

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-29-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Teach Out Planning Document

Certificate/Degree Title: Web Design Assistant Certificate	Date: 01/29/25

Section 1: Instructional Department

The Business Pathway Department recommends that the Web Design Assistant certificate be officially suspended.

Rationale: Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate. There are currently no students in the program.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner.[1]	Instructional Dean and Dept. Chair	2/6/25
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. [1]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2/6/25
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	2/10/25
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	2/19/25
Update webforms			2/19/25
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the “teach out” plan	email	June, 2025
Notify NWCCU	Electronic submission form		3/1/25
Update Catalog	Remove degree/cert map	website	4/2025
Revise/update the webpage		email	June, 2025
Section 3: Registrar’s Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to	Send a letter and email to each student	3/1/25

	students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements		
Documentation of contact with students	Advisors will work with students and document in student record		3/1/25
	Registrar's office will scan letters to student record		3/1/25

[1]Although no students have declared for this program in the past six years, the Business Pathway maintains qualified instructors for who will be assigned to teach the required subject matter if the situation arises.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Web Design Assistant certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	none	
List the program courses that 2nd year students have not completed	none	
Provide enrollment comparison of the past 3-5 years of the program	Since the certificate was established in 2018-19, zero students have declared for or been awarded the certificate.	
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	n/a	
The program is being considered for termination due to a change in workforce needs?		Yes ☐ No ☒
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

CC date 2.6.25
CC decision
CC vote

Columbia Gorge Community College

CERTIFICATE SUSPENSION

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW					
Certificate Title:	Web Development Assistant			Credits:	40
Overview and rationale for suspension:	Since the certificate was established in 2018-19, only one student has been awarded this certificate: in 2018-19. For the past six years, zero students have been enrolled in the program.				
Is this a Related Certificate?	☐ Yes ☒ No		Is this a Career Pathway?	☐ Yes ☒ No	
If yes, what is the base degree?					
Will the proposed suspension affect the base degree or certificate?				☐ Yes ☒ No	
If yes, how?					
Is this a statewide certificate?	☐ Yes ☒ No		If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☒ No	
Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the suspension 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:	11/22/23
Requested term for start of suspension	Summer, 2025				

SECTION #2 CERTIFICATE COURSEWORK			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
CAS 108	Beginning Photoshop	3	☐ Yes ☒ No ☐ Other*
CAS 181	Web Content Management	3	☒ Yes ☐ No ☐ Other*
CAS 230	Design Principles	3	☐ Yes ☒ No ☐ Other*
WT 101	Introduction to Web Design & Development	1	☒ Yes ☐ No ☐ Other*
WT 102	Social Media Marketing	3	☐ Yes ☒ No ☐ Other*
WT 105	Writing for the Web	3	☐ Yes ☒ No ☐ Other*
WT 180	Search Engine Optimization	2	☒ Yes ☐ No ☐ Other*
WT 200	Web Trends	1	☒ Yes ☐ No ☐ Other*
WT 206	Web Design with HTML	4	☒ Yes ☐ No ☐ Other*
WT 213	Cascading Style Sheets	4	☒ Yes ☐ No ☐ Other*
WT 215	JavaScript and jQuery	4	☒ Yes ☐ No ☐ Other*
WT 225	Database Theory and MySQL	4	☐ Yes ☒ No ☐ Other*
BA 207	Introduction to E-Commerce	4	☐ Yes ☒ No ☐ Other*
CG 209	Job Finding Skills	1	☐ Yes ☒ No ☐ Other*
Electives			
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
	none		☐ Yes ☐ No ☐ Other*
*Provide explanation of "Other"			

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director 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/director."		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	01-29-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert, VP of Instructional Services		

Teach Out Planning Document

Certificate/Degree Title: Web Development Assistant certificate	Date: 01/29/25

Section 1: Instructional Department

The Business Pathway Department recommends that the Web Development Assistant Certificate be officially suspended.

