

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Kristen Booth (Pre-College)

Vice Chair – Todd Meislahn (Business)

Tyson Aldrich (Tech/Trade)

Andrea Chrisman (Science)

jessamyn duckwall (Art/Com)

John Evans (Math)

Anne Kelly (Inst Dean/Dir)

Mimi Pentz (Nurs/Hlth Occ)

Stephen Shwiff (Soc Sci/Ed)

## Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Cat Graham (Student Services)

## Support Staff

Sara Wade (Instructional Services)

## Guests

Ezra Holston

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## **February 26, 2026 3:30 – 5:00 pm**

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

Join Zoom Meeting: <https://cgcc.zoom.us/j/89675227929> (members are requested to turn their cameras on)

## Old Business:

1. Revised curriculum submission format – continued from 10.09.25 (**postponed to Retreat**)
2. Inclusion of successful completion of the Aviation Licensure Exams as part of degree requirements (**Moved to discussion Items** – Tyson will contact FAA rep to gather more information and data.)

## Submissions <sup>2</sup>

1. Ezra Holston (3:35 – 3:40 pm)
  - PSY 215 – Nursing AAS / Paramedic AAS (Modified Degree / Certificate Revision)
2. Leigh Hancock (3:35 – 4:00 pm)
  - SPA 101 First Year Spanish – First Term (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. SPA 101Z First-year Spanish I (Gen Ed Request)
  - SPA 102 First Year Spanish – Second Term (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. SPA 102Z First-year Spanish II (Gen Ed Request)
  - SPA 103 First Year Spanish – Third Term (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. SPA 103Z First-year Spanish III (Gen Ed Request)
3. Stephen Shwiff (4:00 – 4:20 pm)
  - HST 201 History of the United States to 1840 (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. HST 201Z United States History I (Gen Ed Request)
  - HST 202 History of the United States 1840-1914 (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. HST 202Z United States History II (Gen Ed Request)
  - HST 203 History of the United States 1914 to present (Course Rev: #, tit, des, out, cont, txt/mat)
    - i. HST 203Z United States History III (Gen Ed Request)

## New Business

1. None

Discussion Items

1. Inclusion of successful completion of the Aviation Licensure Exams as part of degree requirements (Tyson Aldrich)

**Next Meeting: March 12, 2026**

Attachments: <sup>1</sup> Submissions: 6 Course Revision; 6 Gen Ed Requests; 1 Modified Deg/Cert Revision

**Modified Degree/Certificate Revision**

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

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

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

<b>Submitted by:</b>	Dr. Ezra C. Holston	<b>Email:</b> eholston@cgcc.edu	<b>Phone:</b> 541-506-6140
<b>Title of Degree/Certificate:</b>	Nursing AAS Paramedic AAS	<b>Requested Implementation Term:</b>	Summer, 2026
<b>What type of change are you requesting?</b>	<input checked="" type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		

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

<b>Current Course Title:</b>	Human Development	<b>Revised Course Title:</b>	Lifespan Development
<b>Current Course Number:</b>	PSY 215	<b>Revised Course Number:</b>	No change
<b>Current degree or certificate title:</b>	N/A		
<b>Proposed degree or certificate title:</b>	N/A		

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
	N/A		<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

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 Degree or Certificate Signature Form signed by the department chair and dean/director."</i></p>		
Submitter	Email	Date
Dr. Ezra C. Holston	<a href="mailto:eholston@cgcc.edu">eholston@cgcc.edu</a>	01/29/2026
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director): Dr. Ezra C. Holston		

Next steps:

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

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	ACC	Submitter name Phone Email	Leigh Hancock hancock!@ <a href="mailto:hancock!@cgcc.edu">cgcc.edu</a> 541-645-0700
Reason for Revision	State mandated CCN		
Current prefix and number	SPA 101	Proposed prefix and number	SPA 101Z
Current Course Title	First Year Spanish-First Term	Proposed Course Title (75 characters max)	First-year Spanish I
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	16.0905

**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
Emphasizes active communication in beginning Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners. First term of a three-term sequence in First Year Spanish. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	An introduction to the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

**REQUISITES:** Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the [Curriculum Office](#) webpage..

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

Standard requisites (do not revise) – 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites (do not revise) – 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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**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 for examples.)

