

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Andrea LoMonaco (Business)

Vice Chair – Pam Koop and Annette Byers (sub) (Math)

Jules Burton (sub-Science)

Anne Kelly (sub-Inst Dir)

Robert Wells-Clark (Tec/Trd)

Kristen Booth (Pre-College)

Mimi Pentz (Nurs/Hlth Occ)

Leigh Hancock (Art/Comm)

Stephen Shwiff (Soc Sci/Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Jared Dill (Student Services)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Kalie Brunton, Chris Dodson, Janie Griffin, Todd Meislahn,
Jim Pytel

March 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 February 20, 2025 ¹

Information Items (voting not required):

- Course inactivations ²: BA207; CAS109, 121, 122, 134, 246, 270; OS131, 245, 280F, 280G; MFG201, 202, 203; EET219
- Retreat date set for May 2, 9am – 12 noon, at the Hood River Center. In person attendance is expected. Snacks will be provided.

Old Business:

1. 3-4 Credit Conversion policy (**postponed until retreat**)
2. Substitution of Courses policy (**postponed until retreat**)
3. Split Science Courses – Lecture/Lab – and Gen Ed Designations (**postponed until retreat**)

Submissions ³

1. Jim Pytel and Kalie Brunton (3:35 – 3:55pm)
 - EET 111 Electrical Circuit Analysis 1 (Course Revision: des)
 - EET 251 Digital Electronics I: Programmable Logic Devices (Course Revision: title, des, req, out, cont, txt/mat)
 - EET 251 Digital Electronics II: Programmable Logic Devices (Course Revision: title, des, out, cont, txt/mat)
 - EET 273 Industrial Control (Course Revision: title, des, req)
 - MEC 120 Hydraulics and Pneumatics (Course Revision: des)
 - Electro-Mechanical Technology AAS (Degree Revision: out, courses, credits)
 - Electro-Mechanical Technology (Certificate Revision: out)
 - USACE Level 2 – Operators and Electricians (Certificate Revision: courses, credits)

2. Robert Wells-Clark and Chris Dodson (3:55 – 4:20pm)
 - MFG 210 Introduction to Computer Aided Design and Tolerancing (Course Revision: des, req)
 - MFG 220 Production Manufacturing 1 (Course Revision: des, req)
 - MFG 230 Metrology 1 (New CTE Course)
 - MFG 231 Metrology 2 (New CTE Course)
 - MFG 232 Metrology 3 (New CTE Course)
 - Advanced Manufacturing and Fabrication (Degree Revision: courses)
 - CNC Manufacturing and Quality Control Processes (New Certificate)
3. Todd Meislahn and Andrea LoMonaco (4:20 – 4:45pm)
 - CAS 123 Production Keyboarding (Course Revision: title, des, req, out, cont, txt/mat)
 - CAS 123 (Course Hours/Credit Change)
 - CAS 140 Beginning Databases (Course Revision: des, req, cont, txt/mat)
 - BA 169Z Data Analysis Using Microsoft Excel (Course Revision: des, req)
 - BA 169Z (Course Hours/Credit Change)
 - BA 208 Business Ethics (Course Revision: des, req, out, cont, txt/mat)
 - BA 208 Gen Ed Request + Transferability
 - Accounting AAS (Degree Revision: courses)
 - Accounting / Bookkeeping (Certificate Revision: courses)
 - Administrative Professional AAS (Degree Revision: courses)
 - Administrative Professional (Certificate Revision: courses)
 - Entrepreneurship / Business Management AAS (Degree Revision: courses)
4. Janie Griffin (4:45pm – 4:50pm)
 - NRS 110 Foundation of Health Assessment and Health Promotion (Course Revision: des)
 - Nursing AAS (Degree Revision: courses)

New Business (decisions may be made)

1. Maximum allowable P/NP credits in degrees and certificates ⁴

Discussion Items

1. none

Next Meeting: April 17, 2025

Attachments: ¹ February 20, 2025 Minutes; ² 15 Course Inactivations; ³ Submissions: 3 New CTE Courses, 12 Course Revisions, 2 Contact Hour/Credit Change, 1 Gen Ed Request, 1 New Certificate, 6 Degree Revisions, 4 Certificate Revisions; ⁴ P/NP Rates

Curriculum Committee Minutes

February 20, 2025

Location: TDC Boardroom 1.162 & HRC Conference Room 1.209

PRESENT:

Voting Committee Members

Chair- Andrea LoMonaco (Business)
Annette Byers (Sub-Math)
Kristen Booth (Pre-Coll/ESOL)

Leigh Hancock (Art,Cult,Comm)
Anne Kelly (Interim-Inst Dean)

Stephen Shwiff (Social Science)
Jules Burton (Sub-Science)

Non-Voting Members

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

Jared Dill (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Cat Graham, Todd Meislahn, Zip Krummel, Janie Griffin, Sara Mustonen

Absent

Voting Members:

Mimi Pentz (Nursing/Health)
Robert Wells-Clark (Tech/Trade)

Non-Voting Member

Item	Discussion	Action
Call to Order:	Chair Andrea called the meeting to order at 3:32pm.	
Approval of February 20, 2025 Minutes	Motion: approve as written.	Motion: Stephen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
Submissions:		
EMS 106 EMT Part II- Course Revision	Motion: approve as written.	Motion: Stephen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains

SOC 204 Sociology in Everyday Life- Course Revision	Motion: approve as written.	Motion: Jules 2nds: Leigh 7 in favor – 0 opposed – 0 abstains
SOC 204Z Introduction to Sociology- Gen Ed Request	Motion: approve as written.	Motion: Andrea 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
SOC 205 Social Change in Societies- Course Revision	Motion: approve as written.	Motion: Andrea 2nds: Leigh 7 in favor – 0 opposed – 0 abstains
SOC 205Z Social Change in Institutions- Gen Ed Request	Motion: approve as written.	Motion: Kristen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains
SOC 206 Social Problems- Course Revision	Motion: approve as written.	Motion: Kristen 2nds: Jules 7 in favor – 0 opposed – 0 abstains
SOC 206Z Social Problems- Gen Ed Request	Motion: approve as written.	Motion: Andrea 2nds: Leigh 7 in favor – 0 opposed – 0 abstains
AST- Business- Degree Revision	Motion: approve as written.	Motion: Stephen 2nds: Kristen 7 in favor – 0 opposed – 0 abstains
New Business:		
1. Credit for Prior Learning – Maximum credits allowed per award	CPL Proposed Options for Degrees: <ul style="list-style-type: none"> Option 1: Base maximum CPL on residency requirements Option 2: Base maximum CPL on previous NWCCU limitation of 25% Option 3: Base maximum CPL on middle range limit CPL Proposed Options for Certificates:	

- Option 1: Base maximum CPL on residency requirements
- Option 2: Zero limitations on CPL credits
- Option 3: Base maximum CPL on previous NWCCU limitation of 25%

Discussion

Option 1: This aligns with other community colleges in our area and universities and the trends of what the state is wanting in regards to CPL.

Option 3: Committee members expressed their approval of the requirement for students to demonstrate a greater commitment to the college through their engagement in classes and their investment of their college education through their courses. This option gives the students greater exposure of the CGCC ILOs and CLOs and a broader education base.

Considered to be a difference between terminal degrees and transfer degrees that would warrant a different cap for each. Since terminal degrees (AAS) are regulated internally, a decision to increase their CPL cap would not be dependent on university acceptance of those credits. There is still some debate statewide about university acceptance of CPL which may cause them to accept fewer credits or devalue those credits. Also, it was thought that if it required an increase of potential P/NP credits transferring, they may not transfer as easily or possibly with less value.

Suggested that some CPL could be recognized with a grade rather than P/NP or that it may be recognized as transfer credit rather than CPL.

Discussion on CPL classes being all Pass/No Pass is this going to be a problem? Write a new policy for the amount of Pass/No Pass there can be on a terminal degree and certificates. The new policy would not affect the transfer degrees.

ACTION ITEM: Susan will contact Karly Aparicio and advising to see if they would anticipate any problem with the cap for Pass/No Pass being increased to match the residency requirement for AAS degrees and certificates.

	<p>Motion #1: Approve Option 1: Cap CPL credits for AAS degrees at 66% of credits towards an AAS degree, to stay in line with the residency requirements, contingent on the P/NP limitations being raised to match this 66% cap.</p> <p>Cap CPL credits for transfer degrees at 25%.</p> <p>Motion #2: Approve Option 1: Cap CPL credits for certificates at 66%, aligning with the residency requirements, contingent on the P/NP limitations being raised to match this 66% cap.</p>	<p>Motion #1: Motion: Andrea 2nds: Kristen 7 in favor – 0 opposed – 0 abstains</p> <p>Motion #2: Motion: Kristen 2nds: Andrea 7 in favor – 0 opposed – 0 abstains</p>
2. General Education requirements for AAS degrees	<p>General Education Requirements for AAS Degrees, Proposed Options:</p> <ul style="list-style-type: none"> • Option 1: Make no change (IC votes: 0) • Option 2: Decrease General Education credit requirements from 16 to 12 credits (IC votes: 2 in favor: Tech & Trades, Business) • Option 3: Retain 16 credit requirement for degree; build first and second year certificates (IC votes: 5 in favor: Arts, Culture and Communications; Health; Math; Science; Social Science) <p>Susan shared what was discussed and voted on in both Leadership Council and Instructional Council. An argument was made that the college made and agreed on these standards because at that time it was felt that students should be exposed and experience different subjects that they might not choose otherwise.</p> <p>It was expressed that Option 3 provided an avenue for students to still earn an award (certificate) without having to take any Gen Ed, math, or writing courses if they so desired. However, if they wanted to earn a degree, they would need to fulfill the current degree requirements.</p> <p>Recommendation for all 3 Options: Change credits to courses (IC votes: unanimous in favor)</p> <p>The committee favored the above recommendation, changing the requirement to 3 or 4 “courses” with a minimum of 3 credits per course rather than the current credit requirement. This would resolve the 3-credit complication that currently exists.</p>	<p>Motion #1: Motion: Kristen 2nds: Leigh</p>

	<p>Motion#1: Approve Option 3 retaining 16 credit requirement for AAS degrees. Encourage the building of 1st and 2nd year certificates including technical courses only.</p> <p>Motion #2: change requirements from credits to courses.</p>	<p>7 in favor – 0 opposed – 0 abstains</p> <p>Motion #2: Motion: Andrea 2nds: Leigh 7 in favor – 0 opposed – 0 abstains</p>
3. Additional CC Meeting & Retreat Dates	<p>Susan asks the committee to schedule an additional meeting for approval of the Ag Tech Courses in April, and to settle on a date in May for the Curriculum Committee Retreat.</p> <p>ACTION ITEM: Doodle Polls will be sent with proposed dates.</p>	
Meeting Adjourned: 4:36pm	All in favor, Chair Andrea closed the meeting at 4:36pm.	Next Meeting: March 6, 2025

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	BA 207	Course title	Introduction to E-Commerce
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is outdated and no longer needed. Required only in Entrepreneurship/Business Management AAS and being deleted from that program with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date	3.06.25
CC decision	approved
CC vote	Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 109	Course title	Digital Presentations
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is no longer needed as it was only required in the ASOT-BUS which we no longer offer.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
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Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 121	Course title	Beginning Keyboarding
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is being combined along with CAS 122-Keyboarding for Speed and Accuracy and OS 131-10-Key for Business into CAS 123-Keyboarding for Business (fka Production Keyboarding).		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/24/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
 CC decision approved
 CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 122	Course title	Keyboarding for Speed and Accuracy
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is being combined along with CAS 121-Beginning Keyboarding and OS 131-10-Key for Business into CAS 123-Keyboarding for Business (fka Production Keyboarding).		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/24/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 134	Course title	Introduction to Google Drive
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is outdated and no longer needed. Required only in Administrative Professional AAS and being deleted from that program with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date	3.06.25
CC decision	approved
CC vote	Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 246	Course title	Integrated Computer Projects
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is unnecessary and content covered elsewhere. Required only in Administrative Professional AAS and being deleted from that program with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	CAS 270	Course title	Intermediate Spreadsheets Using Excel
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	<p>CAS 270 was a follow-on sequence from CAS 170-Beginning Excel. CCN process changed course number & outcomes in CAS 170, now BA 169Z. Outcomes from CAS 270 are being partially absorbed into a new, progressive three-course sequence as follows:</p> <ol style="list-style-type: none"> 1. BA 131 – Introduction to Business Technology 2. BA 169Z - Data Analysis Using Microsoft Excel (new prerequisite BA 131) 3. CAS 140 – Beginning Databases (new prerequisites BA 131 & BA 169Z) <p>BA 270 is an optional requirement in the Accounting AAS and Accounting/Bookkeeping Certificate, but BA 169Z is the preferred alternative and remaining in the two programs.</p>		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	OS 131	Course title	10-Key for Business
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is being combined along with CAS 121-Beginning Keyboarding and CAS 122-Keyboarding for Speed and Accuracy into CAS 123-Keyboarding for Business (fka Production Keyboarding).		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/24/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date	3.06.25
CC decision	approved
CC vote	Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	OS 245	Course title	Office Systems and Procedures
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	Course is outdated and unnecessary. Required only in Administrative Professional AAS and Administrative Professional Certificate, being deleted from both programs with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

Next steps:

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3. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	OS 280F	Course title	Cooperative Education: Administrative Assistant
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	OS 280F is nearly identical to BA 280A and the descriptions, outcomes, and content should be combined into one, overarching work experience course. Required only in Administrative Professional AAS and being deleted from that program with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

Next steps:

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

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	OS 280G	Course title	Cooperative Education: Administrative Assistant Seminar
Department	Business	Submitter name: phone: email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Inactivation	OS 280G is nearly identical to BA 280B and the descriptions, outcomes, and content should be combined into one, overarching work experience course. Required only in Administrative Professional AAS and being deleted from that program with no replacement.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/22/25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.28

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MFG 201	Course title	Tube and Pipe Fabrication 1
Department	Tech & Trades: Advanced Manufacturing	Submitter name: phone: email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Reason for Inactivation	Course being replaced by new updated Metrology course.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Robert Wells-Clark	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MFG 202	Course title	Tube Fabrication
Department	Tech & Trades: Advanced Manufacturing	Submitter name: phone: email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Reason for Inactivation	Course being replaced by new updated Metrology course.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Robert Wells-Clark	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	MFG 203	Course title	Pipe Fabrication and Welding
Department	Tech & Trades: Advanced Manufacturing	Submitter name: phone: email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Reason for Inactivation	Course being replaced by new updated Metrology course.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Robert Wells-Clark	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Columbia Gorge Community College

CC date 3.06.25
CC decision approved
CC vote Susan Lewis

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	EET 219	Course title	Programmable Logic Controllers
Department	Technology and Trades: EM-Tech	Submitter name: phone: email:	Jim Pytel and Katie Brunton 541-256-6167 jpytel@cgcc.edu and kbrunton@cgcc.edu
Reason for Inactivation	Graduates routinely report that motor controls and PLCs are the two most important, field-applicable subjects covered in the Em-Tech program. As a result of this feedback, the content within this course (which covers PLCs) will be expanded and integrated into a three-term series of courses. This information covered in this course will now be covered in the expanded/adjusted versions of EET251 and EET252, where less relevant content is getting replaced.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jim Pytel	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25
Department Dean/Director (unfilled position)	Approved	Date
Jarett Gilbert, VP Instructional Services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2.27.25

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.

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Technology and Trades: EM-Tech	Submitter name Phone Email	Jim Pytel 541-506-6000 jpytel@cgcc.edu
Reason for Revision	Streamline description and add information about calculator and orientation. Remove historical artifacts. Emphasize importance of acquiring calculator in advance. Ensure orientation attendance as 100% of students that do not attend first day of class ultimately fail.		
Current prefix and number	EET 111	Proposed prefix and number	No change
Current Course Title	Electrical Circuit Analysis 1	Proposed Course Title (75 characters max)	No change
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 SI units, engineering notation and prefixes, unit conversion, definitions of conductors and insulators, current, voltage, resistance, power, work/energy, capacity factor, and efficiency. Includes analysis of series, parallel, and series/parallel DC circuits using Ohm's and Kirchhoff's Laws and Thevenin and Norton equivalent circuits. Introduces circuit simulation software, lab practices, soldering and de-soldering, schematic reading, circuit construction and troubleshooting, and lab equipment and instrumentation. Includes a 3-hour per week laboratory session. Prerequisites: MTH 65 (B or better), WR 115 or IRW 115, or equivalent placement. Audit available.	Covers engineering prefixes, unit conversion, capacity factor, efficiency, and basic electrical quantities of power, energy, voltage, current, and resistance. Includes analysis of series, parallel, and series-parallel DC circuits using Ohm's, Kirchhoff's Laws, and DC circuit analysis theorems including the Superposition Theorem, Thevenin's Theorem, and the Maximum Power Transfer Theorem. Introduces schematic reading, soldering, circuit construction, troubleshooting, circuit simulation software, and lab instrumentation including ohmmeters, voltmeters, and ammeters. Includes a 3-hour per week laboratory session. Requires a Texas Instruments TI-89 scientific graphing calculator or equivalent. Students must attend a mandatory orientation session on FIRST DAY OF CLASS. Prerequisites: MTH 65 (B or better), WR 115 or IRW 115, or equivalent placement. 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)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply basic electrical DC concepts and theorems to analyze circuits 2. Build, simulate, and troubleshoot DC circuits and perform measurements with electrical test equipment. 3. Write technical reports using collected experiment data. 4. Use circuit simulation software to analyze DC circuits. 5. Identify the types, sizes and resistances of components and determine their application in a DC circuit.	Upon successful completion of this course, students will be able to: No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) N/A

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) N/A
Department Required Course Activities (optional)	(update as needed) N/A
Department Notes (optional)	(update as needed) N/A

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Jim Pytel	jpytel@cgcc.edu	25 Feb 2025
Department Chair (enter name of department chair): Jim Pytel		
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

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Tech & Trades: Electro-Mechanical Technology	Submitter name Phone Email	Kalie Brunton 541-506-6182 kbrunton@cgcc.edu
Reason for Revision	The fundamental concepts of this course can be more relevantly taught on a Programmable Logic Controller platform.		
Current prefix and number	EET 251	Proposed prefix and number	No change
Current Course Title	Digital Electronics I: Programmable Logic Devices	Proposed Course Title (75 characters max)	Digital Logic & PLCs I
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 digital systems, binary numbers, combinational logic, expression simplification, and common functions of combinational logic systems using programmable logic devices and fixed function integrated circuits. Introduces data flow and structural modeling using hardware definition language. Includes a 3 hour per week laboratory. Prerequisites: EET 113. Audit available.	Covers digital systems, digital and analog quantities, binary numbers, combinational logic, expression simplification, and common functions of combinational logic systems using Allen-Bradley programmable logic controllers (PLCs) and fixed function integrated circuits. Includes a 3 hour per week laboratory. Prerequisites: EET 113, EET 141. 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: EET 113	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: EET 113, EET 141	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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 differences between analog and digital systems and the advantages of digital. 2. Read, express, and convert between decimal, binary, 2's complement, hex, BCD, Gray's, or octal number system. 3. Determine the behavior of basic logic gates (AND, OR, NOT, NAND, NOR, XOR, and XNOR) in a circuit. 4. Understand the function and implementation of common combinational logic devices including adders, MUX/DEMUX, encoders/decoders, parity, code converters, and comparators. 5. Use a programmable logic device and hardware definition language to implement a minimized logical expression.		Upon successful completion of this course, students will be able to: 1. Differentiate between digital and analog quantities and interface real-world digital and analog quantities with programmable logic devices. 2. Read, express, and convert between decimal, binary, 2's complement, hex, BCD, Gray's, and octal numbering systems. 3. Analyze and predict the behavior of basic logic gates (AND, OR, NOT, NAND, NOR, XOR, and XNOR) expressed in ladder logic, structured text statements, and circuits employing fixed function ICs. 4. Design, minimize, and implement a logical expression on an Allen-Bradley programmable logic controller in both Ladder Logic (LL) and Structured Text (ST) to achieve desired circuit functionality.	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Differentiate between digital and analog quantities and interface real-world digital and analog quantities with a programmable logic device. <ul style="list-style-type: none"> analog versus digital quantities binary numbers sinking versus sourcing (NPN vs. PNP) PLC input hardware Standard industrial signals (0-10mv, 4-20mA) Outcome #2: Read, express, and convert between decimal, binary, 2's complement, hex, BCD, Gray's, and octal numbering systems.		