Rationale: Since the certificate was established in 2018-19, only one student has ever declared for or been awarded the certificate (in the 2018-19 AY). No students have been in the program for the past six years and there are currently no students in the program.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Provide information on how CGCC will help students complete in a timely manner.[1]	Instructional Dean and Dept. Chair	2/6/25
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) Provide details below. [1]		
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	2/6/25
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Email with appropriate documentation attached	2/10/25
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	N/A
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Instructional Dean and Curriculum Office	2/19/25
Update webforms			2/19/25
Formal announcement	Notifying stakeholders (Student Services, advising, financial aid, catalog) of the official start date for suspension and the “teach out” plan	email	June, 2025
Notify NWCCU	Electronic submission form		3/1/25
Update Catalog	Remove degree/cert map	website	4/2025
Revise/update the webpage		email	June, 2025

Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Send a letter and email to each student	3/1/25
Documentation of contact with students	Advisors will work with students and document in student record		3/1/25
	Registrar's office will scan letters to student record		3/1/25

[1]Although no students have declared for this program in the past six years, the Business Pathway maintains qualified instructors for who will be assigned to teach the required subject matter if the situation arises.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Web Development Assistant certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	none	
List the program courses that 2nd year students have not completed	none	
Provide enrollment comparison of the past 3-5 years of the program	For the past six years, zero students have been enrolled in the program.	
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	n/a	
The program is being considered for termination due to a change in workforce needs?		Yes ☐ No ☒
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination	n/a	
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		
Difficult to recruit qualified instructors. If so please explain	n/a	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	n/a	

CC date	2.6.25
CC decision	_____
CC vote	_____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Leigh Hancock	Email: lhancock@cgcc.edu	Phone:	Department: Arts, Culture & Communications

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Associate of Arts Transfer – English Literature	Proposed Title:	Associate of Arts Transfer – English
Current Credits:	90	Proposed Credits:	No change
Overview and rationale for proposed changes:	Updates were made by the MTM – English faculty sub-committee in the MTM and colleges offering the degree are required to make those updates in their offering.		
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. Title change (mandated by MTM faculty sub-committee and Transfer Council) 2. Requisites: updated to include CCN numbers and titles, and to remove courses that are no longer offered 3. ENG 253 and ENG 254 requirements moved from Major Requirements to Core Requirements 4. Language requirement moved to Bachelor Degree Requirements – at least 4 credits of language required		
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)	

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:	No advisory committee – N/A
Requested Implementation Term	Summer, 2025			

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 multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

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

Course Number	Course Title or Placement level	Requisites	Credits
RD 115 or test	Critical Reading	Placement into RD 115	4
WR 115 or test	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
MTH 65 or MTH 98 or test	Beginning Algebra II or Quantitative Math	MTH 60 or equivalent placement test scores MTH 20 or test, place into RD 90 & WR 90	4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
IRW 115 or WR 115 or test	Critical Reading and Writing Introduction to Expository Writing	ABE 70 or ABE 75 or GED 70 or equiv placement Placement into WR 115	5 4
MTH 65 or MTH 98 or test	Beginning Algebra II or Quantitative Math	placement into MTH 65 placement into MTH 98 and (IRW 115 or WR 115)	4 4