**\*\*\*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. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.
2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.
3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.
5. Acquire strategies for analyzing authentic materials in the target language.

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

1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)
2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)
3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)
4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

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

(required if revising outcomes)

**Outcome #1:** Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence):

- Learn about cultural practices and traditions around:
  - Weddings, funerals, birth and coming of age rituals (eg, quinceaner)
  - Holidays
  - Foods and food preparation
  - Music, art and literature
  - Basic cultural and linguistic differences in the Spanish-speaking world.

**Outcome #2:** Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)

- Cover all or most of the following:
  - Culturally appropriate greetings, introductions and leave takings
  - Age and nationality.
  - Time and weather
  - Names of people and objects.
- Integrate grammar items, e.g.,
  - Regular and some irregular verbs in present, immediate future and recent progressive.
  - Numbers.
  - Definite and indefinite articles.
  - Descriptive, possessive and demonstrative adjectives
  - Lists and simple sentences
- Reading strategies including
  - Pronunciation of vowels and consonants,
  - Meaning of accent marks and tildes
  - Capitalization.
  - Recognizing familiar (Latin) cognates

**Outcome #3:** Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)

- Cover all or most of the following:
  - Personal interests and activities.
  - Family members: physical, personality, interests
  - Pets and favorite activities
  - Hispanic last names.
  - Classes and studies and professions.
  - Description of self and others: physical, personality, attributes
  - Daily activities
- Integrate all or most of the following grammar items:
  - Gender and noun/adjective agreement.
  - Describing states of being.
  - Using cognates to decipher simple texts

**Outcome #4:** Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

- Short stories, dialogues, and listening materials on the above topics.

Suggested Texts & Materials updates (specify if any texts or materials are required):	Strongly recommend OER materials Hola a Todos: Elementary Spanish I by Tom Lackoff Spanish Wikibooks Beginning Spanish ¡Empecemos por aquí! By Jenny Ceciliano
Department Required Course Activities (optional)	No change
Department Notes (optional)	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 <a href="#">related instruction template</a> to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Update course titles needed in Integrated Agricultural Science and Technology AAS; Agricultural Management cert; Precision Agriculture cert. Modified Degree/Certificate form to be submitted.	
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) Explain reason for mid-year start:
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
<a href="#">Leigh Hancock</a>	lhancock@cgcc.edu	1/12/2026
Department Chair (enter name of department chair): Leigh hancock		
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 [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

# Columbia Gorge Community College

CC date            2.26.26  
 CC decision     \_\_\_\_\_  
 CC vote           \_\_\_\_\_

**General Education/Discipline Studies List Request Form**

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	ACC	Submitter Name: Phone: Email:	Leigh Hancock lhancock!@cgcc.edu 541-645-0700
Course Prefix and Number:	SPA 101Z	Course Title:	First-year Spanish I
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	An introduction to the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses		
Course Outcomes:	1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence) 2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing) 3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing) 4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)		

**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. **CGOC'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. **CGOC Institutional Learning Outcomes (ILO):**

Through their respective disciplines, CGOC students who earn a degree can:

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

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

Major Designation:

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

Minor Designation:

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

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

2. Address CGOC 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 <a href="#">ILO rubric</a> .	
<b>Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”</b>	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: 2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing) 3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing) 4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)  Course Content:  <b>Outcome #2:</b> Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)

- Cover all or most of the following:
  - Culturally appropriate greetings, introductions and leave takings
  - Age and nationality.
  - Time and weather
  - Names of people and objects.
- Integrate grammar items, e.g.,
  - Regular and some irregular verbs in present, immediate future and recent progressive.
  - Numbers.
  - Definite and indefinite articles.
  - Descriptive, possessive and demonstrative adjectives
  - Lists and simple sentences
- Reading strategies including
  - Pronunciation of vowels and consonants,
  - Meaning of accent marks and tildes
  - Capitalization.
  - Recognizing familiar (Latin) cognates

**Outcome #3:** Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)

- Cover all or most of the following:
  - Personal interests and activities.
  - Family members: physical, personality, interests
  - Pets and favorite activities
  - Hispanic last names.
  - Classes and studies and professions.
  - Description of self and others: physical, personality, attributes
  - Daily activities
- Integrate all or most of the following grammar items:
  - Gender and noun/ adjective agreement.
  - Describing states of being.