	<ul style="list-style-type: none"> • Binary numbers • Hexadecimal, octal, BCD numbering systems • 2's complement • Gray's code <p>Outcome #3: Analyze and predict the behavior of basic logic gates (AND, OR, NOT, NAND, NOR, XOR, and XNOR) expressed in ladder logic, structured text statements, and circuits employing fixed function ICs.</p> <ul style="list-style-type: none"> • Logical operators • Ladder logic and structured text programming languages • TTL chips, fixed function ICs • Logical schematics • Data sheets <p>Outcome #4: Design, minimize, and implement a logical expression on an Allen-Bradley programmable logic controller in both Ladder Logic (LL) and Structured Text (ST) to achieve desired circuit functionality.</p> <ul style="list-style-type: none"> • Allen-Bradley's Compact Logix PLC platform (hardware and software) • Ladder logic and structured text programming languages • Boolean algebra • DeMorgan's Theorem • Truth tables • Karnaugh Maps
Suggested Texts & Materials updates (specify if any texts or materials are required):	Textbook no longer required. All materials are freely available online at: <ul style="list-style-type: none"> • https://www.youtube.com/playlist?list=PLX7ZPgPJWZNc6zRvIGjDFOr6CYKz9DZa3
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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
Kalie Brunton	kbrunton@cgcc.edu	2-26-25
Department Chair (enter name of department chair): Jim Pytel		
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.

Columbia Gorge Community College

CC date 3.6.25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Tech & Trades: Electro-Mechanical Technology	Submitter name Phone Email	Kalie Brunton 541-506-6182 kbrunton@cgcc.edu
Reason for Revision	The fundamental concepts of this course can be more relevantly taught on a Programmable Logic Controller platform.		
Current prefix and number	EET252	Proposed prefix and number	No change
Current Course Title	Digital Electronics II: Programmable Logic Devices	Proposed Course Title (75 characters max)	Digital Logic & PLCs II
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 behavioral modeling, sequential logic, latches, flip flops, finite state machines analysis and design, registers, memory, microprocessors, and digital signal processing using programmable logic devices and fixed function integrated circuits. Includes a 3 hour per week laboratory. Prerequisites: EET 251. Audit available.	Expands upon the digital logic and Programmable Logic Controllers fundamentals learned in EET 251. Introduces the Function Block Diagram (FBD) and Sequential Function Chart (SFC) programming languages on the Allen-Bradley PLC platform. Covers 120v control with a PLC using interposing relays, three-phase AC motor control with a PLC using a networkable motor drive, and PLC to PLC communication over ethernet. Includes a 3 hour per week laboratory. Prerequisites: EET 251. 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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 behavioral modeling with VHDL to build a logic circuit with a programmable logic device 2. Determine the behavior of basic sequential devices (SR Latch, D Latch, D Flip Flop, JK Flip Flop) and interpret specifications sheets 3. Analyze and design a finite state machine to implement a task 4. Utilize combinations of sequential devices to build registers that store and manipulate data 5. Understand the role of registers, buses, and memory in the construction of microprocessors 6. Build and interpret circuits that convert analog signals into digital data (ADC) and convert digital data into an analog signal (DAC)		Upon successful completion of this course, students will be able to: 1. Create PLC programs in ladder logic, structured text, function block diagram, and sequential function chart programming languages. 2. Navigate Allen-Bradley’s documentation library to locate instructions and technical specifications for both hardware and software. 3. Network external devices to a PLC, including other PLCs and a motor drive, achieving device-to-device communication and control. 4. Control 120v systems with a PLC using interposing relays.	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Create PLC programs in ladder logic, structured text, function block diagram, and sequential function chart programming languages. <ul style="list-style-type: none"> • Ladder logic • Structured text • Function block diagram • Sequential function chart • Allen-Bradley’s CompactLogix PLC platform Outcome #2: Navigate Allen-Bradley’s documentation library to locate instructions and technical specifications for both hardware and software. <ul style="list-style-type: none"> • AB’s literature library • PLC hardware and software 		

	Outcome #3: Network external devices to a PLC, including other PLCs and a motor drive, achieving device-to-device communication and control. <ul style="list-style-type: none"> Industrial ethernet Networkable motor drives Produced and consumed tags Outcome #4: Control 120v systems with a PLC using interposing relays. <ul style="list-style-type: none"> Interposing relays
Suggested Texts & Materials updates (specify if any texts or materials are required):	Textbook no longer required. All materials are freely available online at: <ul style="list-style-type: none"> https://www.youtube.com/playlist?list=PLX7ZPgPJWZNcDCIwqswjjaafqb3U2sVCb
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Kalie Brunton	kbrunton@cgcc.edu	2-26-25
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

Columbia Gorge Community College

CC date 3.6.25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Technology and Trades – EM-Tech	Submitter name Phone Email	Jim Pytel 541-506-6000 jpytel@cgcc.edu
Reason for Revision	Update requisites to reflect new PLC courses.		
Current prefix and number	EET 273	Proposed prefix and number	No change
Current Course Title	Industrial Control	Proposed Course Title (75 characters max)	Industrial Control and PLCs
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 open-loop and closed-loop control of electromechanical systems using proportional, integral, and derivative control modes, pulse width modulation, absolute and relative (incremental) encoding, transfer functions, proportional valves, hysteresis, servo and stepper motors, and sensors. Prerequisite: EET 219. Audit available.	Covers open-loop and closed-loop control of electromechanical systems using proportional, integral, and derivative control modes, pulse width modulation, absolute and relative (incremental) encoding, transfer functions, proportional valves, hysteresis, servo and stepper motors, and sensors using the PLC. Prerequisite: EET 252. 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: EET 219	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: EET 252	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify primary, control, and final elements in a control system, explain their theory of operation, and contrast their applications. 2. Compare and contrast implementations of open and closed loop systems for control of process variables. 3. Build and troubleshoot systems with motors, proportional valves, PLCs, and sensors using instrumentation tools to observe system characteristics. 4. Gather, plot, interpret, and communicate data from analysis and experiments. 	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) N/A
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) N/A
Department Required Course Activities (optional)	(update as needed) N/A
Department Notes (optional)	(update as needed) N/A

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Jim Pytel	jpytel@cgcc.edu	25 Feb 2025
Department Chair (enter name of department chair): Jim Pytel		
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.

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Technology and Trades – EM-Tech	Submitter name Phone Email	Jim Pytel 541-506-6000 jpytel@cgcc.edu
Reason for Revision	Remove “and PLCs” from description. Only hard-wired relay-based ladder logic is used during instruction. Mention of PLCs is a historical artifact not taught in class.		
Current prefix and number	MEC 120	Proposed prefix and number	No change
Current Course Title	Hydraulics and Pneumatics	Proposed Course Title (75 characters max)	No change
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 principles of hydraulics and pneumatics and applies these principles to build, maintain and troubleshoot industrial hydraulic and pneumatics circuits. Covers theory, generation, storage, transmission, and usage of hydraulic and pneumatics energy, pressure, and flow. Introduces hydraulic and pneumatics schematics and circuits as well as identification and operation of basic hydraulic and pneumatics components. Introduces basic ladder logic and PLCs to automate, control and modify an electrically controlled hydraulic and pneumatics system with solenoid-operated directional control valves. Includes a 3-hour per week laboratory session. Prerequisite: MTH 65 or equivalent placement. Audit available.	Introduces the basic principles of hydraulics and pneumatics and applies these principles to build, maintain and troubleshoot industrial hydraulic and pneumatics circuits. Covers theory, generation, storage, transmission, and usage of hydraulic and pneumatics energy, pressure, and flow. Introduces hydraulic and pneumatics schematics and circuits as well as identification and operation of basic hydraulic and pneumatics components. Introduces basic ladder logic to automate, control and modify an electrically controlled hydraulic and pneumatics system with solenoid-operated directional control valves. Includes a 3-hour per week laboratory session. Prerequisite: MTH 65 or equivalent placement. 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)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply basic hydraulic and pneumatic principles to predict behavior of hydraulic and pneumatic circuits. 2. Build, operate, maintain, and troubleshoot manually controlled hydraulic and pneumatic circuits. 3. Write technical reports using collected experimental data. 4. Build, operate, maintain, and troubleshoot an electrically controlled hydraulic and pneumatic system. 5. Identify hydraulic components and determine their application in hydraulic and pneumatic circuits.	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) N/A
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) N/A

Department Required Course Activities (optional)	(update as needed) N/A
Department Notes (optional)	(update as needed) N/A

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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
Jim Pytel	jpytel@cgcc.edu	25 Feb 2025
Department Chair (enter name of department chair): Jim Pytel		
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.

REVISION of AAS DEGREE REQUEST

Submitted by: Jim Pytel & Kalie Brunton	Email: jpytel@cgcc.edu and kbrunton@cgcc.edu	Phone: 541-256-6167	Department: Technology and Trades: EM-Tech
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology		Proposed Title: No change
Current Credits:	100		Proposed Credits: 97
Overview and rationale for proposed changes:	Consolidate digital logic series and PLC class by teaching digital logic concepts using the more industrial PLC platform. Change program outcomes to better reflect updated course content and important skills identified by the Electro-Mechanical Technology advisory committee.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. REMOVE: EET 219 2. TITLE CHANGES: EET 251, EET 252 3. REVISED PROGRAM OUTCOMES 4. OVERALL CREDITS DECREASED FROM 100 TO 97 5. 3% change 		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology USACE Level 1 USACE Level 2 – Operators and Electricians

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Date of Advisory Committee meeting:	5 June 2024
Requested Implementation Term	Summer 2025			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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
MTH 65 completed with a "B" or higher	Beginning Algebra II	placement into MTH 65	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		
DEGREE OUTCOMES			
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Does the revision involve changing degree outcomes?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Qualify for employment in the electro-mechanical field as technicians.	
2. Service/repair electro-mechanical systems and assist engineers with the design of electromechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.	
3. Apply basic operations management practices and principles in an advanced manufacturing environment.	
4. Control computer-driven devices through programming in the C language.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
1. Apply knowledge of electrical, mechanical, hydraulic, pneumatic, and semiconductor devices concepts to install, test, service and repair electromechanical, power electronics, power generation, and power transmission systems.	
2. Demonstrate proper and safe use of an ohmmeter, voltmeter, ammeter, oscilloscope, and other electrical instrumentation to measure electrical properties in an electrical circuit.	
3. Interpret electrical and fluid power schematic diagrams and ladder logic diagrams.	
4. Program a PLC using industry recognized programming languages using hard wired and networked digital and analog devices.	
5. Demonstrate knowledge of closed loop control of electro-mechanical systems.	
6. Effectively interpret and communicate technical information using graphs, charts, tables, and data sheets.	
7. Use critical thinking and problem-solving skills to troubleshoot electro-mechanical systems.	

SECTION #3 COURSE BY COURSE COMPARISON
<p>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.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p>

Current Degree Information						Proposed Degree Information		
Course Number	Course Title & Requisites	Credits		Course Number	Course Title & Requisites	Credits		
Fall Yr 1 (15 credits)				Fall Yr 1 (15 credits)				
EET 111	Electrical Circuit Analysis 1 MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5		EET 111	DC Circuits MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5		
MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5		MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5		
SAF 188	Industrial Safety and OSHA 10 none	1		SAF 188	Industrial Safety and OSHA 10 none	1		
MTH 110	Technical Math (or higher) MTH 65 or equiv placement	4		MTH 110	Technical Math (or higher) MTH 65 or equiv placement	4		
Winter Yr 1 (18 credits)				Winter Yr 1 (18 credits)				
EET 112	Electrical Circuit Analysis 2 EET 111	5		EET 112	Electrical Circuit Analysis 2 EET 111	5		
EET 180	Industrial Computing MTH 65 or equiv place	3		EET 180	Industrial Computing MTH 65 or equiv place	3		
MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5		MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5		
CG 209	Job Finding Skills none	1		CG 209	Job Finding Skills none	1		
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4		WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4		
Spring Yr 1 (17 credits)				Spring Yr 1 (17 credits)				
EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5		EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5		
EET 141	Motor Control EET 112	5		EET 141	Motor Control EET 112	5		
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3		MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3		
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4			General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		

Fall Yr 2 (19 credits)			Fall Yr 2 (19 credits)		
EET 251	Digital Electronics 1: Programmable Logic Devices EET 113	5	EET 251	Digital Logic & PLCs 1 (TITLE CHANGE) EET 113	5
EET 221	Semiconductor Devices and Circuits 1 EET 113	5	EET 221	Semiconductor Devices and Circuits 1 EET 113	5
RET 223	Power Generation EET113	5	RET 223	Power Generation EET113	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
Winter Yr 2 (17 credits)			Winter Yr 2 (14 credits)		
EET 219	Programmable Logic Controllers (REMOVE) EET 251	3			
EET 231	Semiconductor Devices and Circuits 2 EET 221	5	EET 231	Semiconductor Devices and Circuits 2 EET 221	5
EET 252	Digital Electronics 2: Programmable Logic Devices EET 251	5	EET 252	Digital Logic & PLCs 2 (TITLE CHANGE) EET 251	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
Spring Yr 2 (12 credits)			Spring Yr 2 (14 credits)		
UAS 101	Introduction to Uncrewed Aircraft Systems Place into IRW 115 or WR 115, MTH 65 or MTH 98.	5	UAS 101	Introduction to Uncrewed Aircraft Systems Place into IRW 115 or WR 115, MTH 65 or MTH 98.	5
EET 273	Industrial Control EET 219	5	EET 273	Industrial Control EET 252	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	Credit Total	100		Credit Total	97
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
Jim Pytel and Kalie Brunton	ipytel@cgcc.edu kbrunton@cgcc.edu	2.26.25
Department Chair (enter name of department chair): Jim Pytel		
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.
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 required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	3.6.25
CC decision	_____
CC vote	_____

CERTIFICATE REVISION

Submitted by: Jim Pytel	Email: jpytel@cgcc.edu	Phone: 541-256-6167	Department: Technology and Trades: EM-Tech
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	42	Proposed Credits:	No change
Overview and rationale for proposed changes:	Change program outcomes to better reflect updated course content and important skills identified by the Electro-Mechanical Technology advisory committee.		
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. Revise certificate outcomes.		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Electro-Mechanical Technology AAS		
Will the proposed changes affect the base degree or certificate?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, how?			

Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No			Date of Advisory Committee meeting:	5 June 2024
Requested Implementation Term	Summer 2025				

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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.)</p>			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course	Course Title or Placement level	Requisites (if any)	Credits
MTH 65 completed with a "B" or higher	Beginning Algebra II	placement into MTH 65	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5
PROPOSED PREREQUISITES (No change, leave blank.)			
Course	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

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

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

Does the revision involve changing certificate outcomes?

☒ Yes ☐ No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

1. Qualify for employment in the electromechanical field as entry-level operators.
2. Assist technicians with the repair, servicing, and manufacturing of electro-mechanical systems by applying basic knowledge of electrical, electronic, mechanical, and hydraulic/ pneumatic concepts.
3. Communicate effectively both at the individual level and within team settings.
4. Qualify for employment in the high-tech field as electronics technicians.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

1. Apply knowledge of electrical, mechanical, hydraulic, and pneumatic concepts to install, test, service and repair electromechanical systems.
2. Demonstrate proper and safe use of an ohmmeter, voltmeter, ammeter, oscilloscope, and other electrical instrumentation to measure electrical properties in an electrical circuit.
3. Interpret electrical and fluid power schematic diagrams and ladder logic diagrams.
4. Effectively interpret and communicate technical information using graphs, charts, tables, and data sheets.
5. Use critical thinking and problem-solving skills to troubleshoot electro-mechanical systems.

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the [catalog](#) certificate map. List course requisites

under Course Title. Include elective list below.

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

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall (15 credits)			Fall (15 credits)		
EET 111	Electrical Circuit Analysis 1 MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5	EET 111	DC Circuits MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5
MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5	MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5
SAF 188	Industrial Safety and OSHA 10 none	1	SAF 188	Industrial Safety and OSHA 10 none	1
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Winter (14 credits)			Winter (14 credits)		
EET 112	Electrical Circuit Analysis 2 EET 111	5	EET 112	Electrical Circuit Analysis 2 EET 111	5
EET 180	Industrial Computing MTH 65 or equiv place	3	EET 180	Industrial Computing MTH 65 or equiv place	3
MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5	MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5
CG 209	Job Finding Skills none	1	CG 209	Job Finding Skills none	1
Spring (13 credits)			Spring (13 credits)		
EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5	EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5
EET 141	Motor Control EET 112	5	EET 141	Motor Control EET 112	5
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3	MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3
	Credit total	42		Credit total	42
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			none	

SECTION #4 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Jim Pytel	jpytel@cgcc.edu	2.26.25
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

1. Save the completed Certificate Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots, 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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Columbia Gorge Community College

CC date	3.6.25
CC decision	
CC vote	

CERTIFICATE REVISION

Submitted by: Jim Pytel and Kalie Brunton	Email: jpytel@cgcc.edu kbrunton@cgcc.edu	Phone: 541-256-6167	Department: Technology and Trades – EM-Tech
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	USACE Level 2 – Operators and Electricians	Proposed Title:	No change
Current Credits:	39	Proposed Credits:	36
Overview and rationale for proposed changes:	Consolidate digital logic series and PLC class by teaching digital logic concepts using the more industrial PLC platform. Change program outcomes to better reflect updated course content and important skills identified by the Electro-Mechanical Technology advisory committee.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. TITLE CHANGES: EET 251, EET 252 2. REMOVE: EET 219 3. OVERALL DECREASE IN CREDIT FROM 39 TO 36 4. 7.7% change 		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Electro-Mechanical Technology AAS		
Will the proposed changes affect the base degree or certificate?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?	Same changes are being made to the base degree.		

Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	5 June 2024	
Requested Implementation Term	Summer 2025				

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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 (if any)	Credits
	Completion of the USACE Level 1 certificate with a minimum 2.00 GPA		30
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		
CERTIFICATE OUTCOMES			
All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			

Does the revision involve changing certificate outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT CERTIFICATE OUTCOMES	
(Required whether or not outcomes are being changed.)	
<i>Students who complete this certificate will be able to:</i>	
1. Use electrical instrumentation safely.	
2. Read and interpret schematics, ladder logic diagrams, data sheets and other electrical documentation.	
3. Apply generator theory to manage reactive power requirements and conduct generator synchronization.	
4. Install, troubleshoot and maintain electrical control circuits, including power electronic devices.	
5. Communicate technical data effectively.	
6. Program, network and interface programmable controllers with sensor inputs and actuator outputs.	
PROPOSED CERTIFICATE OUTCOMES	
<i>Students who complete this certificate will be able to:</i>	
No change	
RELATED INSTRUCTION	
Does the revision involve changing or adding Related Instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, complete the Related Instruction Template which may be found on the curriculum website .	
Additional Comments Or Changes	

SECTION #3 COURSE BY COURSE COMPARISON
<p>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.</p> <p>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.</p> <p>If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.</p> <p>If you are removing a course, identify the course with (remove) and bold the text.</p> <p>If the course title is changed, identify the course with (title change) and bold the text.</p> <p>If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.</p> <p>If you need more lines to accommodate the courses, right click and insert rows.</p> <p>The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.</p>

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall Yr 1 (10 credits)			Fall Yr 1 (10 credits)		
RET 223	Power Generation none	5	RET 223	Power Generation none	5
EET 251	Digital Electronics 1: Programmable Logic Devices EET 113	5	EET 251	Digital Logic & PLCs 1 (TITLE CHANGE) EET 113, EET 141	5
Winter Yr 1 (10 credits)			Winter Yr 1 (5 credits)		
EET 252	Digital Electronic 2: Programmable Logic Devices EET 251	5	EET 252	Digital Logic & PLCs 2 (TITLE CHANGE) EET 251	5
EET 219	Programmable Logic Controllers (REMOVE) EET 251	3			
Spring Yr 1 (3 credits)			Spring Yr 1 (3 credits)		
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv placement	3	MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv placement	3
Fall Yr 2 (5 credits)			Fall Yr 2 (5 credits)		
EET 221	Semiconductor Devices and Circuits 1 EET 113	5	EET 221	Semiconductor Devices and Circuits 1 EET 113	5
Winter Yr 2 (8 credits)			Winter Yr 2 (8 credits)		
EET 231	Semiconductor Devices and Circuits 2 EET 221	5	EET 231	Semiconductor Devices and Circuits 2 EET 221	5
EET 180	Industrial Computing MTH 65 or equiv place	3	EET 180	Industrial Computing MTH 65 or equiv place	3
Spring Yr 2 (5 credits)			Spring Yr 2 (5 credits)		
EET 273	Industrial Control EET 219	5	EET 273	Industrial Control EET 252	5
	Credit total	39		Credit total	36
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>"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."</i>		
Submitter	Email	Date
Jim Pytel and Kalie Brunton	jpytel@cgcc.edu kbrunton@cgcc.edu	2.26.25
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Next steps:

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Columbia Gorge Community College

CC date 3.6.25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction <input type="checkbox"/> Content <input type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Tech & Trades Manufacturing	Submitter name Phone Email	Robert Wells-Clark rclark@cgcc.edu
Reason for Revision	Update requisites.		
Current prefix and number	MFG 210	Proposed prefix and number	No change
Current Course Title	Introduction to Computer Aided Design and Tolerancing	Proposed Course Title (75 characters max)	No change
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 digital design using modern CAD programs in two dimensions and introduces three dimensional drawings. Explores basic dimensioning to Geometric Dimensions and Tolerancing as used in blueprints. Covers multi-view drawings, part and assembly drawings. Prerequisites: MFG 155. Audit available.	Introduces digital design using modern CAD programs in two dimensions and introduces three dimensional drawings. Explores basic dimensioning to Geometric Dimensions and Tolerancing as used in blueprints. Covers multi-view drawings, part and assembly drawings. 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: MFG 155	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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. Understand digital print layout and formats. 2. Utilize multi-view drawings to create digital blueprints. 3. Create assembly drawings for the fabrication of multi-part assemblies. 4. Generate accurate first and third angle projection of common 3d objects. 5. Use Geometric Tolerancing and Dimensioning to accurately describe parts and assemblies.		Upon successful completion of this course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change in outcomes.		
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?		<input type="checkbox"/>	Yes
		<input checked="" type="checkbox"/>	No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.			

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	2.25.25
Department Chair (enter name of department chair): Jim Pytel		
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.

Columbia Gorge Community College

CC date 3.6.25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Tech & Trades Manufacturing	Submitter name Phone Email	Robert Wells-Clark rclark@cgcc.edu
Reason for Revision	Update requisites.		
Current prefix and number	MFG 220	Proposed prefix and number	No change
Current Course Title	Production Manufacturing 1	Proposed Course Title (75 characters max)	No change
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 use of whole shop production methods for producing parts and assemblies. Describes the use of math and lean manufacturing principles to streamline production and prototyping in the industrial environment. Prerequisites: MFG 157. Audit available.	Introduces use of whole shop production methods for producing parts and assemblies. Describes the use of math and lean manufacturing principles to streamline production and prototyping in the industrial environment. 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: MFG 157	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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. Produce complex products from scratch fully utilizing shop equipment. 2. Understand lean manufacturing principles. 3. Develop labor and cost estimating strategies based on prevailing wage. 4. Explore machining processes for production fabrication.		Upon successful completion of this course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change in outcomes.		
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?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.			

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	2.25.25
Department Chair (enter name of department chair): Jim Pytel		
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.

Columbia Gorge Community College

CC date	3.6.25
CC decision	_____
CC vote	_____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Technology and Trades - Manufacturing	Submitter name: Phone: Email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Prefix and Course Number:	MFG 230	Credits:	3
Course Title: (75 characters max, including spaces)	Metrology 1		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times? <div style="text-align: center;">0</div>	Contact hours: Lecture: Lec/lab: 60 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Request of advisory board and to facilitate creation of new standalone certificate.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE 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 .			
Introduces concepts of precision measurement, GD&T and dimensional tolerance using hand tools and industry standard blueprints. Explores techniques used for accurate measurement after production of parts and assemblies to specification, and for inspection of in-service parts and assemblies for appropriate wear tolerance. References GD&T symbols necessary for basic inspection processes and production.			

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify and use different types of manual precision measuring tools, identify and apply correct values for fasteners by type and grade
	2. Complete basic inspection reports for mechanical repair service items, newly manufactured components, and assemblies.
	3. Create quality control processes for approval/rejection of created and received parts
	4. Identify tolerance, total tolerance, and their use in field service and metrology environments in accordance with necessary and applicable standards.
	5. Create processes for hand tool measuring of in-service parts and assemblies to blueprint specifications.
	6. Identify and apply basic GD&T symbols in accordance with necessary and applicable standards.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Lecture, in-lab coaching and direct instruction. • Full class demonstration. • Written exams. • Student proficiency through demonstration of learned strategies and skills in industry standard environments. • Job readiness based on performance • In class lab experiments and testing using the scientific process with written result reporting.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional)	
Course Content – organized by outcomes (list	<p>Outcome #1: Identify and use different types of precision measure hand tools, identify and apply correct values for fasteners by grade.</p> <ul style="list-style-type: none"> • Read manual measuring tools and vernier scales utilizing the appropriate math

<p>each outcome followed by an outline of the related content)</p>	<p>skills necessary for accurate interpretation of measurement results Calibrate various types of hand tools utilizing gauge blocks, and other calibration tooling for precision measuring tools</p> <ul style="list-style-type: none"> • Demonstrate proficiency and repeatability in measuring tooling usage • Identify fastener type grade and proper torque values <p>Outcome #2: Complete basic inspection reports for mechanical repair service items, newly manufactured components, and assemblies.</p> <ul style="list-style-type: none"> • Correctly interpret and transcribe data as required per inspection process • Understand symbols necessary for data input in to basic inspection sheets • Reference datums using appropriate tooling to verify accuracy and tolerance <p>Outcome #3: Create quality control processes for approval/rejection of created and received parts</p> <ul style="list-style-type: none"> • Interpret critical datums, class fits for ASME specification • Critically analyze datums to determine best practice of accurate measurement for part • Consider geometrical differences and how they may affect measuring strategy <p>Outcome #4: Identify tolerance, total tolerance, and their use in field service and metrology environments, introducing physics for thermal activity.</p> <ul style="list-style-type: none"> • Interpret tolerance for a set of blueprints, as drawn • Determine total tolerance for a group of parts across an assembly, identify clearance, interference and tolerance class fit • Analyze the effect of the total tolerance stack across prints in an assembly • Analyze the effect of thermodynamics as applied to metal types <p>Outcome #5: Create a manual measuring process for field service parts and assemblies to blueprint specifications.</p> <ul style="list-style-type: none"> • Based on parts without an existing blueprint, determine necessary tolerances for approval/rejection for service. • Identify critical datums and reference datums for measuring using the 3-2-1 rule • Create a list of necessary tooling for successful measurement for approval/rejection of a part • Write an inspection sheet to capture the appropriate data. <p>Outcome #6: Understand and identify basic GD&T symbols.</p> <ul style="list-style-type: none"> • Read and understand GD&T symbols as appropriate for basic blueprints • Interpret GD&T symbols usage within the context of a blueprint's geometry • Interpret and relate Class Fits in accordance with necessary and applicable standards.
<p>Suggested Texts & Materials (specify if any texts or materials are required)</p>	<p>Use of listed Texts/Materials is not required unless so noted.</p> <ul style="list-style-type: none"> • FSAE Fundamentals of Geometric Design and Tolerancing • Ultimate GD&T Pocket Guide • Engineers Black Book • gdandtbasics.com • GD&T Application and Interpretation 8th Edition

	<ul style="list-style-type: none"> ASME GD&T Essentials Codes 2020 NIST Handbook 44: Specifications, Tolerances, and Other Technical Requirement for Weighing and Measuring Devices
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Advanced Manufacturing and Fabrication AAS	# credit: 91
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	CNC Manufacturing and Quality Control Processes	# credit: 29
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Better fit with skillsets within the second year of the AAS degree, allowing for delineation in to it's own separate certificate- as requested by advisory board in AY24-25 and as based on feedback from employers of AAS degree receiving students from AY 24-25.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No; unless adopted by other programs at their request.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: Susan Lewis, notified 2/21/25 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	2/26/25
Department Chair (enter name of department chair): Jim Pytel		
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 CC 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.

Columbia Gorge Community College

CC date	3.6.25	
CC decision		
CC vote		

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Technology and Trades – Manufacturing	Submitter name: Phone: Email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Prefix and Course Number:	MFG 231	Credits:	3
Course Title: (75 characters max, including spaces)	Metrology 2		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times? <div style="text-align: center;">0</div>	Contact hours: Lecture: Lec/lab: 60 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Request of advisory board and to facilitate creation of new standalone certificate.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: MFG 230	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
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 .			
Explores the measurement of in-process production parts and assemblies utilizing a mix of manual devices, machine-based tools and computer numerically controlled machine processes. Designs more accurate and in-depth processes of measurement utilizing both manual and digital measuring devices for increased accuracy. References GD&T symbols necessary for intermediate inspection processes and production. Prerequisites: MFG 230. Audit available.			

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify strategies and methods of measurement and quality for in-production parts before completion
	2. Reference appropriate datums and blueprints symbols from the GD&T environment and utilize them to pass / fail part inspection.
	3. Determine the appropriate use case for machine tool and hand tool measuring as driven by the blueprint.
	4. Complete intermediate inspection reports for mechanical repair service items, newly manufactured components, and assemblies
	5. Create inspection processes throughout appropriate stages of production utilizing hand and CNC tools.
	6. Identify and apply intermediate GD&T symbols.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Lecture, in-lab coaching and direct instruction. • Full class demonstration. • Written exams. • Student proficiency through demonstration of learned strategies and skills in industry standard environments. • Job readiness based on performance • In class lab experiments and testing using the scientific process with written result reporting.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional)	
Course Content – organized by outcomes (list	<p>Outcome #1: Identify strategies and methods of measurement and quality for in-production parts before completion.</p> <ul style="list-style-type: none"> • Identify inspection ratio in accordance with applicable standard

<p>each outcome followed by an outline of the related content)</p>	<ul style="list-style-type: none"> • Identify and select measuring equipment according to geometric properties of components. • Use applicable GD&T standards to create an in-process inspection flow chart. <p>Outcome #2: Reference appropriate datums and blueprints symbols from the GD&T environment and utilize them to pass / fail part inspection.</p> <ul style="list-style-type: none"> • Identify planar coordinate datums applied to in-process measuring and GD&T. • Identify basic geometric relationships of datums such as runout, concentricity, and parallelism <p>Outcome #3: Understand the appropriate use case for machine tool and manual tool measuring as driven by the blueprint.</p> <ul style="list-style-type: none"> • Relate and utilize tolerance specifications to select appropriate measuring devices. • Select measurement strategies that align with component geometry, and acceptable GD&T or Class Fit schedule. • Employ secondary measurement strategy to confirm or validate results <p>Outcome #4: Complete intermediate inspection reports for newly manufactured parts and assemblies</p> <ul style="list-style-type: none"> • Align measuring process flow charts with appropriate specifications according to blueprints • Define inspection process for ratio or whole data capture • Define tolerance stacking of multi part assemblies according to appropriate standard <p>Outcome #5: Create inspection processes throughout appropriate stages of production utilizing hand and CNC tools.</p> <ul style="list-style-type: none"> • Utilize manual and digital measuring devices to carry out measuring strategies in accordance to tolerance specification. • Align in-process inspection and root cause analysis in data collection • Define solutions using inspection data <p>Outcome #6: Understand and Identify intermediate GD&T symbols.</p> <ul style="list-style-type: none"> • Identify GD&T symbols for form, orientation, and location • Understand and utilize 3-2-1 methodology to select appropriate measurement devices • Utilize planar relationships for validation of compliance and measurement categorization
<p>Suggested Texts & Materials (specify if any texts or materials are required)</p>	<p>Use of listed Texts/Materials is not required unless so noted.</p> <ul style="list-style-type: none"> • FSAE Fundamentals of Geometric Design and Tolerancing • Ultimate GD&T Pocket Guide • Engineers Black Book • gdandtbasics.com • GD&T Application and Interpretation 8th Edition • ASME GD&T Essentials Codes • 2020 NIST Handbook 44: Specifications, Tolerances, and Other Technical Requirement for Weighing and Measuring Devices

Department Notes (optional)	
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SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Advanced Manufacturing and Fabrication AAS	# credit: 91
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	CNC Manufacturing and Quality Control Processes	# credit: 29
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Better fit with skillsets within the second year of the AAS degree, allowing for delineation in to its own separate certificate- as requested by advisory board in AY24-25 and as based on feedback from employers of AAS degree receiving students from AY 24-25.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No; unless adopted by other programs at their request.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: Susan Lewis, notified 2/21/25 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"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."</i></p>		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	2/26/25
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Jarret 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 CC 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.

Columbia Gorge Community College

CC date	3.6.25	
CC decision		
CC vote		

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Technology and Trades – Manufacturing	Submitter name: Phone: Email:	Robert Wells-Clark 541-514-1589 rclark@cgcc.edu
Prefix and Course Number:	MFG 232	Credits:	3
Course Title: (75 characters max, including spaces)	Metrology 3		
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times? <div style="text-align: center;">0</div>	Contact hours: Lecture: Lec/lab: 60 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Reason for the new course.	Request of advisory board and to facilitate creation of new standalone certificate.		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
course prefix & number: MFG 231	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
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 .			
Explores the utilization of advanced measuring instruments and tools, both hand-controlled and computer numerically controlled with a focus on tight tolerances and difficult geometry. Teaches strategies and methodologies for inspecting larger quantities of parts and the processes needed to do so. References GD&T symbols necessary for more complex inspection processes and production. Prerequisite: MFG 231. Audit available.			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Utilize strategies for measurement that are highly repeatable across larger quantities of parts.
	2. Program and operate measuring-specific CNC machine tools for measuring of newly manufactured parts and assemblies, mechanical repair items, and in-service parts and assemblies.
	3. Program and utilize measuring tools within part producing (production) CNC machine tools.
	4. Utilize g-code functions and prompts within in-process production of parts to ensure correct tolerance adherence.
	5. Complete advanced inspection reports for mechanical repair service items, newly manufactured components, and assemblies
	6. Identify and apply advanced GD&T symbols.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Lecture, in-lab coaching and direct instruction. • Full class demonstration. • Written exams. • Student proficiency through demonstration of learned strategies and skills in industry standard environments. • Job readiness based on performance • In class lab experiments and testing using the scientific process with written result reporting.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional)	
Course Content – organized by	Outcome #1: Utilize strategies for measurement that are highly repeatable across larger quantities of parts.

<p>outcomes (list each outcome followed by an outline of the related content)</p>	<ul style="list-style-type: none"> • Create gauges to identify pass/fail criteria for form and orientation GD&T as defined by blueprint specification • Define and outline secondary validity or calibration process using manual inspection strategies. • Identify and employ recording structures for ratio recording and percentage based data collection. <p>Outcome #2: Understand programming and operation of measuring-specific CNC machine tools for measurement of newly manufactured and in-service parts and assemblies.</p> <ul style="list-style-type: none"> • Manually define datum capture using CNC Coordinate Measuring Machine (CMM) for single planar datums using expanded 3-2-1 recording. • Define ordinate location of planar origin from specification or in accordance with blueprint • Develop working program with secondary validation of results <p>Outcome #3: Program and utilize measuring tools within part producing (production) CNC machine tools.</p> <ul style="list-style-type: none"> • Create CNC program stop point to allow for use of locational measuring device for geometry measurements, concentricity, and true position • Generate CNC program that employs use of Work Inspection Probing System (WIPS) to confirm Work Coordinate System Location <p>Outcome #4: Utilize g-code functions and prompts within in-process production of parts to ensure correct tolerance adherence.</p> <ul style="list-style-type: none"> • Utilize CNC Option Stop to employ WIPS for in-process geometry inspection. • Program CNC to employ Cutter Diameter Compensation to maintain appropriate specification according to blueprint • Employ WIPS protocols for in process data capture. <p>Outcome #5: Complete advanced inspection reports for newly manufactured parts and assemblies.</p> <ul style="list-style-type: none"> • Define and validate process for measuring locational datums utilizing manual measuring devices. • Create CNC program for CMM measurement of multi planar component geometry, translate results into record according to appropriate standards. • Identify and define comparison analysis points of multi part assemblies. <p>Outcome #6: Understand and identify advanced GD&T symbols.</p> <ul style="list-style-type: none"> • Understand GD&T for form to include modifier symbols • Expand GD&T for orientation to include modifier and reference symbols. • Utilize GD&T for location feature control, datum origin, and target modification symbols.
<p>Suggested Texts & Materials (specify if any texts or materials are required)</p>	<p>Use of listed Texts/Materials is not required unless so noted.</p> <ul style="list-style-type: none"> • FSAE Fundamentals of Geometric Design and Tolerancing • Ultimate GD&T Pocket Guide • Engineers Black Book • gdandtbasics.com • GD&T Application and Interpretation 8th Edition

	<ul style="list-style-type: none"> ASME GD&T Essentials Codes 2020 NIST Handbook 44: Specifications, Tolerances, and Other Technical Requirement for Weighing and Measuring Devices
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Advanced Manufacturing and Fabrication AAS	# credit: 91
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	CNC Manufacturing and Quality Control Processes	# credit: 29
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Better fit with skillsets within the second year of the AAS degree, allowing for delineation in to its own separate certificate- as requested by advisory board in AY24-25 and as based on feedback from employers of AAS degree receiving students from AY 24-25.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	No
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No; unless adopted by other programs at their request.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: Susan Lewis, notified 2/21/25 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"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."</i></p>		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	2/26/25
Department Chair (enter name of department chair): Jim Pytel		
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 CC 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.