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. Closely read and interpret diverse literary texts, using literary techniques, contextual information, scholarly research, personal engagement and/or theoretical lenses.	
2. Critically analyze social and historical context, values and ethics expressed across diverse texts to better understand human behavior and engage more fully in local and global issues.	
3. Effectively utilize strong writing skills including clear expression, organization, concision, and mechanics appropriate for the intended audience.	
4. Locate, evaluate, and ethically utilize information to communicate effectively.	
5. Critique the systems of power and privilege that have shaped literature and our relationship to those systems.	
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**
Core Transfer Map Requirements – 32 credits			Core Transfer Map Requirements – 32 credits		
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR121Z	Composition I IRW 115 or WR 115 or equiv placement	4
MTH 105Z or higher	Math in Society MTH 65 or MTH 98 or equiv placement	4	MTH 105Z or higher	Math in Society MTH 65 or MTH 98 or equiv placement	4
	General Education Electives – Arts & Letters (200 level literature course but not repeating ENG 253 or ENG 254) [1]	8		General Education Electives – Arts & Letters (2 courses) 200 level literature or writing course: ENG 203, 213, 214, 222, 237, 240, 244, 250, 253, 254, 257, 260, WR 240, 241, 242, 243, 244, 245, 246, 247, 248 [1] varied	8
	General Education Electives – Social Sciences [1]	8		General Education Electives – Social Sciences [1] (2 courses) varied	8
	General Education Electives – Lab Science biological and/or physical [1]	8		General Education Electives – Natural Sciences with lab (2 courses) varied	8
[1] At least one Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for the AAOT			At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT (qualifying courses are identified on the Gen Ed discipline list)		
Major Requirements – 12 credits			Additional General Education Courses – 4 credits		
WR 122Z	Composition II	4	WR 122Z or WR 227Z	Composition II or WR 121 or WR 121Z Technical Writing WR 121 or WR 121Z	4
ENG 253 or ENG 254	Survey of American Literature to 1865 or Survey of American Literature from 1865 to Present	4	Major Coursework		
	General Education Elective – Arts & Letters (200 level literature course other than ENG 253 or ENG 254)	4	Any 200-level ENG not taken for Core requirement (2 courses) varied		8

Electives – 46 credits			Bachelor Degree Requirements – 4-24 credits		
Highly Recommended: 2 years of Foreign Language or equivalent (24 credits)			Second Language (through 203) or demonstrated competency	1st and 2nd year Spanish: SPA 101, 102, 103, 201, 202, 203 CLEP testing available (inquire with your CGCC advisor)	4-24
Complete additional electives to reach 90 credit total. Refer to individual university requirements to aid in determining best choice of electives. Other recommended electives include:					
			Electives – 22-42 credits		
			Electives Needed to Reach 90 credits (Students will work with an advisor to select appropriate coursework)		22-42
	Credit Total	90		**Credit Total**	90

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/director 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/director."

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1.30.25

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

Department Dean/Director (enter name of department dean/director): 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.
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.

CPL – 2.6.25

Residency and P/NP Requirement Information

(pages 10-11 of the 2024-25 catalog)

Degree requirements – based on a 90 credit degree

- Minimum Residency – 33.3% of degree credits: All degree candidates must accumulate at least 30 credits of satisfactory work at CGCC to establish residency. Non-traditional credit, credit transferred from another institution or challenge credit may not be used to establish residency.
    - Roughly 66% of a 90-credit degree would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 27% of degree credits: A maximum of 24 credits of "P" (pass) grades will apply to any degree. Specific AAS degrees that deviate from this maximum will state the degree maximum in the degree requirements for the specific AAS degree.
    - Roughly 27% of degree credits would be allowable for CPL if P/NP requirements are applied

Certificate Requirements – One Year Certificates (45-60 credits)

- Minimum Residency – 20% to 27% of certificate credits: At least 12 credits must be earned at CGCC, eight of which must apply to the certificate requirements. The final eight credits must be earned at CGCC.
    - Roughly 73% to 80% of a one-year certificate would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 20% to 27% of certificate credits: A maximum of 12 credits of "P" (pass) grades will apply. Some certificate requirements may vary and will be listed in that specific certificate.
    - Roughly 20 to 27% of certificate credits would be allowable for CPL if P/NP requirements are applied

Certificate Requirements – Less-than-One-Year and Career Pathway Certificates (12-44 credits)

- Minimum Residency – 14% to 50% of certificate credits: At least 6 credits must be earned at CGCC, all of which must apply to the certificate requirements.
    - Roughly 50% to 76% of a less-than-one-year certificate would be allowable for CPL if residency was the cutoff restriction
- Pass/No Pass limits – 18% to 67% of certificate credits: A maximum of 8 credits of "P" (pass) grades will apply. Specific less-than-one-year certificates that deviate from this maximum will state the degree maximum in the requirements for that specific AAS certificate.
    - Roughly 18 to 67% of certificate credits would be allowable for CPL if P/NP requirements are applied

It appears that the P/NP requirements could be negotiable. The residency requirements appear to be more locked; however, they may be negotiable as well.