**Outcome #4:** Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

- Short stories, dialogues, and listening materials on the above topics.
- Using cognates to decipher simple texts

**Outcome Assessment Strategies:** The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.

<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><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</p> <p>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</p> <p>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive</p> <p>Course Content:</p> <p><b>Outcome #2:</b> Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Culturally appropriate greetings, introductions and leave takings</li> <li>○ Age and nationality.</li> <li>○ Time and weather</li> <li>○ Names of people and objects.</li> </ul> </li> <li>● Integrate grammar items, e.g., <ul style="list-style-type: none"> <li>○ Regular and some irregular verbs in present, immediate future and recent progressive.</li> <li>○ Numbers.</li> <li>○ Definite and indefinite articles.</li> <li>○ Descriptive, possessive and demonstrative adjectives</li> <li>○ Lists and simple sentences</li> </ul> </li> <li>● Reading strategies including <ul style="list-style-type: none"> <li>○ Pronunciation of vowels and consonants,</li> <li>○ Meaning of accent marks and tildes</li> <li>○ Capitalization.</li> <li>○ Recognizing familiar (Latin) cognates</li> </ul> </li> </ul> <p><b>Outcome #3:</b> Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Personal interests and activities.</li> <li>○ Family members: physical, personality, interests</li> <li>○ Pets and favorite activities</li> <li>○ Hispanic last names.</li> <li>○ Classes and studies and professions.</li> <li>○ Description of self and others: physical, personality, attributes</li> <li>○ Daily activities</li> </ul> </li> <li>● Integrate all or most of the following grammar items: <ul style="list-style-type: none"> <li>○ Gender and noun/adjective agreement.</li> <li>○ Describing states of being.</li> <li>○ Using cognates to decipher simple texts</li> </ul> </li> </ul> <p><b>Outcome #4:</b> Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</p>
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	<ul style="list-style-type: none"> <li>• Short stories, dialogues, and listening materials on the above topics.</li> </ul> <p><b>Outcome Assessment Strategies:</b> The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.</p>
<p align="center"><b>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</b></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:  <input type="checkbox"/> major   <input type="checkbox"/> minor  <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:  <input type="checkbox"/> major   <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: 1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</p> <p>Course Content:  <b>Outcome #1:</b> Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence):</p> <ul style="list-style-type: none"> <li>• Learn about cultural practices and traditions around: <ul style="list-style-type: none"> <li>○ Weddings, funerals, birth and coming of age rituals (eg, quinceaner)</li> <li>○ Holidays</li> <li>○ Foods and food preparation</li> <li>○ Music, art and literature</li> <li>○ Basic cultural and linguistic differences in the Spanish-speaking world</li> </ul> </li> </ul> <p><b>Outcome Assessment Strategies:</b> The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to</p>

	texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.
<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 type="checkbox"/> minor</p> <p>X not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<b>3. Address the AAOT Discipline Studies Outcomes and Criteria:</b>	
<b>Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Arts and Letters; Social Sciences; Science and Computer Science; or Mathematics.</b>	
<b>Arts and Letters</b>	
<b>Outcomes:</b>	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
A course in Arts & Letters should:	
<ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.</li> </ol>	
And each course should also do at least one of the following:	
<ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</li> <li>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</li> </ol>

	<p>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</p> <p>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</p>
<p><b>*Note:</b> It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.</p>	
<p>How does the course enable a student to "interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life"?</p>	<p>SPA 101 enables the student to learn and apply the fundamental ideas and conventions of Spanish language (as a discipline). Students study cultural practices and traditions through the arts, literature, history or social studies of Spanish speaking cultures, which allows them to place the Spanish language in a historical and cultural context. Students explore the conventions and techniques of speaking, reading and writing Spanish, in the context of other languages and cultures. They utilize their beginning Spanish in creative ways by expressing personal ideas and feelings</p>
<p>How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?</p>	<p>SPN I requires the student to analyze how the language highlights and reflects values, ethics and differences, current and historical, of another culture. Learning to speak Spanish enables the student to critically analyze the values and ethics of Spanish-speaking people, as well as those of the student's native tongue. This awareness gives the student more skill to engage in local and global issues.</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
Leigh Hancock	lhancock@cgcc.edu	1/12/2026
<p>Department Chair (enter name of department chair): Leigh Hancock</p>		
<p>Department Dean/Director (enter name of department dean/director): Jarett Gilbert</p>		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