Columbia Gorge Community College

CC date 3.6.25
CC decision
CC vote

REVISION of AAS DEGREE REQUEST

Submitted by: Robert Wells-Clark

Email: Rclark@cgcc.edu

Phone: 541-514-1589

Department: Technology and Trades:
Advanced Manufacturing

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Advanced Manufacturing and Fabrication		Proposed Title:	No change	
Current Credits:	91		Proposed Credits:	No change	
Overview and rationale for proposed changes:	Update AAS degree to include new metrology courses and match 2 nd year certificate.				
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. REMOVE: MFG 201, 202, 203 2. ADD: MFG 230, 231, 232 19.8% change				
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Advanced Manufacturing Technology CNC Manufacturing and Quality Control Processes		
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	2/27/25
Requested Implementation Term	Summer 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	---

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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
MTH 65 <i>or</i> MTH 98 <i>or</i> place	Beginning Algebra <i>or</i> Quantitative Math <i>or</i> equiv placement	Place into MTH 65 <i>or</i> Place into IRW 115 or WR 115; place into MTH 98	4
IRW 115 <i>or</i> WR 115 <i>or</i> place	Critical Reading and Writing <i>or</i> Introduction to Expository Writing <i>or</i> equiv placement	ABE 75 or ABE 70 or GED 70 or equiv placement <i>or</i> Placement into WR 115	5 4

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES

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

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

Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---	---

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

Students who successfully complete this degree will be able to:

1. Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.

2. Demonstrate knowledge of basic CNC operations and G Code.
3. Generate product designs and blueprints using CAD software.
4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.
5. Apply basic metallurgical concepts and basic materials science as they pertain to metals to create better production results in manufacturing processes.
6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.
7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.
PROPOSED DEGREE OUTCOMES
<i>Students who successfully complete this degree will be able to:</i>
1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
Fall Yr 1 (13 credits)			Fall Yr 1 (13 credits)		
MFG 150	Basic Manufacturing Processes Pre/co: MFG 195	3	MFG 150	Basic Manufacturing Processes Pre/co: MFG 195	3
MFG 155	Blueprint Reading and Design Pre/co: MFG 195	3	MFG 155	Blueprint Reading and Design Pre/co: MFG 195	3
MFG 195	Welding 195 none	3	MFG 195	Welding 195 none	3
MTH 105 or MTH 105Z or higher	Math in Society MTH 65 or MTH 98 or equiv placement; placement into WR115	4	MTH 105 or MTH 105Z or higher	Math in Society MTH 65 or MTH 98 or equiv placement; placement into WR115	4

Winter Yr 1 (15 credits)			Winter Yr 1 (15 credits)		
MFG 151	Fabrication Processes 1 MFG 150	3	MFG 151	Fabrication Processes 1 MFG 150	3
MFG 156	Integrated Manufacturing 1 MFG 155	3	MFG 156	Integrated Manufacturing 1 MFG 155	3
MFG 280	Aluminum GTAW Fabrication Processes 1 MFG 195, MFG 150	3	MFG 280	Aluminum GTAW Fabrication Processes 1 MFG 195, MFG 150	3
MFG 281	Aluminum GTAW Fabrication Processes 2 Co-requisite MFG 280	3	MFG 281	Aluminum GTAW Fabrication Processes 2 Co-requisite MFG 280	3
MFG 285	Stainless Steel GTAW Fabrication Processes 1 MFG 195, MFG 150	3	MFG 285	Stainless Steel GTAW Fabrication Processes 1 MFG 195, MFG 150	3
Spring Yr 1 (15 credits)			Spring Yr 1 (15 credits)		
MFG 152	Fabrication Processes 2 MFG 151	3	MFG 152	Fabrication Processes 2 MFG 151	3
MFG 157	Integrated Manufacturing 2 MFG 156	3	MFG 157	Integrated Manufacturing 2 MFG 156	3
MFG 282	Aluminum GTAW Fabrication Processes 3 MFG 281	3	MFG 282	Aluminum GTAW Fabrication Processes 3 MFG 281	3
MFG 286	Stainless Steel GTAW Fabrication Processes 2 MFG 285	3	MFG 286	Stainless Steel GTAW Fabrication Processes 2 MFG 285	3
MFG 287	Stainless Steel GTAW/TIG Fabrication Co-requisite MFG 286	3	MFG 287	Stainless Steel GTAW/TIG Fabrication Co-requisite MFG 286	3
Fall Yr 2 (18 credits)			Fall Yr 2 (18 credits)		
MFG 201	Tube and Pipe Fabrication 1 (REMOVE) MFG 150 and MFG 155	3	MFG 230	Metrology 1 (ADD) none	3
MFG 210	Introduction to Computer Aided Design and Tolerancing MFG 155	3	MFG 210	Introduction to Computer Aided Design and Tolerancing MFG 155	3
MFG 220	Production Manufacturing 1 MFG 157	3	MFG 220	Production Manufacturing 1 MFG 157	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
WR 121L	Corequisite for Composition I Coreq: WR 121Z	1	WR 121L	Corequisite for Composition I Coreq: WR 121Z	1
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
Winter Yr 2 (13 credits)			Winter Yr 2 (13 credits)		
MFG 202	Tube Fabrication (REMOVE) MFG 201	3	MFG 231	Metrology 2 (ADD) MFG 230	3

MFG 211	CAD Design for CNC Manufacturing 1 MFG 210	3	MFG 211	CAD Design for CNC Manufacturing 1 MFG 210	3
MFG 221	Production Manufacturing 2 MFG 220	3	MFG 221	Production Manufacturing 2 MFG 220	3
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
Spring Yr 2 (17 credits)			Spring Yr 2 (17 credits)		
MFG 203	Pipe Fabrication and Welding (REMOVE) MFG 201	3	MFG 232	Metrology 3 (ADD) MFG 231	3
MFG 212	CAD Design for CNC Manufacturing 2 MFG 211	3	MFG 212	CAD Design for CNC Manufacturing 2 MFG 211	3
MFG 222	Production Manufacturing 3 MFG 221	3	MFG 222	Production Manufacturing 3 MFG 221	3
MFG 290	Student Production Manufacturing Lab 1 Pre/co: MFG 212, 222	4	MFG 290	Student Production Manufacturing Lab 1 Pre/co: MFG 212, 222	4
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
	Credit Total	91		Credit Total	91

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
Robert Wells-Clark	rclark@cgcc.edu	03/01/2024

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

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

Columbia Gorge Community College

CC date 3.6.25
CC decision _____
CC vote _____

NEW CERTIFICATE REQUEST

Submitted by: Robert Wells-Clark

Email: rclark@cgcc.edu

Phone:

Department: Tech & Trades -
Manufacturing

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	CNC Manufacturing and Quality Control Processes		Proposed Credits:	31
Reason for new certificate:	New certificate is for the second year MFG content courses, so that students may complete all manufacturing program without taking writing, math or gen ed.		Requested implementation term:	Summer, 2025
Is there impact on other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	2/27/25
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Advanced Manufacturing and Fabrication			

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using 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.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
	none		
Is this a limited entry program? Students must apply, via the department for program entry.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PROPOSED OUTCOMES

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

Students who successfully complete this certificate will be able to:

1. Demonstrate knowledge of CNC operations and G Code.
2. Generate product designs and blueprints using CAD software.
3. Manufacture multi-part assembly products, including at quantity production run.
4. Apply basic metallurgical concepts and basic materials science to solve manufacturing problems
5. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.
6. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.

SECTION #3 PROPOSED COURSEWORK

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

Course Number	Course Title	Requisites	Credits
Fall (9 credits)			

MFG 210	Introduction to Computer Aided Design and Tolerancing		3
MFG 220	Production Manufacturing 1		3
MFG 230	Metrology 1		3
Winter (9 credits)			
MFG 211	CAD Design for CNC Manufacturing 1	MFG 210	3
MFG 221	Production Manufacturing 2	MFG 220	3
MFG 231	Metrology 2	MFG 230	3
Spring (13 credits)			
MFG 212	CAD Design for CNC Manufacturing 2	MFG 211	3
MFG 222	Production Manufacturing 3	MFG 221	3
MFG 232	Metrology 3	MFG 231	3
MFG 290	Student Production Manufacturing Lab 1	Pre/co: MFG 212, 222	4
Credit total			31
ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits
none			

SECTION #4 RELATED INSTRUCTION

Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.

All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 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
Robert Wells-Clark	rclark@cgcc.edu	2.25.25
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean/director): Jarett Gilbert		

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the Curriculum Office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots, 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.

Columbia Gorge Community College

CC date 3-6-25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Andrea LoMonaco
		Phone	509-768-6557
		Email	alomonaco@cgcc.edu
Reason for Revision	Consolidating CAS 121-Beginning Keyboarding, CAS 122-Keyboarding for Speed and Accuracy, CAS 123-Production Keyboarding, and OS 131-10-Key for Business into one course as well as updating the course to reflect current needs.		
Current prefix and number	CAS 123	Proposed prefix and number	No change
Current Course Title	Production Keyboarding	Proposed Course Title (75 characters max)	Keyboarding for Business
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
Builds on keyboarding skills in producing professional business documents. Improves and increases speed and accuracy in timed writings and document processing. Recommended: OS 220, CAS 122 and keying 40 wpm by touch. Prerequisite: CAS 216 or instructor permission. Audit available.	Develops keyboarding and 10-Key skills essential for business communication and document production. Emphasizes touch-typing techniques to improve speed and accuracy through timed practice. Introduces industry-standard formatting, proofreading, and editing strategies to ensure professional, error-free documents. Supports workplace readiness by reinforcing efficiency, precision, and adaptability in digital text entry. Recommended: Keying 24 wpm by touch. 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.

<input type="checkbox"/> Placement into:			
prefix & number: CAS 216 or instructor permission	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: Recommended:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate increased speed & accuracy 2. Recognize, explain, & evaluate ergonomic factors regarding various work environments & equipment 3. Produce, edit, and format professional documents in accordance with current industry standards 4. Demonstrate skill in language arts, including word division, proofreading, punctuation, grammar, spelling, and keyboard composing 	Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate proper keyboarding techniques in accordance with ergonomic standards to develop speed, accuracy, and efficiency. 2. Key by touch alphabetic, numeric, and auxiliary keys at industry-appropriate speed and accuracy levels. 3. Produce professional business documents following industry standards for accuracy, spelling, grammar, punctuation, and layout. 4. Demonstrate 10-Key number entry skills by touch, achieving a minimum of 8000 KPH with 98% accuracy in alignment with industry expectations. 5. Apply critical thinking to evaluate and improve keyboarding and 10-Key performance, including self-assessment and adaptation to workplace requirements.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) Outcome #1: Demonstrate proper keyboarding techniques in accordance with ergonomic standards to develop speed, accuracy, and efficiency. <ul style="list-style-type: none"> • Keyboarding Posture and Hand Positioning <ul style="list-style-type: none"> ○ Proper sitting posture and body alignment ○ Correct finger placement on home row keys ○ Maintaining a relaxed yet controlled typing motion

- Ergonomic Best Practices
 - Adjusting chair, desk, and monitor for comfort and efficiency
 - Avoiding strain and repetitive stress injuries
 - Implementing proper wrist and hand positioning
- Touch Typing Techniques
 - Keeping eyes on the screen or source material instead of the keyboard
 - Using all fingers efficiently for smooth keystrokes
 - Eliminating unnecessary hand movement for faster typing
- Building Speed and Accuracy
 - Developing muscle memory through repetitive practice
 - Utilizing typing drills and structured exercises
 - Implementing accuracy-first strategies before increasing speed
- Overcoming Common Typing Challenges
 - Reducing reliance on the backspace key
 - Avoiding looking at the keyboard while typing
 - Correcting common mistyped words and letter combinations

Outcome #2: Key by touch alphabetic, numeric, and auxiliary keys at industry-appropriate speed and accuracy levels.

- Touch Typing Mastery
 - Reinforcing proper finger placement on home row keys
 - Eliminating reliance on looking at the keyboard
 - Practicing smooth and consistent keystrokes
- Alphabetic and Numeric Keying
 - Building proficiency with alphabetic keying sequences
 - Developing speed and accuracy in numeric entry (top row numbers)
 - Strengthening familiarity with common key patterns
- Using Auxiliary Keys
 - Mastering punctuation and symbol keys (e.g., comma, period, shift, caps lock)
 - Efficient use of function keys, tab, enter, backspace, and delete
 - Understanding the role of modifier keys (Shift, Ctrl, Alt)
- Speed and Accuracy Development
 - Practicing structured drills to increase words per minute (WPM)
 - Implementing accuracy-focused exercises before increasing speed
 - Using timed tests and typing benchmarks for tracking progress
- Common Error Correction Strategies
 - Reducing mistyped words through muscle memory training
 - Minimizing overuse of backspace to improve fluidity
 - Identifying and correcting frequent typing errors
- Industry Standards and Performance Expectations
 - Understanding workplace typing speed and accuracy requirements
 - Setting personal improvement goals based on industry benchmarks
 - Using typing assessment tools to evaluate skill progression

Outcome #3: Produce professional business documents following industry standards for accuracy, spelling, grammar, punctuation, and layout.

- Spelling, Grammar, and Punctuation Accuracy

- Identifying and correcting common spelling and grammar mistakes
- Proper use of punctuation in business communication
- Utilizing spell check and grammar tools effectively
- Formatting for Clarity and Professionalism
 - Applying appropriate fonts, spacing, and alignment
 - Using headings, bullet points, and numbering for organization
 - Incorporating business-standard margins and line spacing
- Editing and Proofreading Techniques
 - Reviewing documents for clarity and conciseness
 - Checking for consistency in style and tone
 - Employing proofreading strategies to ensure error-free work
- Industry-Specific Document Standards
 - Understanding formatting expectations in various industries
 - Applying company branding and templates where applicable
 - Adhering to workplace-specific documentation guidelines
- Finalizing and Distributing Business Documents
 - Preparing documents for printing and digital sharing
 - Converting files into appropriate formats (PDF, Word, etc.)
 - Ensuring documents are error-free before submission or publication

Outcome #4: Demonstrate 10-Key number entry skills by touch, achieving a minimum of 8000 KPH with 98% accuracy in alignment with industry expectations.

- Introduction to 10-Key Keypad
 - Understanding the layout and function of the 10-Key pad
 - Proper hand positioning and finger placement for efficiency
 - Developing muscle memory for touch-based entry
- Speed and Accuracy Development
 - Practicing structured drills to increase KPH (Keystrokes Per Hour)
 - Implementing accuracy-focused exercises before increasing speed
 - Using industry-standard assessments to track progress
- Efficient Number Entry Techniques
 - Entering long numeric sequences quickly and accurately
 - Using the tab and enter keys for data entry workflows
 - Minimizing reliance on backspace to maintain efficiency
- Common Errors and Error Reduction Strategies
 - Identifying frequent mistakes and improving error correction speed
 - Reinforcing consistency through repetitive numeric drills
 - Employing self-checking techniques to enhance accuracy
- Meeting Industry Standards
 - Understanding 10-Key speed and accuracy benchmarks for employment
 - Completing timed tests to simulate real-world job scenarios
 - Setting personal goals for continued skill improvement

Outcome #5: Apply critical thinking to evaluate and improve keyboarding and 10-Key performance, including self-assessment and adaptation to workplace requirements

- Self-Assessment of Skills
 - Conducting timed assessments for speed and accuracy
 - Analyzing personal strengths and areas for improvement

	<ul style="list-style-type: none"> ○ Setting measurable goals for performance enhancement • Error Identification and Correction <ul style="list-style-type: none"> ○ Recognizing common typing and 10-Key errors ○ Implementing strategies to reduce errors and increase efficiency ○ Utilizing software tools to track progress and pinpoint weaknesses • Adapting to Workplace Requirements <ul style="list-style-type: none"> ○ Understanding industry expectations for typing and 10-Key proficiency ○ Adjusting techniques to meet specific job demands ○ Applying ergonomic best practices to maintain long-term efficiency • Problem-Solving for Continuous Improvement <ul style="list-style-type: none"> ○ Identifying factors that impact performance (fatigue, posture, distractions) ○ Modifying practice routines to address challenges ○ Seeking feedback and incorporating constructive criticism • Developing a Personalized Improvement Plan <ul style="list-style-type: none"> ○ Setting realistic benchmarks for speed and accuracy growth ○ Tracking progress through regular practice and testing ○ Utilizing online resources and software for continued skill development
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Ten Key Mastery, Ellsworth Publishing Keyboard Mastery, Ellsworth Publishing
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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
Andrea LoMonaco	alomonaco@cgcc.edu	02-24-2025
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.

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Business	Submitter name: Phone: Email:	Andrea LoMonaco 509-768-6557 alomonaco@cgcc.edu
Course prefix and number	CAS 123	Course title	Production Keyboarding
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	1	Lecture	2
Lab		Lab	
Lecture/Lab	4	Lecture/Lab	4
Total weekly contact hours	5	Total weekly contact hours	6
Total credits	3	Total credits	4
Reason for change:	Revised CAS 123 is incorporating elements from two other 3-credit courses (CAS 121 & CAS 122) as well as a one 1-credit course (OS 131). An increase from 3 to 4 credits is necessary to cover all of the content.		
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.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain and describe how the impact was resolved	Accounting AAS Accounting / Bookkeeping certificate Administrative Professional AAS and certificate Entrepreneurship / Business Management AAS	
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?			

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

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Andrea LoMonaco	alomonaco@cgcc.edu	03-6-25
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 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.

Columbia Gorge Community College

CC date 3-6-25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name Phone Email	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Reason for Revision	Course needs BA131-Introduction to Business Technology and BA169Z-Data Analysis Using Microsoft Excel as prerequisites.		
Current prefix and number	CAS 140	Proposed prefix and number	No change
Current Course Title	Beginning Databases	Proposed Course Title (75 characters max)	No change
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 database fundamentals, basic skills for designing and manipulating a database and beginning database management concepts including tables, forms, reports, and queries. Stresses a working knowledge of database management vocabulary. Introduces the basic features of database application software. Recommended: Placement into IRW 115 or WR 115. Audit available.	Covers database fundamentals, basic skills for designing and manipulating a database and beginning database management concepts including tables, forms, reports, and queries. Stresses a working knowledge of database management vocabulary. Introduces the basic features of database application software. Prerequisites: BA 131, BA 169Z. 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.