CPL

COCC (Central Oregon CC)

NCTCs and Credit for Prior Learningm (Non-Credit Training Certificate)

Students entering an NCTC program may receive credit for prior certification (CPC) if they have completed a course, training, or other program that is taught to state, national, or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the Community Education office along with a credit for prior certification approval form. When the CPC is awarded, the student will pay a certification fee before certification is recorded and/or transcribed.

Because NCTC programs require classroom participation and interaction between peers, the maximum amount of CPC that will be accepted is 10% of the entire program requirement. CPC will be awarded only to students currently enrolled in a NCTC program at the College.

Credit for Prior Certification

Students in career and technical education programs may receive credit for prior certification if they have completed a course, training, or other program that is taught to state, national or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the program director, along with a credit for prior certification request form. Once approved, students will then forward the documentation to the Transcript and Degree Evaluation department in Admissions and Records. The student must pay a $40 per course fee before credits will be awarded.

Credits will be posted at the top of the student's transcript in a section titled "Credit for Prior Certification" so it will not be confused with regular college coursework. The College's awarding of credit does not guarantee that the credit will be accepted by another higher education institution. Each institution establishes its own credit for prior certification policy and will evaluate prior certification based on their policy.

Credit for prior certification may not be used to acquire full-time status or to meet eligibility requirements for any other purpose, such as financial aid, veteran benefits, or scholarships. Credit for prior certification does not apply to meeting residency requirements for a COCC certificate or degree.

Portland Community College

"PCC considers this type of credit to be prior experiential learning which, according to accreditation standards, shall not exceed 25% of the credits applied to a degree or certificate.Institutionally assessed CPL is awarded for active PCC courses. Not all courses can be challenged."

Externally Assessed CPL:

Externally assessed CPL is awarded for learning that has been assessed outside the traditional college setting. Examples of external assessments that may warrant the awarding of CPL include

- industry certifications (e.g., CDA, CPR, Journeyman)
- professional licensure
- ACE-recommended credit for corporate courses or exams, Joint Services Transcripts (JST) coursework, or military occupations (MOS)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate.

Externally assessed CPL is awarded in subject areas that PCC offers and may include specific course numbers or elective credit in that subject area. A SAC member (e.g., a faculty department chair) shall recommend the amount of credit awarded.

Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation.

Externally assessed CPL is transcripted in the same manner as transfer credit and is not considered institutional credit.

Blue Mt. CC

- Credit for prior learning is limited to earning 25% of a degree or certificate in CPL credits.

CPL: Apprenticeship

Credits will be awarded for a valid (not expired) Oregon Journeyman card. The BMCC course number, title, and the number of credits awarded will be based on BMCC's approved APR course. FEE: $25 per course.

Industry Credentials to Credits

Credits may be earned for one or more the following BMCC courses in each program. FEE: $25 per course.

CPL: Computer Science

- CS145: Introduction to PC Hardware and Software (5 Credits) *(Must provide copy of successful CompTIA A+ Certificate)*
- CS179A/B: Introduction to Networking 1 and 2 (5 Credits) *(Must provide copy of successful CompTIA Network+ Certificate)*
- CS140L/240L: Introduction to Linux 1 and 2 (6 Credits) *(Must provide copy of successful CompTIA Linux+ Certificate)*
- CS279: Network Management (5 Credits) *(Must provide copy of successful CompTIA Server+ Certificate)*

Community College of Vermont
800-654-0508

Two portfolio classes. 1 Credit-Up to 16 credits for a portfolio
Unlimited credit portfolio ? No restrictions. Average is 40 credits
Transfer in up to 75% of credits IN RESIDENCY IS 25%. This is set up by the accreditiors for all of New England.
Transfer policy
Certificates capped 25% of PLA-set by accreditor
Fall 2024 78 students earning CPL were awarded 1144 credits
(2 portfolio classes, testing, evaluations to a work place in VT and they evaluate curriculum and award college credit to complete trainings) programs reevaluated every 2-4 years. Have to be graded
UVM doesn't accept any CPL credits
Program is 50 years old
Communication, tech requirement, writing requirement. Most popular challenged course is the internship course (b/c most of the adults already work in the field they want their degree).
"Professional Field Internship"
"No amount of marketing is enough"
Webinars every 2 weeks.

SUNY Empire State University

Click THIS LINK to see how many credits Empire will give PER relevant certificates, licensures, ect.

- Up to 40 credits can be transferred (64 credits required for associate degree; 24 credits must be taken at SUNY Empire)

SUNY Corning Community College
Must be enrolled in a degree program, before getting CPL credit. 30 credits must be done at SUNY CCC -in residence)
CPL can be used for electives. Must be completed for specific courses.

Colorado Mesa University

“A student may earn the maximum of 25% of the total semester credits required toward a degree or certificate through portfolio assessment.”
Must have earned 12 credits in residency before CPL can be credited
P/NP
CPL is non-transferable

Polk State

“Students may earn a maximum of 25% of the credit in the academic program for which they are enrolled through PLA.”

Credit for Prior Learning Catalog Information

(CGCC 2024-25 Catalog, pgs. 128-130)

Other Academic Credits

Independent Study

Independent Study courses are those completed in a self-paced format with limited instructional support. A limited number of courses may be taken as independent study classes when a lecture class is not an option and must be approved in advance by the Vice President of Instructional Services.

Course Challenge for Credit

Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.

- Students must be currently registered in credit courses or have previously completed credit courses at Columbia Gorge Community College in order to challenge a course.
- Challenge credit may not be used to meet the residency requirement or count towards financial aid award status.
- Students may take the challenge exam for a given course only once.
- Students may not challenge a course in which they have previously enrolled and received a letter grade (A, B, C, D, F, P, or NP).
- The department may issue a letter grade or "Pass" for successful completion of a challenge.
- No more than 25 percent of required degree or certificate credits can be met through course challenge.

If the challenge is successful and a student would like the credit transcripted, payment of the course tuition rate in effect at the time of testing is required. If the challenge test is for competency to meet a prerequisite, the student only pays for the testing fee. All challenge courses will appear on a transcript as "by examination."

Non-Traditional Credit

- Students must have an established transcript at CGCC before non-traditional credit can be awarded.
- A maximum of 45 credits of non-traditional credit may be granted.
- Non-traditional credit may not be used to establish CGCC's residency requirement.
- Only those subject areas taught by CGCC will be considered.

Non-Traditional Credit Evaluation

Only college credit CGCC students may request a non-traditional credit evaluation. The student must submit to the Registrar verification of completion of non-traditional credit by nationally standardized tests such as Advanced Placement Scores (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and other non-accredited training programs. Each evaluation requires that all documentation and the Non-Traditional Credit form must be submitted. Information on how the test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

Credit for Prior Learning

cgcc.edu/CPL

Credit for Prior Learning is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.

By participating in this program, students can save time and money by accelerating their degree completion and reducing the number of courses they need to take. They can also focus on courses that are more relevant to their career goals and interests, and gain a competitive edge in the job market by demonstrating their skills and knowledge.

Advanced Placement Scores (AP)

The AP Program is a series of college-level courses and exams that students can take while still in high school. If a student earns a high enough score on an AP exam, they may be eligible to receive Columbia Gorge Community College Credit.