<input checked="" type="checkbox"/> Placement into: Recommended: IRW 115 or WR 115			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BA 131, BA 169Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Current learning outcomes (required whether being revised or not)		New learning outcomes
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Use a database application to create personal and/or business databases following current professional and/or industry standards. 2. Use database applications to efficiently retrieve data. 3. Apply database design principles to a new or existing database. 4. Communicate in a business setting using database management vocabulary. 		No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Outcome #1: Use a database application to create personal and/or business databases following current professional and/or industry standards. <ul style="list-style-type: none"> • Database Fundamentals <ul style="list-style-type: none"> ◦ Introduction to Database Applications ◦ Understanding Tables, Fields, and Records • Database Planning & Design <ul style="list-style-type: none"> ◦ Defining Database Purpose and Structure ◦ Establishing Relationships and Keys • Creating and Managing Tables <ul style="list-style-type: none"> ◦ Setting Up Tables and Fields ◦ Configuring Data Types and Constraints • Data Entry and Validation <ul style="list-style-type: none"> ◦ Efficient Data Input Methods ◦ Implementing Validation Rules • Querying and Retrieving Data <ul style="list-style-type: none"> ◦ Basic SQL Queries (SELECT, WHERE, ORDER BY) ◦ Using Query Builders and Filters 	

- Generating Reports and Forms
 - Creating and Formatting Reports
 - Designing User-Friendly Forms
- Database Security and Maintenance
 - Protecting Data and Managing Permissions
 - Backing Up and Restoring Databases

Outcome #2: Use database applications to efficiently retrieve data.

- Introduction to Data Retrieval
 - Understanding Queries and Data Retrieval
 - Exploring Query Tools in Database Applications
- Basic Querying Techniques
 - Selecting Data with Queries
 - Filtering and Sorting Records
- Using SQL for Data Retrieval
 - Writing Basic SELECT Statements
 - Using WHERE, ORDER BY, and DISTINCT Clauses
- Advanced Querying Techniques
 - Using Aggregate Functions (SUM, AVG, COUNT)
 - Grouping Data with GROUP BY and HAVING
- Joining and Relating Data
 - Understanding Primary and Foreign Keys in Queries
 - Using INNER, LEFT, RIGHT, and FULL JOINS
- Parameterized and Action Queries
 - Creating Parameter Queries for User Input
 - Implementing Update, Append, and Delete Queries
- Optimizing Query Performance
 - Indexing for Faster Retrieval
 - Avoiding Redundant and Inefficient Queries

Outcome #3: Apply database design principles to a new or existing database.

- Introduction to Database Design
 - Importance of Good Database Design
 - Common Database Design Pitfalls
- Planning and Structuring a Database
 - Identifying Database Purpose and Requirements
 - Creating an Entity-Relationship Diagram (ERD)
- Normalization and Data Organization
 - Understanding Normal Forms (1NF, 2NF, 3NF)
 - Eliminating Redundant Data
- Defining Tables and Relationships
 - Establishing Primary and Foreign Keys
 - Implementing Referential Integrity
- Optimizing Data Storage and Performance
 - Choosing Appropriate Data Types
 - Indexing for Efficient Data Retrieval
- Modifying and Improving an Existing Database
 - Assessing Database Efficiency

	<ul style="list-style-type: none"> ○ Redesigning Tables and Relationships • Ensuring Data Integrity and Security <ul style="list-style-type: none"> ○ Implementing Constraints and Validation Rules ○ Setting User Permissions and Access Controls <p>Outcome #4: Communicate in a business setting using database management vocabulary.</p> <ul style="list-style-type: none"> • Fundamental Database Terminology <ul style="list-style-type: none"> ○ Database, Table, Record, Field, Data Type ○ Primary Key, Foreign Key, Index • Query and Data Retrieval Terms <ul style="list-style-type: none"> ○ SQL, SELECT, WHERE, JOIN ○ Sorting, Filtering, Aggregation • Database Design and Structure <ul style="list-style-type: none"> ○ Normalization, Relationships, Referential Integrity ○ ERD (Entity-Relationship Diagram), Schema • Business and Industry Terminology <ul style="list-style-type: none"> ○ Data Governance, Compliance, Security ○ Data Integrity, Backup, Recovery • Communication in Professional Settings <ul style="list-style-type: none"> ○ Explaining Database Concepts to Non-Technical Users ○ Writing Documentation and Reports • Collaboration in Database Projects <ul style="list-style-type: none"> ○ Working with Teams on Database Design ○ Presenting Database Solutions to Stakeholders
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) <ul style="list-style-type: none"> • Text: Libre office Getting Started Guide 7.3 • Software: Microsoft Office 2019 or greater • Software: Libre Open Office Base
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-22-2025
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.

Columbia Gorge Community College

CC date	3.6.25
CC decision	_____
CC vote	_____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction <input type="checkbox"/> Content <input type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Course needs BA131-Introduction to Business Technology as a prerequisite.		
Current prefix and number	BA 169Z	Proposed prefix and number	No change
Current Course Title	Data Analysis Using Microsoft Excel	Proposed Course Title (75 characters max)	No change
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 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.	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. Prerequisite: BA 131. 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)

<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input checked="" type="checkbox"/> Placement into: Recommended IRW 115 or WR 115, and MTH 65 or MTH 98			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number: BA 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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. 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.	1. No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) No change
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
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Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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	02-22-2025
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.

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Business	Submitter name: Phone: Email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Course prefix and number	BA 169Z	Course title	Introduction to Business Law
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	1	Lecture	2
Lab		Lab	
Lecture/Lab	4	Lecture/Lab	4
Total weekly contact hours	5	Total weekly contact hours	6
Total credits	3	Total credits	4
Reason for change:	State mandated change in credits		
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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please explain and describe how the impact was resolved	Accounting AAS Accounting / Bookkeeping certificate Administrative Professional AAS and certificate Entrepreneurship / Business Management AAS	
Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?			

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

SECTION #2 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/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."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-20-25
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 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.

Columbia Gorge Community College

CC date 3-6-25
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Business	Submitter name	Todd Meislahn
		Phone	541-506-6124
		Email	tmeislahn@cgcc.edu
Reason for Revision	Course has not been updated in several years. Updating requisites to apply for a Gen Ed designation.		
Current prefix and number	BA 208	Proposed prefix and number	No change
Current Course Title	Business Ethics	Proposed Course Title (75 characters max)	No change
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	Proposed Description
Reviews historical and contemporary ethical theories and issues that arise in several aspects of business, such as, management, use of computers, marketing, accounting, and doing business in an international setting. Includes the social responsibilities of corporations, the rights of workers, truth in advertising, the environmental impact of doing business, affirmative action in hiring, sexual harassment in the workplace, respect for cultural differences, and the responsibilities of the individual in the corporate setting. Provides a study of important ethical theories which will be used in analyzing the morality of selected controversial business cases and situations. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: IRW 115 or WR 115 or equivalent placement. Audit available.	Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape. Recommended: BA 101Z. Placement into MTH 65 or MTH 98. Prerequisite/concurrent: 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)			
<input type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z.			
<input checked="" type="checkbox"/> Placement into: MTH 65 or MTH 98			
prefix & number: IRW 115 or WR 115	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard requisites – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z.			
<input type="checkbox"/> Placement into:			
prefix & number: Recommended: BA 101Z	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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. Understand the general philosophy of ethics as it applies to business. 2. Address ethical issues that arise in business while satisfying the triple bottom line consisting of people, planet, and profit. 3. Apply the professional and ethical standards appropriate to business situations. 4. Apply ethical arguments in order to enhance communication and reflection within social conversations pertaining to business related issues. 5. Compare the dominant paradigms on ethical conduct and decision making (philosophical, dispositional, contextual, stakeholder, Corporate Social Responsibility)		Upon successful completion of this course, students will be able to: 1. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making. 2. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives. 3. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit. 4. Apply professional and ethical standards to real-world business scenarios across various industries. 5. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues. 6. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

Outcome #1: Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making

- Philosophical Foundations of Ethics
 - Introduction to major ethical theories: utilitarianism, deontology, virtue ethics
 - Ethical relativism vs. universal ethics
 - The role of moral reasoning in decision-making
- Ethics and Corporate Decision-Making
 - Corporate social responsibility (CSR) and ethics
 - Ethical dilemmas in business practice
- Influence on Corporate Culture
 - How ethical frameworks shape organizational behavior
 - Building an ethical organizational culture

Outcome #2: Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives

- Utilitarianism in Business
 - Definition and application of utilitarian ethics
 - Balancing profit and well-being in business decisions
 - Critiques: issues of fairness and minority rights
- Deontological Ethics
 - The focus on duties and rules in business practices
 - Critiques: rigid adherence to rules vs. outcomes
- Virtue Ethics and Character-Based Decision-Making
 - Definition of virtue ethics and its application in leadership
 - Evaluating the moral character of business leaders
- Stakeholder Theory
 - Definition and application in business decision-making
 - Balancing stakeholder interests

Outcome #3: Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit

- Triple Bottom Line Framework
 - Introduction to the triple bottom line (TBL): people, planet, profit
 - How TBL is used in sustainable business practices
 - Measuring success beyond financial profit
- People: Social Responsibility
 - Ethical labor practices and employee well-being
 - Diversity, equity, and inclusion in the workplace
- Planet: Environmental Responsibility
 - Ethical implications of environmental sustainability
 - Corporate efforts in reducing ecological footprints

- Profit: Ethical Profit-Making
 - Profit maximization vs. ethical constraints
 - Business practices that balance profitability with social/environmental impact
- Outcome #4: Apply professional and ethical standards to real-world business scenarios across various industries**
- Professional and Ethical Standards
 - Overview of professional ethics codes (e.g., AICPA, AMA)
 - Ethical guidelines in accounting, marketing, management
- Real-World Scenarios
 - Ethical decision-making in marketing: truth in advertising, consumer rights
 - Case studies in business finance: transparency, fraud prevention
- Industry-Specific Ethical Standards
 - Ethical challenges in industries like healthcare, tech, finance, and manufacturing
 - How to navigate ethical dilemmas specific to each industry
- Outcome #5: Utilize ethical reasoning to engage in meaningful discourse on business-related social issues**
- Ethical Reasoning and Dialogue
 - Understanding the role of ethical reasoning in debates
 - Engaging with opposing viewpoints in a constructive way
 - Using ethical principles to support arguments
- Social Issues in Business
 - Addressing issues like inequality, discrimination, and human rights
 - Navigating controversial topics (e.g., labor rights, environmental justice)
- Ethical Discourse Techniques
 - Encouraging open, respectful discussions on business ethics
 - Recognizing cultural differences in ethical discourse
- Outcome #6: Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability**
- Emerging Business Trends
 - Overview of emerging trends in business (AI, data privacy, sustainability)
 - How these trends challenge traditional business ethics
- Artificial Intelligence and Ethics
 - Ethical issues related to AI: bias, decision-making, and autonomy
 - The impact of AI on jobs, privacy, and personal freedoms
- Data Privacy and Ethics
 - Ethical considerations around data collection and use
 - Balancing user privacy with business needs
- Sustainability and Ethical Trends

	<ul style="list-style-type: none"> ○ The role of sustainability in modern business ethics ○ Ethical challenges in renewable energy, circular economy, and resource management
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) Business Ethics: Ethical Decision Making and Cases 14 th Ed, Ferrell/Fraedrich/Ferrell
Department Required Course Activities (optional)	(update as needed) No change
Department Notes (optional)	(update as needed) No change

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-26-2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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	Business	Submitter Name: Phone: Email:	Todd Meislahn 541-506-6124 tmeislahn@cgcc.edu
Course Prefix and Number:	BA 208	Course Title:	Business Ethics
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape. Recommended: BA 101Z. Placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit. Apply professional and ethical standards to real-world business scenarios across various industries. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability. 		

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.”

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>Outcome #2: Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.</p> <p>Outcome #4: Apply professional and ethical standards to real-world business scenarios across various industries.</p> <p>Outcome #5: Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.</p> <p>Course Content:</p> <p>Students develop the ability to communicate effectively through a variety of activities that enhance their reading, writing, listening, and speaking skills. By examining and critiquing different ethical frameworks in business</p>
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	<p>decision-making, students learn to analyze complex texts, construct well-reasoned written arguments, and articulate their perspectives in discussions. The application of professional and ethical standards to real-world business scenarios requires students to interpret case studies, write reports, and present findings, ensuring they can convey ideas clearly and persuasively.</p> <p>Through reading assignments, written reflections, case analyses, classroom debates, and oral presentations, students refine their ability to engage in meaningful discourse on business-related ethical issues. Whether discussing corporate social responsibility, ethical dilemmas in various industries, or the impact of ethical decision-making on stakeholders, students practice using precise language and logical reasoning to communicate their insights. These activities not only strengthen their ability to articulate and defend ethical positions but also prepare them for professional environments where clear and effective communication is essential.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> • Real and hypothetical ethical case studies • Classroom discussion & debates • Homework and essay assignments • Quizzes and exams
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p>☒ major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>Outcome #1: Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.</p> <p>Outcome #2: Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.</p> <p>Outcome #3: Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.</p> <p>Outcome #4: Apply professional and ethical standards to real-world business scenarios across various industries.</p> <p>Outcome #5: Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.</p> <p>Outcome #6: Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.</p> <p>Course Content:</p> <p>Students in this course strengthen their ability to think critically and solve complex problems by exploring the role of ethics in business decision-making. Through the study of foundational ethical theories and their practical applications, students learn to navigate moral dilemmas with a balanced approach. By comparing and evaluating different ethical perspectives, they develop the reasoning skills necessary to assess the broader implications of business choices. This process requires careful research, thoughtful reflection, and the ability to weigh competing interests, fostering a structured approach to</p>

	<p>problem-solving.</p> <p>By engaging with real-world case studies and emerging business trends, students refine their ability to apply ethical principles to practical challenges. Discussions on topics such as corporate responsibility, environmental sustainability, and data privacy push students to evaluate evolving issues with a critical mindset. Whether debating ethical trade-offs, assessing the social impact of business strategies, or analyzing industry-specific dilemmas, students practice formulating reasoned conclusions that consider multiple factors. These experiences prepare them to approach professional challenges with the analytical and problem-solving skills needed to make responsible and well-informed decisions.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> • Real and hypothetical ethical case studies • Classroom discussion & debates • Homework and essay assignments • Quizzes and exams
<p align="center">Provide a response for each of the following three ILOs that your course addresses.</p> <p align="center">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.”</p>	
<p>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. (<i>Quantitative Literacy</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Outcome #2: Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.</p> <p>Outcome #4: Apply professional and ethical standards to real-world business scenarios across various industries.</p> <p>Outcome #5: Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.</p> <p>Course Content:</p> <p>Students build cultural awareness by examining how ethical perspectives differ across societies, industries, and business practices. By comparing ethical approaches, they learn how cultural values influence decision-making, helping them respond to workplace challenges with understanding and respect.</p>

	<p>Recognizing these differences allows them to handle ethical issues in diverse professional settings more effectively.</p> <p>Through case studies, discussions, and ethical reasoning, students learn to apply professional standards while considering cultural differences. Engaging in conversations about business-related social issues also improves their ability to communicate across cultures. These skills help them address workplace and community challenges in a thoughtful and constructive way, strengthening ethical decision-making and teamwork.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> • Socratic discussion • Informal debates • Homework and essay assignments • Quizzes and exams
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Outcome #3: Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.</p> <p>Outcome #4: Apply professional and ethical standards to real-world business scenarios across various industries.</p> <p>Course Content:</p> <p>Students learn to recognize the consequences of business activities on both communities and the environment by examining how business decisions affect people, the planet, and profits. Through their analysis of ethical challenges, they understand the importance of making decisions that support not only financial success but also the well-being of society and the natural world. This helps them see that businesses have a responsibility to consider the broader impacts of their actions.</p> <p>By applying ethical standards to various business scenarios, students also gain experience in addressing the social and environmental effects of business practices. Through case studies and discussions, they explore how companies can either harm or help their surroundings and communities. This experience helps students make thoughtful decisions that benefit both businesses and society, preparing them to handle future challenges with responsibility and care.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> • Ethical case studies • Classroom discussion & debates • Homework and essay assignments • Quizzes and exams

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.*

Social Sciences Outcomes:

- **Apply analytical skills to social phenomena in order to understand human behavior:**
 - **Outcome #1:** Analyzing the philosophical foundations of ethics in business involves understanding human behavior and its impact on corporate decision-making.
 - **Outcome #5:** Engaging in discourse on business-related social issues requires students to apply analytical skills to understand human behavior in various business contexts.
- **Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live:**
 - **Outcome #2:** Comparing and critiquing ethical paradigms from multiple perspectives encourages students to appreciate the diversity of ethical thought and human experience in business.
 - **Outcome #4:** Applying professional and ethical standards to business scenarios helps students grow personally by experiencing how different industries handle social and ethical challenges.

Social Sciences Criteria:

- **Understand the role of individuals and institutions within the context of society:**
 - **Outcome #2:** Critiquing ethical paradigms helps students understand the roles individuals and institutions play in ethical decision-making within society.
 - **Outcome #3:** Evaluating ethical challenges in business allows students to see how individuals and institutions impact both the social and natural world.
- **Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry:**
 - **Outcome #1:** Analyzing philosophical foundations requires students to assess different ethical theories and their application in business.
 - **Outcome #2:** Comparing ethical paradigms encourages the assessment of different theories, allowing students to

	<p>understand how various methods inform business decisions.</p> <ul style="list-style-type: none"> • Utilize appropriate information literacy skills in written and oral communication: <ul style="list-style-type: none"> ○ Outcome #5: Utilizing ethical reasoning in discourse requires students to communicate effectively in both written and oral formats, demonstrating information literacy. ○ Outcome #4: Applying ethical standards to business scenarios necessitates effective communication skills to present and analyze real-world issues. • Understand the diversity of human experience and thought, individually and collectively: <ul style="list-style-type: none"> ○ Outcome #2: By comparing ethical paradigms, students gain an understanding of the diverse ethical perspectives that shape business decision-making. ○ Outcome #5: Engaging in meaningful discourse about social issues encourages students to recognize the diversity of experiences in business and society. • Apply knowledge and skills to contemporary problems and issues: <ul style="list-style-type: none"> ○ Outcome #3: Evaluating ethical challenges in business requires students to apply knowledge to contemporary issues like sustainability and social responsibility. ○ Outcome #6: Assessing the ethical implications of emerging business trends, such as AI and data privacy, directly addresses contemporary problems and issues in the business world.
--	---

***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”?	<p>Students apply analytical skills to understand human behavior by exploring how ethical frameworks influence decision-making in business. By examining the foundations of ethics and comparing different ethical paradigms, they learn how cultural and social factors shape behavior in business contexts. They also assess the impact of business decisions on communities and the environment, gaining insight into the broader consequences of human actions. Through the case studies and discussions, students refine their ability to analyze ethical challenges and understand how contemporary issues like AI and sustainability affect human behavior in society.</p>
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”?	<p>The course encourages personal growth and a better appreciation for the diverse social world by helping students examine ethical perspectives from various cultural and social contexts. By comparing different ethical paradigms, students learn how values and beliefs shape decision-making across industries, broadening their understanding of human behavior.</p> <p>As students apply ethical reasoning to real-world business scenarios, they gain practical experience in addressing social and ethical issues, strengthening their ability to think critically and empathetically. The course also explores contemporary issues like artificial intelligence and sustainability, prompting students to reflect on their impact on different communities. Through these experiences, students develop the skills to understand and appreciate the complexity of the world around them.</p>

SECTION #4 DEPARTMENT REVIEW		
<i>"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."</i>		
Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02-27-2025
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 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.

Transfer/Articulation of Individual CGCC Courses

Directions:

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

Lower Division Credit (LDC) and General Education Designated Courses must be able to show that at least three Oregon universities will accept the course in transfer. While it is not mandatory, we highly recommend that the three universities that you contact are Portland State University (PSU), Oregon State University (OSU), and Eastern Oregon University (EOU) as these are the most common transfer destinations of CGCC students.