Students must submit an official AP exam score report along with a Non-Traditional Credit form to Student Services. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

College Level Examination Program (CLEP)

The CLEP is a set of standardized exams that allow students to earn college credit for knowledge they already have, based on their prior education or experience. CGCC accepts CLEP scores for some, but not all, subject areas.

Students must submit an official CLEP score report to the Student Services along with a Non-Traditional Credit form. Upon receipt of the required documentation, the Registrar will apply the applicable courses to the student's record.

Information on how test scores convert to credit is located on the Credit for Prior Learning webpage at cgcc.edu/CPL.

International Baccalaureate (IB)

The IB Program is a comprehensive curriculum for students in grades K-12 that emphasizes critical thinking, creativity, and global awareness. Students who complete the program and pass the exams may be eligible to receive college credit or advanced standing at many colleges and universities. The program offers courses in a variety of subjects, including English, math, science, history, and foreign languages.

Military Service Credit

American Council on Education (ACE) guidelines will be used with discretion when considering military credit for courses (not occupations) documented on the DD- 214 and/or other official training

documents. Typically, credit is considered only when it is equivalent to regular course offerings at CGCC, when it is not duplicated, and when it is applicable to a student's degree requirements.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Veterans Education Benefits

Students using any type of Federal Veterans Administration (VA) Education Benefit are required to have all prior credit history evaluated. It is the student's responsibility to request official transcripts from all previous colleges and submit them to the CGCC Student Records Office. A student's first term of VA benefits may be certified while waiting for transcript evaluation, however no subsequent terms will be certified for VA Benefits until transfer credit evaluation is complete. All credits will be evaluated and transferred according to the policies stated in this catalog.

CGCC will award two (2) credit hours toward PE requirements for Basic Training. The fee will be waived for the PE credits. CGCC accepts a maximum of twelve (12) Career and Technical Education (CTE) credits toward electives. Students must submit documentation along with a Request for Awarding Military Credit form to Student Services.

Course Work at Non-Accredited Institutions

Credit may be granted for course work completed at training sites other than those listed in the "Transfer Credit Practices Directory" published by the American Association of Collegiate Registrars and Admissions Officers.

Students must furnish detailed training records, course outlines and, whenever possible, transcripts. Individual departments will evaluate and assign CGCC equivalencies. Only those subject areas taught by CGCC will be considered. Contact the Registrar for more information.

institution	percentage	# of credits	type of CPL	comments
PCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: ● Challenge Exam ● Portfolio ● Performance Evaluation	Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. The challenge measurement and process established by the Subject Area Committee (SAC) shall assess whether a student has met the course content and outcome objectives so that credit can be awarded. An instructor who teaches the course shall determine the grade earned by the student.
PCC		not listed	externally assessed: ● Crosswalk: ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST)	According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate. Externally assessed CPL is awarded in subject areas that PCC offers and may include specific course numbers or elective credit in that subject area. A SAC member shall recommend the amount of credit awarded. Externally assessed CPL is transcripted in the same manner as transfer credit and is not considered institutional credit.
BMCC	limited to earning 25%* of a degree or certificate	crosswalk articulations listed; CLEP, AP scoring tables provided	options: ● Challenge Exam ● CLEP; AP ● Industry Credentials ● US Military ● Apprenticeship ● Portfolio	Note: *may expand for Industry Certifications/Crosswalk work experience; Fire Science CPL eligibility = 28% of AAS; or 27/96 total credits for degree completion. Based on the information in the portfolio, college credit may be granted. BMCC's Business Administration Department offers a PLA option to earn credit for specific courses toward degree completion.