Course #: BA 208_____ Title: Business Ethics_____

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

Course Description: Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

Course Prerequisites: Recommended: BA 101Z. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121Z. Audit available.

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

☒ Gen Ed/Distribution req. in: **Mt. Hood CC** – Business (*HUM 202-Ethics in the Workplace*)
Blue Mtn CC – Business (*BA 277-Business Ethics*)
WOU – Business (*BA362-Business Ethics*) - pending BA 208

revision

☐ Requirement in major: _____ (list major) _____
☒ Elective for major: **EOU** – Business Elective
OIT – Business-Management Option; Business-Marketing Option
SOU – Business Elective
U of O – Business elective
☐ Course Equivalency: _____ (list comparable courses; identify univ.) _____
☐ Other: _____
☒ Elective only **OIT** – all other management degrees (see “Elective for major” above)
WOU - if BA 208 revision does not meet equivalency
OSU

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

1. Mt. Hood Community College: Anna Johnson, Business Instructor and Faculty Adviser for the Business Transfer Degree. Feb 25 @ 7:50 AM

Transfer/Articulation of Individual CGCC Courses

2. Blue Mountain Community College: Velda Arnaud, Business and Leadership Instructor and Department Chair. Feb 27 @ 7:14 PM
3. Western Oregon University: Dr. Bojan Ilievski, Chair and Associate Professor of Economics and Finance. Feb 24 @ 9:28 AM; Feb 28 @ 10:06 AM
4. Eastern Oregon University: Kevin Walker, Associate Professor of Business – College of Business. Mar 3 @ 7:21 AM
5. Oregon Institute of Technology: Hallie Neupert, Business Management Department. Feb 27 @ 8:29 AM
6. Southern Oregon University: Pavlina McGrady, Associate Professor – School of Business. Mar 1 @ 5:55 PM
7. University of Oregon, Heather Bottoroff, Senior Director, Advising, Undergraduate Programs – Lundquist College of Business. Feb 26 @ 4:50 PM; Feb 28 @ 7:17 AM
8. Oregon State University: Prem Mathew, Associate Dean – College of Business. Feb 28, 23 @ 8:19 AM

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

Signature: _____ Date: 02-27-
25 _____

Printed Name: Todd Meislahn _____ Title: Chair _____

Department: Business _____ E-mail: tmeislahn@cgcc.edu _____

From: Mathew, Prem Prem.Mathew@bus.oregonstate.edu
Subject: [External] RE: Transferability question
Date: February 28, 2025 at 8:19 AM
To: Todd Meislahn tmeislahn@cgcc.edu

PM

Hi Todd,

Please do reach out with questions as they arise. I may not always get back to you within a couple of days. 😊.

Regarding BA208- this will come in as Lower Division Business elective (BA LDT). Having said that, because we do not have any LD Business elective requirement, the course will simply serve as a general elective.

Could you send me your syllabus for BA285 – it is likely that this articulates to one of our lower division courses.

Prem

Prem G. Mathew, PhD, CFA
Associate Dean for Undergraduate Student Development
Director, Center for Advancing Financial Education
Associate Professor of Finance
424 Austin Hall
College of Business
Oregon State University
Corvallis, OR 97331

Ph: 541.737.6030

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Thursday, February 27, 2025 6:40 PM
To: Mathew, Prem <Prem.Mathew@bus.oregonstate.edu>
Subject: Re: Transferability question

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

Hi, Prem - sorry to be such a pest: you can ignore this prior email.

Our curriculum folks are being very particular as to how I ask the questions - can you tell me if our BA 208 - Business Ethics course would transfer as an elective for a business major or simply as a general elective?

Here are the course description and course outcomes for our BA208-Business Ethics course:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities.

balancing social, environmental, and financial responsibilities.

Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

1. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
2. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
3. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
4. Apply professional and ethical standards to real-world business scenarios across various industries.
5. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
6. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thank you for your patience - I really appreciate it!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

Columbia Gorge Community College

400 E Scenic Drive, The Dalles, OR 97058, Room 3.318

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[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Wed, Feb 26, 2025 at 3:50 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Prem - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether OSU has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)

- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

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From: Anna Johnson Anna.Johnson@mhcc.edu
Subject: [External] Re: [External] Re: [EXTERNAL] BA Gen Ed question
Date: February 28, 2025 at 7:50 AM
To: Todd Meislahn tmeislahn@cgcc.edu



Hi Todd,

Yes! HUM202 at MHCC has very similar outcomes to your BA208.

Here's the description and outcomes for HUM202:

This course examines the ethical responsibility of employers and employees in the workplace and the resulting ethical dilemmas. Students learn the importance of establishing personal and professional ethical standards so people can work together in a safe and productive environment. Student will also study the challenges of formulating these standards due to personal and cultural differences. Case studies are used to illustrate how ethics is critical in the workplace.

- 1 Learn the ethical challenges due to personal and cultural differences and the assumptions that underlie these differences
- 2 Develop an understanding of how ethics and ethical standards apply to the workplace
- 3 Create a framework for ethical conduct by applying fundamental cultural concepts, conventions, and/or techniques that encompasses all internal and external stakeholders globally
- 4 Use case studies to evaluate ethical situations and formulate practical guidelines and actions

Have a great weekend,

Anna

=====

ANNA JOHNSON, MBA, MS | anna.johnson@mhcc.edu
Instructor, Business | [Mt. Hood Community College](#)
Faculty adviser for the [Business Transfer degree](#)



From: Todd Meislahn <tmeislahn@cgcc.edu>

Sent: Thursday, February 27, 2025 6:57 PM
To: Anna Johnson <Anna.Johnson@mhcc.edu>
Subject: Re: [External] Re: [EXTERNAL] BA Gen Ed question

CAUTION: This email originated from outside of the MHCC organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Sorry - I meant HUM 202. I'm just learning to read...

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Thu, Feb 27, 2025 at 6:55 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Anna - one last question: would the CGCC BA208-Business Ethics course be considered an equivalent course for the MHCC HUM 277?

Here are the course description and course outcomes for our BA208-Business Ethics:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

- a. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
- b. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
- c. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
- d. Apply professional and ethical standards to real-world business scenarios across various industries.
- e. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
- f. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Our curriculum folks are being very particular as to how I ask the questions - thank you for your patience!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
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On Fri, Feb 21, 2025 at 8:18 AM Anna Johnson <Anna.Johnson@mhcc.edu> wrote:

Hi Todd, hope you're doing well!

We do have a few, but not many:

- **BA231** Intro to MIS (Computer Science gen ed)
- **EC201, EC202** Micro, Macro Economics (Social Science gen eds)
- **HUM202** Ethics in the Workplace (Arts & Letters gen ed)

Here's the link to the Assoc. of General Studies degree page that lists all of the gen ed courses at MHCC: <https://catalog.mhcc.edu/degree-certificate-requirements/agg/agg.pdf>

[Certificate-Requirements/dgs/dgs.pdf](#)

Cheers,

Anna

=====

ANNA JOHNSON, MBA, MS | anna.johnson@mhcc.edu
Instructor, Business | [Mt. Hood Community College](#)
Faculty adviser for the [Business Transfer degree](#)



From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Friday, February 21, 2025 8:12 AM
To: Anna Johnson <Anna.Johnson@mhcc.edu>
Subject: [EXTERNAL] BA Gen Ed question

You don't often get email from tmeislahn@cgcc.edu. [Learn why this is important](#)

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Hi, Anna -

I checked in with Mt Hood a couple of years ago regarding whether any MHCC business courses were designated as General Education courses. Unfortunately, I never closed the loop.

Could you tell me if any BA courses have Gen Ed designation and, if so, which ones?

Thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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From: Velda Arnaud, Ph.D <varnaud@bluecc.edu>
Subject: [External] Re: [External] Re: [External] Re: [External] RE: BA Gen Ed question
Date: February 27, 2025 at 7:41 PM
To: Todd Meislahn <tmeislahn@cgcc.edu>

PV

Yes. That's my decision.

Velda Arnaud, Ph.D

Business and Leadership Instructor, Department Chair
2411 NW Carden Ave | Morrow Hall-217
Pendleton | Oregon | 97801
Phone: 541-278-5740
[Schedule a meeting](#)
[bluecc.edu](#)



From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Thursday, February 27, 2025 7:40:20 PM
To: Velda Arnaud, Ph.D <varnaud@bluecc.edu>
Subject: Re: [External] Re: [External] Re: [External] Re: [External] RE: BA Gen Ed question

OK, that makes sense - the question is, would it be considered as equivalent if a student transferred from CGCC to BMCC? I've already got the go-ahead for Gen Ed approval under Social Sciences - they just want me to get some transferability info. They're really looking for Universities, but since you have a 200-level Business Ethics course, I thought I'd include you as well. Because I like you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Thu, Feb 27, 2025 at 7:36 PM Velda Arnaud, Ph.D <varnaud@bluecc.edu> wrote:
No!! This may not be your last question. Please always ask me questions.

The main difference I see with a brief read is that your course doesn't include teamwork. It was the teamwork analyzing case studies that allowed my course to meet the human relations requirement. This evening, I'm on my phone. When I'm on a PC, I'll send you how we determine that.

Sent via the Samsung Galaxy S22 5G, an AT&T 5G smartphone
Get [Outlook for Android](#)

Velda Arnaud, Ph.D

Business and Leadership Instructor, Department Chair
2411 NW Carden Ave | Morrow Hall-217
Pendleton | Oregon | 97801
Phone: 541-278-5740
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[bluecc.edu](#)



From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Thursday, February 27, 2025 6:57:45 PM

To: Velda Arnaud, Ph.D <varnaud@bluecc.edu>

Subject: Re: [External] Re: [External] Re: [External] RE: BA Gen Ed question

Hi, Velda - one last question: would the CGCC BA208-Business Ethics course be considered an equivalent course for the BMCC BA 277?

Here are the course description and course outcomes for our BA208-Business Ethics:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

- a. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
- b. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
- c. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
- d. Apply professional and ethical standards to real-world business scenarios across various industries.
- e. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
- f. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Our curriculum folks are being very particular as to how I ask the questions - thank you for your patience!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

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On Tue, Feb 25, 2025 at 5:43 PM Velda Arnaud, Ph.D <varnaud@bluecc.edu> wrote:

You are funny!! We are still cleaning up some of the messes that she made in those few short months.

One major gripe I have is that whenever someone is "new" to a position, that person believes in upsetting the cart and starting over. Sadly, I must speak up against it first before other faculty join in. I'm trying to train them, but it's not worked, yet.

I hope you are doing well and staying dry and grounded with this chaotic weather!

Velda Arnaud, Ph.D

Business and Leadership Instructor, Department Chair

2411 NW Carden Ave | Morrow Hall-217

Pendleton | Oregon | 97801

Phone: 541-278-5740

[Schedule a meeting](#)

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From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Tuesday, February 25, 2025 2:49 PM
To: Velda Arnaud, Ph.D <varnaud@bluecc.edu>
Subject: Re: [External] Re: [External] RE: BA Gen Ed question

Great - thank you.

Are you missing Rebecca terribly?? Hope you are getting along ok without her...

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Tue, Feb 25, 2025 at 2:02 PM Velda Arnaud, Ph.D <varnaud@bluecc.edu> wrote:
Yes. More specifically, human relations for AAS.

Velda Arnaud, Ph.D
Business and Leadership Instructor, Department Chair
2411 NW Carden Ave | Morrow Hall-217
Pendleton | Oregon | 97801
Phone: 541-278-5740
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From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Tuesday, February 25, 2025 1:37:29 PM
To: Velda Arnaud, Ph.D <varnaud@bluecc.edu>
Subject: Re: [External] RE: BA Gen Ed question

We have BA280 as well - what category did it qualify under - social science?

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 21, 2025 at 2:28 PM Velda Arnaud, Ph.D <varnaud@bluecc.edu> wrote:

Thanks, Todd. I've enjoyed working with you, too. We still have those two, and we just did some updates. We also have BA280, Cooperative Work Experience that would be a gen ed course.

Velda Arnaud, Ph.D
Business and Leadership Instructor, Department Chair
2411 NW Carden Ave | Morrow Hall 217

2411 NW Garden Ave | Morrow Hall-211
Pendleton | Oregon | 97801
Phone: [541-278-5740](tel:541-278-5740)
[Schedule a meeting](#)
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From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Friday, February 21, 2025 7:21 AM
To: Velda Arnaud, Ph.D <varnaud@bluecc.edu>
Subject: BA Gen Ed question

Hi, Velda - it's been fun working with you on the MTM Business sub-committee. And talking about she-who-shall-not-be-named!

I checked in with you a couple of years ago regarding whether any business courses were designated as General Education courses. At that time, you told me that BA277-Business Ethics and BA285-Human Relations in Orgs were both designated Gen Ed.

Could you tell me if that's still the case or if any additional BA courses now have Gen Ed designation?

Thank you!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

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From: Heather Bottorff bottorff@uoregon.edu
Subject: [External] RE: BA Gen Ed question
Date: February 26, 2025 at 4:50 PM
To: Todd Meislahn tmeislahn@cgcc.edu

HB

Hi, Todd.

We are not currently using any of those course numbers here at the UO. Those courses would come back to UO as lower division business electives. These may overlap portions of their content with some of our upper division courses, but not enough to meet that course requirement. I hope that helps.

Best –
Heather

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Wednesday, February 26, 2025 3:53 PM
To: Heather Bottorff <bottorff@uoregon.edu>
Subject: Re: BA Gen Ed question

Hi, Heather - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether UO has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)
- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 21, 2025 at 7:05 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

| Hi, Heather - it's been fun working with you on the MTM Business sub-

committee.

I checked in with U of O a couple of years ago regarding what business courses were designated as General Education courses. At that time, only BA101 was designated Gen Ed.

Could you tell me if that's still the case or if any additional BA courses have Gen Ed designation?

Thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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From: Heather Bottorff bottorff@uoregon.edu
Subject: [External] Re: [External] RE: BA Gen Ed question
Date: February 28, 2025 at 7:17 AM
To: Todd Meislahn tmeislahn@cgcc.edu

HB

No problem. It would be a general elective toward a student's total 180 credits.

Best
Heather

Sent from my iPhone

On Feb 27, 2025, at 6:50 PM, Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Heather - sorry to be such a pest.

Our curriculum folks are being very particular as to how I ask the questions, so - can you tell me if our BA 208 - Business Ethics course would transfer as an elective for a business major or simply as a general elective?

Here are the course description and course outcomes for our BA208-Business Ethics course:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

- a. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
- b. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
- c. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
- d. Apply professional and ethical standards to real-world business scenarios across various industries.
- e. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
- f. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thank you for your patience - I really appreciate it!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

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On Wed, Feb 26, 2025 at 4:50 PM Heather Bottorff <bottorff@uoregon.edu> wrote:

Hi, Todd.

We are not currently using any of those course numbers here at the UO. Those courses would come back to UO as lower division business electives. These may overlap portions of their content with some of our upper division courses, but not enough to meet that course requirement. I hope that helps.

Best –

Heather

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Wednesday, February 26, 2025 3:53 PM
To: Heather Bottorff <bottorff@uoregon.edu>
Subject: Re: BA Gen Ed question

Hi, Heather - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether UO has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)
- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

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[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 21, 2025 at 7:05 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Heather - it's been fun working with you on the MTM Business sub-committee.

I checked in with U of O a couple of years ago regarding what business courses were designated as General Education courses. At that time, only BA101 was designated Gen Ed.

Could you tell me if that's still the case or if any additional BA courses have Gen Ed designation?

Thank you!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

Columbia Gorge Community College

From: Hallie Neupert Hallie.Neupert@oit.edu
Subject: [External] Re: Transferability question
Date: February 27, 2025 at 8:29 AM
To: Todd Meislahn tmeislahn@cgcc.edu

HN

Hi Todd,

We accept these courses as program electives for our B.S. Business-Management Option and our B.S. Business-Marketing Option, and as general electives for all other Management degrees.

Hallie



Hallie Neupert, Professor
She/Her/Hers
Business Management Department

Oregon Institute of Technology
3201 Campus Drive, Klamath Falls, OR 97601
hallie.neupert@oit.edu | 541.885.1480 | www.oit.edu

From: Todd Meislahn <tmeislahn@cgcc.edu>
Sent: Wednesday, February 26, 2025 3:51 PM
To: Hallie Neupert <Hallie.Neupert@oit.edu>
Subject: Transferability question

Hi, Hallie - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether OIT has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)
- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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From: Bojan Ilievski ilievskib@mail.wou.edu
Subject: [External] Re: BA Gen Ed question
Date: February 24, 2025 at 9:28 AM
To: Todd Meislahn tmeislahn@cgcc.edu

Hi Todd,

It's been great working with you on the MTM Business sub-committee as well!

Regarding General Education courses, we offer a personal finance class in our first-year seminar section of the GenEd. Additionally, EC 201, EC 202, and BA 362 are designated as General Education courses. That's it for now. Given the current internal political climate, I'm not sure how many more courses we could squeeze in there.

Let me know if you need any further details!

Best,
Bojan

On Fri, Feb 21, 2025 at 7:24 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
So sorry - I meant WOU - my bad.

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 21, 2025 at 7:18 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Bojan - it's been fun working with you on the MTM Business sub-committee.

I checked in with you a couple of years ago regarding whether any business courses at OIT were designated as General Education courses. At that time, only BA362-Business Ethics was designated Gen Ed.

Could you tell me if that's still the case or if any additional BA courses have Gen Ed designation?

Thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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--

Bojan Ilievski, PhD
Chair and Professor of Finance

[Division of Business and Economics](#) | [LinkedIn](#)
[Western Oregon University](#)
ilievskib@wou.edu | 113A West House

From: Bojan Ilievski ilievskib@mail.wou.edu
Subject: [External] Re: Transferability question
Date: February 28, 2025 at 10:06 AM
To: Todd Meislahn tmeislahn@cgcc.edu

BI

Hi Todd,

When the registrar articulates this course, it will initially transfer as a general elective. However, depending on the student's situation, it may be applied as an upper-division business elective in the business program.

Since this is a 200-level course, it does not count toward the 60 upper-division credits required by Oregon law. While it can contribute to the 180 credits required for a BS degree, it will not reduce the number of upper-division credits needed for graduation. If the student still needs upper-division credits, using this course as an upper-division business elective may not be the best option.

I hope this clarifies things, but let me know if you have any questions.

Best,
Bojan

On Thu, Feb 27, 2025 at 6:47 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Bojan - sorry to be such a pest. You can ignore my prior email.

Our curriculum folks are being very particular as to how I ask the questions, so - can you tell me if our BA 208 - Business Ethics course would transfer as an elective for a business major or simply as a general elective?

Here are the course description and course outcomes for our BA208-Business Ethics course:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

1. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
2. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
3. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
4. Apply professional and ethical standards to real-world business scenarios across various industries.
5. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
6. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thank you for your patience - I really appreciate it!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Wed, Feb 26, 2025 at 3:51 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Bojan - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether WOU has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)
- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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--

Bojan Ilievski, PhD
Chair and Professor of Finance

[Division of Business and Economics](#) | [LinkedIn](#)
[Western Oregon University](#)
ilievskib@wou.edu | 113A West House

From: Pavlina McGrady mcgradyp1@sou.edu
Subject: [External] Re: [External] Re: [External] Re: [External] Re: Transferability question
Date: March 1, 2025 at 5:55 PM
To: Todd Meislahn tmeislahn@cgcc.edu

PM

Hi Todd,

The instructor for the course (Jeremy Carlton) confirmed that BA208 Business Ethics will transfer as a business elective.