KCC	not exceed 25% of credits applied to degree or certificate	not listed	institutionally assessed: ● Challenge Exam ● Portfolio ● Performance Evaluation	Institutionally assessed CPL is awarded for active KCC courses. Not all courses can be challenged. Students who believe that they satisfy the content and outcome objectives of a current KCC course must obtain the approval of the appropriate faculty program or discipline lead to challenge the course. CPL requirements on form. Students cannot challenge courses in which they are currently enrolled or that already appear on their transcripts. A course may only be challenged once. The Faculty program or discipline lead will establish the challenge measurement and assess whether a student has met the course content and outcome objectives so that credit can be awarded.
KCC		not listed, contact Office of the Registrar	externally assessed: ● Crosswalk: ○ industry certifications ○ professional licensure ● US Military ● CLEP; AP ● DANTES (DSST)	Externally assessed CPL is awarded in subject areas that KCC offers and may include specific course numbers or elective credit in that subject area. The program or discipline lead shall recommend the amount of credit awarded. Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. Externally assessed CPL is transcribed in the same manner as transfer credit.
MHCC	maximum of 25% credits applied to degree or certificate	GED, AP, CLEP, IB, and DANTES scoring tables provided	● Course Challenge ● Certification cards or licences ● Employer documentation ● Portfolio ● Completion of a non-credit training program ● CLEP; AP;IB ● DANTES (DSST) ● GED scores	Even with CPL, all requirements for certificate and degree programs must be met. Requests for CPL without evidence or documentation of prior learning will automatically be denied. Must earn 12 credit hours prior to Course Challenge. Maximum number of Course Challenge credits eligible is 22.5; or 25% of credits for a degree. Must have approval from division dean. Payment required prior to taking the test. Graded P/NP only. No drop/withdrawal option once a course challenge test has been taken.

COCC	Credit for prior certification does not apply to meeting residency requirements for a COCC certificate or degree. (no additional information found on website)	AP, CLEP, and IB scoring tables provided	● Course Challenge ● Credit for Prior Certifications ● CLEP; AP;IB ● US Military	Students cannot challenge a course: At a lower level than ones in which they have already demonstrated competency, nor at a lower level than ones in which students have already registered. Course/s which they have already taken. Course/s in which experiencing the course itself is essential. In order to meet residency requirements for a degree. Students in career and technical education programs may receive credit for prior certification if they have completed a course, training, or other program that is taught to state, national or other officially recognized standards. Credit is not awarded for other life experiences. Students interested in receiving credit for prior certification must submit official copies of prior certifications to the program director, along with a credit for prior certification request form. Once approved, students will then forward the documentation to the Transcript and Degree Evaluation department in Admissions and Records.
Clackamas CC	not exceed 25% of credits applied to degree or certificate	AP, CLEP, and IB scoring tables provided	● Course Challenge ● Performance Assessment (including industry certifications) ● CLEP; AP;IB ● US Military	Departments may exempt courses from CPL. Credit for a course is granted on the recommendation of a faculty member approved to teach that course. The recommending faculty member approves the awarding of credit for a particular course based on either: a. A direct assessment by the faculty member of a student's achievement (this might include consideration of how a student performed on external assessments); OR b. Department/program guidelines. Faculty will propose departmental standards for granting students credit for an acceptable level of performance on externally administered assessment(s). If such guidelines have been adopted and published by the department, credit will be granted based on the guidelines. Only enrolled students can receive CPL. To be considered an "enrolled student" at CCC for this purpose, a student must either: a. Complete a minimum of 3 non-CPL credits at CCC during the

Clackamas CC (cont.)				quarter in which CPL is requested; OR b. Have received a minimum of 12 non-CPL credits from CCC in previous terms. Departments may use any combination of the following formats to assess and document student competencies in order to decide whether CPL credit should be granted: a. CCC-administered assessments: Portfolio, Challenge Exam (produced by department), Performance Assessment (produced by department), or any combination of these b. Externally administered postsecondary assessments (such as CLEP), ACE transcripted credit, or industry certification c. Externally administered secondary assessments, such as Advanced Placement (AP) Exam or International Baccalaureate (IB) Exam
Clatsop CC	(no additional information found on website)	not listed, contact Office of the Registrar	● CLEP; AP;IB ● US Military	Limited CPL information combined with transfer credit information.
TBCC	maximum of 25% credits applied to degree or certificate	not listed	● CLEP ● US Military	Limited CPL information found in catalog pages.