Best,
Pavlina

On Fri, Feb 28, 2025, 11:31 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Please do - thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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[400 E Scenic Drive, The Dalles, OR 97058](#), Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 28, 2025 at 8:59 AM Pavlina McGrady <mcgradyp1@sou.edu> wrote:
Hi Todd,

I am confirming with the instructor for Business Ethics, will be in touch as soon as I hear from them.

Best,
Pavlina

On Thu, Feb 27, 2025 at 6:44 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Pavlina - sorry to be such a pest.

Our curriculum folks are being very particular as to how I ask the questions, so - can you (or your articulation people) tell me if our BA 208 - Business Ethics course would transfer as an elective for a business major or simply as a general elective?

Here are the course description and course outcomes for our BA208-Business Ethics course:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

- Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
- Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
- Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
- Apply professional and ethical standards to real-world business scenarios across various industries.
- Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
- Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thank you for your patience - I really appreciate it!

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On Thu, Feb 27, 2025 at 8:37 AM Pavlina McGrady <mcgradyp1@sou.edu> wrote:
Hi Todd,

I heard back from our articulation specialist...

The BA courses are reviewed on a one-by-one basis, when they are not direct articulations - the syllabus is reviewed by the faculty teaching the respective course to determine if the courses are at least 75 % similar in content. If the SOU Business program has reviewed and found BA 205 to meet at least 75% of SOU's BA 324 content, then it can be made a direct articulation; however, that would depend on the specific syllabus.

The other two courses you referenced would transfer in as lower division transfer courses with the BA subject code assigned. It is recommended that courses not jump up more than one level for direct articulations, meaning 200 can potentially be an equivalent to a 300, but not a 400, and 300 can be a direct equivalent to a 400.

Hope this helps.

Best,
Pavlina

On Wed, Feb 26, 2025 at 4:27 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
THANK YOU!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Wed, Feb 26, 2025 at 4:23 PM Pavlina McGrady <mcgradyp1@sou.edu> wrote:
Hi Todd,

I assume they will transfer as LDC electives, but will confirm with our articulation specialist as I am not sure...
Will let you know as soon as I know.

Best,
Pavlina

On Wed, Feb 26, 2025 at 4:16 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

I see - that makes sense - but would any or all of them transfer as simply an LDC elective in a major or even just in general?

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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On Wed, Feb 26, 2025 at 4:14 PM Pavlina McGrady <mcgradyp1@sou.edu> wrote:
Hi Todd,

We have the following courses, but since they are all upper division, I don't think the courses will transfer....
I can double-check with our articulation specialist to confirm that none of the courses will transfer since they are lower to upper division?

- BA205 - Business Communication; **BA 324 Business Communication (required for all Business majors and also part of the new general education capacities - option for Upper Division Communication and Expression capacity)**
- BA208 - Business Ethics; **BA 476 Business Ethics (required for Management and Film Business concentrations in the Business Administration major; elective for the Marketing concentration).**
- BA285 - Human Relations in Organizations; **BA 481 Principles of Human Resource Management and BA 475 Organizational Behavior (BA 475 is a required course in the Management concentration for BA students; BA 481 is an elective in the Management and the Tourism management concentrations).**

Best,
Pavlina

On Wed, Feb 26, 2025 at 3:51 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Pavlina - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;

- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether SOU has any of these courses as:

- A requirement in a major (which major)
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- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

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Pavlina McGrady, Ph.D.

Associate Professor, School of Business

Sustainable Tourism Management coordinator

Certificate in Sustainable Tourism coordinator

BAS Management coordinator

Southern Oregon University | [1250 Siskiyou Blvd | Ashland OR 97520](#)

541-552-6895 | Britt Hall 117

Zoom ID: <https://sou.zoom.us/j/6570872423>



Navigate Advising Appointments: <https://sou.campus.eab.com/pal/XX2KTtT-..T>

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Sustainable Tourism Management coordinator

Certificate in Sustainable Tourism coordinator

BAS Management coordinator

Southern Oregon University | [1250 Siskiyou Blvd | Ashland OR 97520](#)

541-552-6895 | Britt Hall 117

Zoom ID: <https://sou.zoom.us/j/6570872423>



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Pavlina McGrady, Ph.D.

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Sustainable Tourism Management coordinator

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From: Kevin S. Walker JD MBA kwalker@eou.edu
Subject: [External] Re: [External] Re: [External] Re: Business Gen Ed courses
Date: March 3, 2025 at 7:21 AM
To: Todd Meislahn tmeislahn@cgcc.edu



Anything with a BA prefix will transfer as a BA elective, Todd.



Kevin S. Walker JD MBA
Associate Professor of Business
Chair, Fire and Emergency Medical Services Administration programs
College of Business
p: 541-962-3373
w: [EOU College of Business](#)
Go Mountaineers!

For other appointments use my YouCanBookMe link below:



YCBM

Mailing Address:
215 Zabel Hall
One University Boulevard
La Grande, OR 97850

"We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn." --Peter Drucker--

On Thu, Feb 27, 2025 at 6:43 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Kevin - sorry to be such a pest.

Our curriculum folks are being very particular as to how I ask the questions, so - can you tell me if our BA 208 - Business Ethics course would transfer as an elective for a business major or simply as a general elective?

Here, again, are the course description and course outcomes for our BA208-Business Ethics course:

BA 208 Course Description

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

BA 208 Course Outcomes

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

- Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
- Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
- Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
- Apply professional and ethical standards to real-world business scenarios across various industries.
- Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
- Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thank you for your patience - I really appreciate it!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

Columbia Gorge Community College
400 E Scenic Drive, The Dalles, OR 97058, Room 3.318
1730 College Way, Hood River, OR 97031, Room 210

[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Thu, Feb 27, 2025 at 11:28 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:
Hi, Kevin -

Actually, the only one I'm going to submit is BA208-Business Ethics. The syllabus hasn't been updated with this revised information, but here it is - if anyone could give me an answer as to transferability, that would be great!

Course Description:

Examines the fundamental principles of ethics in business, exploring key philosophical approaches such as utilitarianism, deontology, and virtue ethics. Focuses on the ethical challenges businesses face in balancing social, environmental, and financial responsibilities. Discusses the application of ethical frameworks to practical decision-making and explores the impact of emerging issues like artificial intelligence, data privacy, and sustainability on corporate practices. Highlights the importance of ethical reasoning in addressing complex dilemmas and making responsible choices in today's dynamic business landscape.

Course Outcomes:

1. Analyze the philosophical foundations of ethics in business and their influence on corporate decision-making.
2. Compare and critique dominant ethical paradigms in business decision-making from multiple perspectives.
3. Evaluate ethical challenges in business while balancing the triple bottom line: people, planet, and profit.
4. Apply professional and ethical standards to real-world business scenarios across various industries.
5. Utilize ethical reasoning to engage in meaningful discourse on business-related social issues.
6. Assess the ethical implications of emerging business trends, including artificial intelligence, data privacy, and sustainability.

Thanks for any insights!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

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On Thu, Feb 27, 2025 at 9:41 AM Kevin S. Walker JD MBA <kwalker@eou.edu> wrote:

Business Mommunications would be our BA 225 and it's required in the business major.

The other two are required upper division courses and might be allowed to check off the requirement depending on course content. We can't do a 1 for 1 swap as granting UD credit for an LD course isn't allowed but we can check off a course and replace the UD credits with an elective. We do that with some other business courses. Send me a syllabus for those and I'll check with the faculty to see if they'll meet pur requirements.

Kevin

On Wed, Feb 26, 2025, 3:46 PM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Kevin - one other question. I'm requesting General Education designation from our Curriculum Committee for the following courses:

- BA205 - Business Communication;
- BA208 - Business Ethics; and
- BA285 - Human Relations in Organizations

I realize that the course numbers may vary, but need to check off whether EOU has any of these courses as:

- A requirement in a major (which major)
- An elective for a major (which major)
- An elective only
- plus, if the course will be accepted as an equivalent course to one that you already offer.

Any help you could give would be much appreciated!

Todd Meislahn

Professor & Chair - Business & Entrepreneurship Program

Advisor - Small Business Development Center

tmeislahn@cgcc.edu

Columbia Gorge Community College

[400 E Scenic Drive, The Dalles, OR 97058](#), Room 3.318

[1730 College Way, Hood River, OR 97031, Room 210](#)

[linkedin.com/in/todd-m-65344813b/](https://www.linkedin.com/in/todd-m-65344813b/)

On Fri, Feb 21, 2025 at 7:08 AM Kevin S. Walker JD MBA <kwalker@eou.edu> wrote:

Hi Todd,

Within the College of Business, these courses receive general education credit:

AE 101 - Exploring Animal Agriculture Systems*GTW Credits: 3

AE 101L - Exploring Animal Agriculture Systems Lab*GTW Credits: 1

AE 101L - Exploring Animal Agriculture Systems Lab*GTW Credits: 1
AE 102L - Exploring Cropping Agriculture Systems Lab*GTW Credits: 1
AE 102 - Exploring Cropping Agriculture Systems*GTW Credits: 3
BA 101Z - Introduction to Business *GTW Credits: 4
ECON 115 - Economics of Social Issues*SSC Credits: 5
ECON 201Z - Principles of Microeconomics*SSC Credits: 4
ECON 202Z - Principles of Macroeconomics*SSC Credits: 4
ECON 370 - History of Economic Thought*SSC Credits: 5

Kevin

On Fri, Feb 21, 2025, 6:59 AM Todd Meislahn <tmeislahn@cgcc.edu> wrote:

Hi, Kevin - it's been fun working with you on the MTM Business sub-committee - thanks for all of your work.

I checked in with EOU a couple of years ago regarding what business courses were designated as General Education courses. At that time, only BA101 was designated Gen Ed.

Could you tell me if that's still the case or if any additional BA courses have Gen Ed designation?

Thank you!

Todd Meislahn
Professor & Chair - Business & Entrepreneurship Program
Advisor - Small Business Development Center
tmeislahn@cgcc.edu

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REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW					
Current Title:	Accounting AAS		Proposed Title:	No change	
Current Credits:	90		Proposed Credits:	91	
Overview and rationale for proposed changes:	The primary reasons for this revision are to, 1) accommodate the consolidation of three keyboarding and one 10-key course into one combined course, and 2) accommodate CCN changes to multiple courses.				
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. REMOVE: CAS 121, 122; OS 131 2. ADD: CAS 123 3. CCN UPDATES: CAS 170 – BA 169Z; BA 226 – BA 226Z; EC 201 – EC 201Z; EC 202 – EC 202Z 4. OVERALL CREDIT INCREASE FROM 90 TO 91 5. 8.9% change				
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Accounting/Bookkeeping Entry-Level Accounting Clerk		
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	---

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

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

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

PROPOSED PREREQUISITES (No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

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

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

Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---	---

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

Students who successfully complete this degree will be able to:

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

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM (12-18 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting	4	BA 211Z	Principles of Financial Accounting	4

	IRW 115 or WR 115 or equiv place. Rec: place into MTH 65			IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	
CAS 121 or CAS 122	Beginning Keyboarding (REMOVE) Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy (REMOVE) CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3	CAS 123	Keyboarding for Business (ADD) Rec: Keying 24 wpm by touch	4
CAS 170 (PREFIX & # CHANGE) or CAS 270	Beginning Spreadsheets using Excel (TITLE CHANGE & CREDIT INCREASE) (moved to spring Yr 1) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel (REMOVE) CAS 170 or instructor permission	3			
WINTER TERM (15-21 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
CAS 140	Beginning Databases (moved to fall Yr 2) Rec: Place into IRW 115 or WR 115	4		General Education Elective (moved from spring Yr 1) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
SPRING TERM (16 credits)			SPRING TERM (16 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication	4	BA 205	Business Communication	4

	IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101			IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4
	General Education Elective (moved to winter Yr 1) Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4	BA 169Z (PREFIX & # CHANGE)	Data Analysis Using Microsoft Excel (TITLE CHANGE & CREDIT INCREASE) (moved from fall Yr 1) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
FALL TERM (12 credits)			FALL TERM (15 credits)		
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
OS 131	10-Key for Business (REMOVE) Place into MTH 65 or MTH 98	1	CAS 140	Beginning Databases (moved from winter Yr 1) Rec: Place into IRW 115 or WR 115	4
	General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place in MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (12 credits)			WINTER TERM (15 credits)		
BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226Z (# CHANGE)	Business Law (TITLE CHANGE) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
EC 201	Principles of Economics: Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201Z (# CHANGE)	Principles of Microeconomics ¹ (TITLE CHANGE) Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
			BA 228	QuickBooks for Business (moved from spring Yr 2)	3

				BA 111 or BA 211Z. Rec: BA 104, CAS 133	
SPRING TERM (17 credits)			SPRING TERM (14 credits)		
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
BA 228	QuickBooks for Business (move to winter Yr 2) BA 111 or BA 211Z. Rec: BA 104, CAS 133	3			
EC 202	Principles of Economics: Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202Z (# CHANGE)	Principles of Macroeconomics ¹ (TITLE CHANGE) Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
	Credit Total	90		Credit Total	91

¹ May be used as a general education elective.

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	None				

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/07/2024
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): Jarett Gilbert (interim)		

Next steps:

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

Columbia Gorge Community College

CC date	3.6.25
CC decision	
CC vote	

CERTIFICATE REVISION

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

Current Title:	Accounting/Bookkeeping	Proposed Title:	No change
Current Credits:	48	Proposed Credits:	46
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> The primary reason for this revision is to accommodate the consolidation of three keyboarding and one 10-key course into one combined course as well as remove BA224, an unnecessary course in this certificate. 		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> REMOVE: BA 224; CAS 121, 122, 170; OS 131 ADD: CAS 123 DECREASE OVERALL CREDITS FROM 48 TO 46 29.2% change 		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Accounting AAS		
Will the proposed changes affect the base degree or certificate?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how?	Changes have been made in the AAS as well that keep this certificate wholly contained within the AAS.		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2024			

SECTION #2 REVISION AREAS

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

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

CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

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

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

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

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

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

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

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

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

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

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

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (16-22 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
BA 224	Introduction to Human Resource Management (REMOVE) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3			
OS 131	10-Key for Business (REMOVE) Place into MTH 65 or MTH 98	1	CAS 123	Keyboarding for Business (ADD) Rec: Keying 24 wpm by touch	4
CAS 121 or CAS 122 (REMOVE)	Beginning Keyboarding Rec: Place into IRW 115 or WR 115, CAS 103W Keyboarding for Speed and Accuracy CAS 121, place into IRW 115 or WR 115. Rec: CAS 103W or keying 24 wpm by touch	3			
WINTER TERM (11-17 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations	3	BA 285	Human Relations in Organizations	3

	IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101			IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	
CAS 170 (PREFIX & # CHANGE) or CAS 270	Beginning Spreadsheets using Excel (TITLE CHANGE & CREDIT INCREASE) (moved to spring Yr 1) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98 Intermediate Spreadsheets using Excel (REMOVE) CAS 170 or instructor permission	3	BA 169Z (PREFIX & # CHANGE)	Data Analysis Using Microsoft Excel (TITLE CHANGE & CREDIT INCREASE) (moved from fall Yr 1) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (15 credits)			SPRING TERM (15 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4
BA 228	QuickBooks for Business BA 111 or BA 211Z. Rec: BA 104, CAS 133	3	BA 228	QuickBooks for Business BA 111 or BA 211Z. Rec: BA 104, CAS 133	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
	Credit total	48		Credit total	46
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/27/25
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

Next steps:

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

Columbia Gorge Community College

CC date 3.6.25
CC decision
CC vote

REVISION of AAS DEGREE REQUEST

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

Current Title:	Administrative Professional AAS	Proposed Title:	No change
Current Credits:	104	Proposed Credits:	90
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> The primary reasons for this revision are to, 1) accommodate the consolidation of three keyboarding and one 10-key course into one combined course, 2) accommodate CCN changes to multiple courses, and 3) eliminate several unnecessary courses in the program. 		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> REMOVE: CAS 134, 246; OS 131, 245, 280F, 280G; MTH 65 OPTION ADD: 1 CREDIT TO CAS 123; 1 CREDIT TO ADMIN ELECTIVES CCN REVISIONS: CAS 170 – BA 169Z SHIFT COURSES OUT OF SUMMER TERM OVERALL DECREASE IN CREDITS FROM 104 TO 90 22.1% change 		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Administrative Professional Digital Marketing Assistant

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2025			

SECTION #2 REVISION AREAS			
Does the revision involve changing degree prerequisites?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 65 or MTH 98	Placement into Beginning Algebra or Quantitative Math	Placement into MTH 65	4
		Placement into MTH 98 and (IRW 115 or WR 115)	4
IRW 115 or WR 115	Critical Reading and Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement	5
		Placement into WR 115	4
CAS 121 or instructor permission	Beginning Keyboarding or Instructor permission	Recommended: Placement into IRW 115 or WR 115	3
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		

DEGREE OUTCOMES	
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.	
Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES	
(Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
1. Produce professional, error-free, timely documents by using current and emerging software and hardware technology.	
2. Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.	
3. Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.	
4. Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.	
5. Establish and follow procedures to manage digital and hard copy office documents.	
6. Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.	
7. Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.	
8. Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.	
9. Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
1. No change	

SECTION #3 COURSE BY COURSE COMPARISON
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
OS 131	10-Key for Business (REMOVE) Place into MTH 65 or MTH 98	1	CAS 123	Keyboarding for Business (TITLE CHANGE, INCREASE CREDITS) (moved from spring Yr1) Rec: Keying 24 wpm by touch	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
	Administrative Professional Degree Electives (move to spring Yr2) varied	3			
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (14 credits)			WINTER TERM (14 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3

CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3
OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4	OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4
SPRING TERM (14 credits)			SPRING TERM (15 credits)		
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4
CAS 123	Production Keyboarding (move to fall Yr1) CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3	BA 169Z (PREFIX & # CHANGE)	Data Analysis Using Microsoft Excel (TITLE CHANGE & CREDIT INCREASE) (moved from fall Yr2) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
CAS 217	Intermediate Word CAS 216 or instructor permission. Rec: place into IRW 115 or WR 115	3	CAS 217	Intermediate Word CAS 216 or instructor permission. Rec: place into IRW 115 or WR 115	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
SUMMER TERM (13 credits)			SUMMER TERM (0 credits)		
MTH 65 or MTH 98	Beginning Algebra (REMOVE OPTION) Place into MTH 65 or Quantitative Math (move to winter Yr2) Place into IRW 115 or WR 115; place into MTH 98	4			
OS 280F	CE: Administrative Assistant (REMOVE) Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280G Rec: IRW 155 or WR 115 or equiv place	4			

OS 280G	CE: Administrative Assistant Seminar (REMOVE) Satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission. Pre/co: OS 280F Rec: IRW 155 or WR 115 or equiv place	1			
	General Education Elective (move to spring Yr2) Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4			
FALL TERM (16 credits)			FALL TERM (14 credits)		
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
CAS 134	Introduction to Google Drive (REMOVE) Rec: IRW 115 or WR 115, and CAS 121	3	CAS 140	Beginning Databases (moved from winter Yr2) Rec: Place into IRW 115 or WR 115	4
CAS 170	Beginning Spreadsheets using Excel (moved to spring Yr1) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3			
	Administrative Professional Degree Electives varied	2		Administrative Professional Degree Electives varied	2
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
CAS 140	Beginning Databases (move to fall Yr2) Rec: Place into IRW 115 or WR 115	4	MTH 98	Quantitative Math Place into IRW 115 or WR 115; place into MTH 98	4
	Administrative Professional Degree Electives varied	11		Administrative Professional Degree Electives varied	11
SPRING TERM (16 credits)			SPRING TERM (16 credits)		
CAS 246	Integrated Computer Projects (REMOVE) CAS 216, CAS 140, CAS 170. Rec: CAS 109, CAS 231	4		General Education Elective (moved from summer) Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
OS 245	Office Systems and Procedures (REMOVE) CAS 216 and OS 220	4		Administrative Professional Degree Electives (INCREASE CREDITS) (moved from fall Yr1)	4

				varied	
	Administrative Professional Degree Electives varied	4		Administrative Professional Degree Electives varied	4
	General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
	Credit Total	104		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
CG 209	Job Finding Skills none	1		No changes	
Any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Professional Degree or Certificate.		Varied			
Any BA course in addition to the required BA courses from the Administrative Professional certificate.		Varied			

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/27/2025
Department Chair (enter name of department chair): Todd Meislahn		
Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services		

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.