ADMINISTRATIVE RULE

Approved Date: MM/DD/YY
Effective Date: MM/DD/YY
Last Revised: MM/DD/YY

Rule Number/Name:	040.???.??? Credit for Prior Learning - General
Responsible Department:	Instructional Services
Authority:	Dean of Teaching & Learning Foundations

Overview

Credit for Prior Learning (CPL) is a program that allows students to demonstrate their mastery of subject matter through various means such as exams, portfolios, and other assessments. This means that students can earn college credit for prior learning experiences, including (but not limited to) work experience, military training, volunteer work, and independent study.

Applicability

Faculty, Academic Deans/Directors, Curriculum Office, Registrar, Student Services and Instructional Services Staff and Administration

Administrative Rule Statement

Columbia Gorge Community College awards and transcripts college credit for courses within the college's catalog of course offerings based on multiple forms of Credit for Prior Learning, including:

- Credit for Prior Learning Portfolio
- Course Challenge Exams
- College Level Examination Program (CLEP) Exams
- Advanced Placement (AP) and International Baccalaureate (IB) Scores
- American Council on Education (ACE) guidelines for military service
- Articulation of Professional and Industry Licensures

Guidelines:

- Maximum CPL credit allowed toward a degree or certificate is ??? (residency requirements? 45-60 credits maximum? A percentage of total required credits?)
- CPL may not be used to fulfill residency requirements.
- The awarding of partial course credit for any form of CPL is not allowed.
- CPL may only be granted for active courses that exist within the college's catalog at time of application for CPL credit. Not all courses may be eligible for

CPL credit.

- Students may not request CPL for a course they have already taken or received transfer credit for at CGCC.
- Students must have an established transcript at CGCC before CPL credit can be awarded.
- CPL credit is awarded as Pass/No Pass only.
- CPL credit recorded on the official institutional transcript should be notated as CPL.
- Documentation used to support CPL credits awarded will be maintained as part of the student's official institutional academic record in accordance with institutional records retention standards.
- Fees are applied for transcription of course credits awarded via CPL.
- CPL credit is not covered by financial aid funds or tuition waivers.

Definitions

A. *CPL Portfolio*: Portfolio is a process by which students can earn credit for active Columbia Gorge Community College (CGCC) course offerings, as described in the current CGCC catalog. Credit is awarded based on demonstration of mastery of subject matter via a prepared Portfolio using the college's approved Portfolio Template.

B. *Course Challenge Exams*: Students may elect to challenge a course for credit prior to enrollment in the course. Only select credit courses are eligible for challenge.

C. *College Level Examination Program (CLEP) Exams*: Subject matter examinations that are nationally normed.

D. *Advanced Placement (AP) and International Baccalaureate (IB) Exam Scores*: National and internationally normed exams that may, potentially, translate to college credit.

E. *American Council on Education (ACE)*: Provides skill and competency frameworks for aligning educational credits with time on task in training and occupations.

F. *Professional and Industry Licensure*: Licensures/certifications granted by an official agency/institution that have been brought before and preapproved by the college's Curriculum Committee as fulfilling specified course credits within the college's course offerings.

G. *CGCC Residency Requirement*: Minimum number of credits required to be taken at CGCC in order to earn a degree or certificate. Number varies with type and size of award.

Interpretation of Administrative Rule

Dean of Teaching & Learning Foundations

Cross Reference to Related Administrative Rules

1. AR 040.???.??? Credit for Prior Learning – Portfolio
2. AR 040.???.??? Credit for Prior Learning – Licensure/Certification
3. AR 040.???.??? Credit for Prior Learning – Challenge Exams
4. ??? Others

Further Information

Dean of Teaching & Learning Foundations
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541-506-6047

Strategic Direction

Strategic Priorities:

- Ensuring equitable access to education
- Advancing equitable student learning and educational outcomes

Appendix

1.