Columbia Gorge Community College

CC date 3.6.25
CC decision
CC vote

CERTIFICATE REVISION

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

Current Title:	Administrative Professional	Proposed Title:	No change
Current Credits:	49	Proposed Credits:	45
Overview and rationale for proposed changes:	The primary reasons for this revision are to, 1) accommodate the consolidation of three keyboarding and one 10-key course into one combined course, and 2) accommodate CCN changes to a course, and 3) remove unnecessary courses from the certificate.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. REMOVE: BA 211Z; OS 131, 245 2. ADD: CAS 217; ADD 1 CREDIT TO CAS 123 3. CCN REVISIONS: CAS 170 TO BA 169Z 4. OVERALL DECREASE IN CREDITS FROM 49 TO 45 5. 26.5% change 		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what is the base degree?	Administrative Professional AAS		
Will the proposed changes affect the base degree or certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?	Certificate changes will be mirrored in AAS degree.		

Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:		
Requested Implementation Term	Summer, 2024				

SECTION #2 REVISION AREAS

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

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

CURRENT PREREQUISITES

(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
Placement into MTH 65 or MTH 98	Placement into Beginning Algebra or Quantitative Math	Placement into MTH 65 Placement into MTH 98 and (IRW 115 or WR 115)	4 4
IRW 115 or WR 115	Critical Reading and Writing or Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement Placement into WR 115	5 4
CAS 121 or instructor permission	Beginning Keyboarding or Instructor permission	Recommended: Placement into IRW 115 or WR 115	3

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		

CERTIFICATE OUTCOMES

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

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

Does the revision involve changing certificate outcomes?

☐ Yes ☒ No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who complete this certificate will be able to:

1. Perform basic entry-level office work.
2. Effectively use written, oral, and visual communications skills.
3. Use current and emerging technologies to solve workplace problems through presentation, research, analysis, and synthesis.
4. Demonstrate professional and friendly behavior in the workplace.
5. Apply basic mathematical equations to relevant office tasks.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

☐ Yes ☒ No

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

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting (REMOVE) IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4		Administrative Professional Certificate Electives (moved from winter) varied	4
CAS 170	Beginning Spreadsheets using Excel (move to spring) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	3			
OS 131	10-Key for Business (REMOVE) Place into MTH 65 or MTH 98	1	CAS 123	Keyboarding for Business (TITLE CHANGE, INCREASE CREDITS) (moved from spring) Rec: Keying 24 wpm by touch	4
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
WINTER TERM (18 credits)			WINTER TERM (14 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4

BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3	CAS 216	Beginning Word Rec: Place into IRW 115 or WR 115; CAS 103W or CAS 104; keyboarding 25 wpm or CAS 122	3
OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4	OS 220	Business Editing Skills CAS 216, CAS 121 or instructor permission. Rec: WR 115 or equiv place	4
	Administrative Professional Certificate Electives (move to fall) varied	4			
SPRING TERM (15 credits)			SPRING TERM (15 credits)		
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4
CAS 123	Production Keyboarding (move to fall) CAS 216 or instructor permission. Rec: OS 220, CAS 122 and keying 40 wpm by touch	3	CAS 217	Intermediate Word (ADD) CAS 216 or instructor permission. Rec: place into IRW 115 or WR 115	3
OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4	OS 240	Records and Information Management Rec: Word processing and spreadsheet skills	4
OS 245	Office Systems and Procedures (REMOVE) CAS 216 and OS 220	4	BA 169Z (PREFIX & # CHANGE)	Data Analysis Using Microsoft Excel (TITLE CHANGE & CREDIT INCREASE) (moved from fall) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
	Credit total	49		Credit total	45
ELECTIVE LIST					

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	May take any CAS/OS/WT course in addition to the required CAS/OS courses from the Administrative Professional Certificate.			No change	

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	02/27/2025

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

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

Next steps:

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

REVISION of AAS DEGREE REQUEST

Submitted by: Todd Meislahn	Email: tmeislahn@cgcc.edu	Phone: 541-506-6124	Department: Business
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Current Title:	Entrepreneurship / Business Management		Proposed Title:	No change
Current Credits:	93		Proposed Credits:	90
Overview and rationale for proposed changes:	<ul style="list-style-type: none"> To update curriculum by removing BA 207 which had become out of date. And, to address Common Course Numbering updates from the state. 			
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> REMOVE: BA 207 CCN REVISIONS: CAS 170 – BA 169Z; BA 226 – BA 226Z; EC 201 – EC 201Z; EC 202 – EC 202Z OVERALL CREDIT DECREASE FROM 93 TO 90 4.4% change 			
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	Entrepreneurship	
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 2024			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)
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Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 65 <i>or</i> MTH 98	Placement into Beginning Algebra <i>or</i> Quantitative Math	Placement into MTH 65 Placement into MTH 98 and (IRW 115 or WR 115)	4 4
IRW 115 <i>or</i> WR 115	Critical Reading and Writing <i>or</i> Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement, Placement into WR 115	5 4
CAS 121 <i>or</i> keyboarding by touch	Beginning Keyboarding <i>or</i> keyboarding by touch	Rec: Place into IRW 115 or WR 115, CAS 103W	3

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

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

Does the revision involve changing degree outcomes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)

Students who successfully complete this degree will be able to:

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital

structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
PROPOSED DEGREE OUTCOMES
<i>Students who successfully complete this degree will be able to:</i>
1. No change

SECTION #3 COURSE BY COURSE COMPARISON					
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.					
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.					
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.					
If you are removing a course, identify the course with (remove) and bold the text.					
If the course title is changed, identify the course with (title change) and bold the text.					
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.					
Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM Yr1 (16 credits)			FALL TERM Yr1 (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4

BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
WINTER TERM Yr1 (15 credits)			WINTER TERM Yr1 (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM Yr1 (19 credits)			SPRING TERM Yr1 (19 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3
BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4	BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4

BA 225	Introduction to Entrepreneurship Law (move to fall Yr2) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 169Z (PREFIX & # CHANGE)	Data Analysis Using Microsoft Excel (TITLE CHANGE & CREDIT INCREASE) (moved from fall Yr 2) Rec: place into IRW 115 or WR 115, and MTH 65 or MTH 98	4
FALL TERM Yr2 (14 credits)			FALL TERM Yr2 (15 credits)		
BA 207	Introduction to E-Commerce (REMOVE) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 225	Introduction to Entrepreneurship Law (moved from spring Yr1) IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
CAS 170	CAS 170 Beginning Spreadsheets using Excel (move to spring Yr1) Place into IRW 115 or WR 115 and MTH 65 or MTH 98	3	CAS 140	Beginning Databases (moved from winter Yr2) Rec: Place into IRW 115 or WR 115	4
	General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM Yr2 (16 credits)			WINTER TERM Yr2 (12 credits)		
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226Z (# CHANGE)	Business Law (TITLE CHANGE) IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
CAS 140	Beginning Databases (move to fall Yr2) Rec: Place into IRW 115 or WR 115	4			
EC 201	Principles of Economics: Microeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201Z (# CHANGE)	Principles of Microeconomics ¹ (TITLE CHANGE) Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4

SPRING TERM Yr2 (13 credits)			SPRING TERM Yr2 (13 credits)		
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4
BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2	BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2
EC 202	Principles of Economics: Macroeconomics ¹ Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202Z (# CHANGE)	Principles of Macroeconomics ¹ (TITLE CHANGE) Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
	Credit Total	93		Credit Total	90

¹ May be used as a general education elective.

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

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

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Todd Meislahn	tmeislahn@cgcc.edu	03/08/2024

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

Department Dean (enter name of department dean): (unfilled) Jarett Gilbert, VP Instructional Services

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing	Submitter name	Janie Griffin
		Phone	541-506-6140
		Email	jgriffin@cgcc.edu
Reason for Revision	Oregon Consortium for Nursing Education (OCNE) has made a few changes to NRS110 course description in Feb 2025. As an OCNE partner school we need to make the changes to be up-to-date.		
Current prefix and number	NRS110	Proposed prefix and number	N/A
Current Course Title	Foundation of Health Assessment and Health Promotion	Proposed Course Title (75 characters max)	N/A
Current Repeatability	0	Proposed Repeatability	N/A

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 framework of the OCNE curriculum. Emphasizes health promotion across the life span and includes learning about self-care as well as patient health practices. accessing evidence about healthy lifestyle patterns and risk factors for disease/illness, applying growth and development theory, interviewing patients in a culturally sensitive manner, identifying members of an interprofessional team, and using reflective thinking about the practice of nursing. Includes classroom and clinical learning experiences with clinical practice of selected nursing skills. Prerequisites: formal admission into the CGCC Nursing Program.	Introduces the framework of the OCNE curriculum. Emphasizes health promotion across the life span, and addresses learning about self-care as well as patient health practices, including: accessing evidence about healthy lifestyle patterns and risk factors for disease/illness, applying growth and development theory, interviewing patients in a culturally sensitive manner, identifying members of an interprofessional team, and using reflective thinking about their practice as nursing students. Includes clinical learning experiences with practice in selected core nursing skills. Prerequisites: formal admission to the CGCC Nursing Program.

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)

<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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. Complete a comprehensive health assessment. 2. Demonstrate clinical judgment by using the nursing process in holistic care planning. 3. Examine health promotion strategies that are person-centered, family-centered, developmentally appropriate, and culturally sensitive to support a patient’s health behavior change. 4. Identify communication strategies that establish and maintain therapeutic relationships with the patient/family system. 5. Apply selected nursing, ethical, and legal standards of practice to theory and clinical activities. 6. Demonstrate compliance with institutional policies and procedures regarding timely completion of assignments. 7. Demonstrate safe practice of fundamental nursing care skills consistent with nursing standards of practice and professional performance.		Upon successful completion of this course, students will be able to: No change.	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) N/A		

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) N/A
Department Required Course Activities (optional)	(update as needed) N/A
Department Notes (optional)	(update as needed) N/A

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3.3.25
Department Chair (enter name of department chair): Janie Griffin		
Department Dean/Director (enter name of department dean/director): Janie Griffin		

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

Columbia Gorge Community College

CC date 3.6.29
CC decision
CC vote

REVISION of AAS DEGREE REQUEST

Submitted by: Janie Griffin

Email: jgriffin@cgcc.edu

Phone: 541-506-6140

Department: Health

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Nursing	Proposed Title:	No change
Current Credits:	94	Proposed Credits:	No change
Overview and rationale for proposed changes:	Change in OCNE standards regarding writing requirement allows students to take any combination of WR 121, 122 or 227 as long as they complete 8 credits of writing. Adjusting degree to reflect this change.		
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	<p>1. ADD: WR 122Z AS AN OPTION FOR WR 227Z</p> <p>0-4.3% change</p>		
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, list title of career pathway(s) or related certificate(s)	

Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	
Requested Implementation Term	Summer, 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
BI 211	Principles of Biology^	MTH 95 or equiv place; Pre/co: WR 121 or WR 121Z; Pre/co: CH 100 or higher	5
BI 231	Human Anatomy & Physiology I*^	BI 112 or BI 211	4
BI 232	Human Anatomy & Physiology II*^	BI 231 with grade of "C" or better	4
BI 233	Human Anatomy & Physiology III*^	BI 232 with grade of "C" or better	4
BI 234	Microbiology*^	BI 112 or BI 211	5
FN 225	Nutrition	WR 121 or WR 121Z or higher; BI 101 or BI 211	4
MTH 95	Intermediate Algebra or higher (excluding MTH 98) *	MTH 65 or equiv placement; placement into WR 115	4
PSY 201A or PSY 201Z	Introduction to Psychology	Placement into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
PSY 215	Human Development	Recommended: PSY 201Z or 202Z. Prereq: place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
WR 121 or WR 121Z	Composition I#	IRW 115 or WR 115 or equiv placement	4
WR 122 or WR 122Z	Composition II#	WR 121 or WR 121Z	4

Electives: Any college-level (100 or 200 numbered) transferable non-studio Humanities, Social Science, or Natural Science electives. Students may need to take elective credits in order to meet the minimum of 45 credits required

<p>Course Completion and GPA Requirement by end of summer term in year of application: Completion of a minimum of 45 quarter college credits of courses from the prerequisite list must be completed by the end of summer term in the year of application. Application to the Nursing Program requires a minimum GPA of 3.0 for all completed prerequisite/preparatory courses. If a course has been taken more than once, the most recent grade received will be the course considered.</p>			
<p>* Credits need to have been taken within the past 7 years—no exceptions. ^ Virtual labs are not accepted for lab science courses. # WR 121/121Z and either WR 122/122Z or WR 227/227Z (must include research component). A student must have at least 8 credits of Writing.</p>			
PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits
	No change		
DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			
Does the revision involve changing degree outcomes?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)			
Students who successfully complete this degree will be able to:			
1. Base personal and professional actions on a set of shared core nursing values.			
2. Develop insight through reflection, self-analysis, and self-care.			
3. Engage in intentional learning.			
4. Demonstrate leadership in nursing and health care to meet client needs.			
5. Collaborate as part of a health care team.			
6. Practice within the broader health care system.			
7. Practice relationship-centered care, based on empathy, caring and respect for the autonomy of the client.			
8. Communicate effectively and therapeutically.			
9. Make sound clinical judgments while maintaining patient and personal safety.			
10. Utilize the best available evidence.			
PROPOSED DEGREE OUTCOMES			
Students who successfully complete this degree will be able to:			
1. No change			

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

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

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

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL YR ONE (17 credits)			FALL YR ONE (17 credits)		
NRS 110	Foundations of Health Assessment and Health Promotion Formal admission to Nursing Program	9	NRS 110	Foundations of Health Assessment and Health Promotion Formal admission to Nursing Program	9
NRS 234	Pathophysiological Processes for Nursing 1 Admission to Nursing Program Coreq: NRS 110, NRS 237.	2	NRS 234	Pathophysiological Processes for Nursing 1 Admission to Nursing Program Coreq: NRS 110, NRS 237.	2
NRS 237	Clinical Pharmacology for Nursing 1 Coreq: NRS 110, NRS 234. Admission to Nursing Program	2	NRS 237	Clinical Pharmacology for Nursing 1 Coreq: NRS 110, NRS 234. Admission to Nursing Program	2
MTH 95	Intermediate Algebra or higher (excluding MTH 98) or any MTH/STAT course with a prerequisite of MTH 65 or higher MTH 65	4	MTH 95	Intermediate Algebra or higher (excluding MTH 98) or any MTH/STAT course with a prerequisite of MTH 65 or higher MTH 65	4
WINTER YR ONE (16 credits)			WINTER YR ONE (14 credits)		
NRS 111	Foundations of Nursing in Chronic Illness I Coreq: NRS235, NRS238	6	NRS 111	Foundations of Nursing in Chronic Illness I Coreq: NRS235, NRS238	6
NRS 235	Pathophysiological Processes for Nursing 2 Pre: NRS 234. Coreq: NRS 111, NRS 238	2	NRS 235	Pathophysiological Processes for Nursing 2 Pre: NRS 234. Coreq: NRS 111, NRS 238	2
NRS 238	Clinical Pharmacology for Nursing 2 Pre: NRS 237. Coreq: NRS 111, NRS 235	2	NRS 238	Clinical Pharmacology for Nursing 2 Pre: NRS 237. Coreq: NRS 111, NRS 235	2
	General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4

SPRING YR ONE (17 credits)			SPRING YR ONE (18 credits)		
NRS 112	Foundations of Nursing in Acute Care I Coreq: NRS 236, NRS 239	6	NRS 112	Foundations of Nursing in Acute Care I Coreq: NRS 236, NRS 239	6
NRS236	Pathophysiological Processes for Nursing 3 Pre: NRS 235. Coreq: NRS 112, NRS 239	2	NRS236	Pathophysiological Processes for Nursing 3 Pre: NRS 235. Coreq: NRS 112, NRS 239	2
NRS239	Clinical Pharmacology for Nursing 3 Pre: NRS 238. Coreq: NRS 112, NRS 236	2	NRS239	Clinical Pharmacology for Nursing 3 Pre: NRS 238. Coreq: NRS 112, NRS 236	2
WR 227 or WR 227Z	Technical Writing WR 121 or WR 121Z	4	WR 122Z or WR 227Z	Composition II (ADD OPTION) or Technical Writing WR 121 or WR 121Z	4
	General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
FALL YR TWO (16 credits)			FALL YR TWO (16 credits)		
NRS 221	Nursing in Chronic Illness II & End-of-Life Care Completion of first year of OCNE Nursing curriculum or admission by advanced placement	9	NRS 221	Nursing in Chronic Illness II & End-of-Life Care NRS 111	9
	General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3
WINTER YR TWO (16 credits)			WINTER YR TWO (16 credits)		
NRS 222	Nursing in Acute Care II & End-of-Life Care NRS 221	9	NRS 222	Nursing in Acute Care II & End-of-Life Care NRS 112	9
	General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives ¹ Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3

SPRING YR TWO (13 credits)			SPRING YR TWO (13 credits)		
NRS 224	Integrative Practicum NRS 221, NRS 222	9	NRS 224	Integrative Practicum NRS 221, NRS 222	9
	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
Credit Total		94	Credit Total		94

¹ General Education electives: Students must earn a minimum of 16 credits of approved General Education. The 16 credits must include at least one course with a minimum of 3 credits from each of the following three discipline areas: Arts & Letters; Social Science; Natural Science.

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
Nursing Program Electives			Nursing Program Electives		
	Any General Education elective	Varied		Any General Education elective	Varied

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
Janie Griffin	jgriffin@cgcc.edu	3.6.24

Department Chair (enter name of department chair): Janie Griffin

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

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, 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

P/NP Degree and Certificate Requirements

Motions approved at 2.20.25 CC meeting regarding CPL limits

- Motion #1: Approve Option 1: Cap CPL credits for AAS degrees at 66% of credits towards an AAS degree, to stay in line with the residency requirements, contingent on the P/NP limitations being raised to match this 66% cap. Cap CPL credits for transfer degrees at 25%.
- Motion #2: Approve Option 1: Cap CPL credits for certificates at 66%, aligning with the residency requirements, contingent on the P/NP limitations being raised to match this 66% cap.

Current 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