**Course Revision**

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	ACC	Submitter name Phone Email	Leigh Hancock hancock!@ <a href="mailto:hancock!@cgcc.edu">cgcc.edu</a> 541-645-0700
Reason for Revision	State mandated CCN		
Current prefix and number	SPA 102	Proposed prefix and number	SPA 102Z
Current Course Title	First Year Spanish- First Term	Proposed Course Title (75 characters max)	First-year Spanish II
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	16.0905

**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
Emphasizes active communication in beginning Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners. First term of a three-term sequence in First Year Spanish. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z).

**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, which can be found on the [Curriculum Office](#) webpage..

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

Standard requisites (do not revise) – 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
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Proposed prerequisites, corequisites and concurrent

Standard requisites (do not revise) – 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
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**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 for examples.)

**\*\*\*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. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.
2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.
3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.
5. Acquire strategies for analyzing authentic materials in the target language.

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

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)
3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing)
4. Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)

<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p><b>Outcome #1:</b> Interpret common cultural cues with respect to everyday interactions and situations.</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following <ul style="list-style-type: none"> <li>○ Situations and interactions at school or work</li> <li>○ Situations and interactions in the home</li> <li>○ Situations and interactions in public spheres including shops, churches, and other venues</li> <li>○ Situations and interactions around holidays and celebrations</li> </ul> </li> </ul> <p><b>Outcome #2:</b> Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Pastimes</li> <li>○ Food, cooking and restaurant settings</li> <li>○ Expressing obligation and duty</li> <li>○ Expressing plans for the future</li> <li>○ Parts of the body, health, personal care and habits</li> </ul> </li> <li>● Integrate grammar items, e.g., <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #3:</b> 3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Geography and climates</li> <li>○ Transportation and traveling</li> </ul> </li> <li>● Integrate all or most of the following grammar items: <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #4:</b> Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)</p> <ul style="list-style-type: none"> <li>● Short stories, dialogues, and listening materials on the above topics.</li> </ul>
<p>Suggested Texts &amp; Materials updates (specify if any texts or materials are required):</p>	<p>Strongly recommend OER materials</p> <ul style="list-style-type: none"> <li>● Hola a Todos: Elementary Spanish I by Tom Lackoff</li> <li>● Spanish Wikibooks</li> <li>● Beginning Spanish ¡Empecemos por aquí! By Jenny Cecilia</li> </ul>

Department Required Course Activities (optional)	No change
Department Notes (optional)	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 <a href="#">related instruction template</a> to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Update course titles needed in Integrated Agricultural Science and Technology AAS; Agricultural Management cert; Precision Agriculture cert. Modified Degree/Certificate form to be submitted.	
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) Explain reason for mid-year start:
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
<a href="#">Leigh Hancock</a>	lhancock@cgcc.edu	1/12/2026
Department Chair (enter name of department chair): Leigh hancock		
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 [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department

## Columbia Gorge Community College

**General Education/Discipline Studies List Request Form**

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	ACC	Submitter Name:	Leigh Hancock
		Phone:	lhancock!@cgcc.edu
		Email:	541-645-0700
Course Prefix and Number:	SPA 102Z	Course Title:	First-year Spanish II
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses SPA 101Z, 102Z, and 103Z.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</li> <li>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</li> <li>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</li> <li>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</li> </ol>		

**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:

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

Minor Designation:

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

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

2. Address OGOC 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 <a href="#">ILO rubric</a> .	
Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	Course Outcomes: 2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing) 3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing) 4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)  Course Content: <b>Outcome #2:</b> Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing) <ul style="list-style-type: none"> <li>• Cover all or most of the following:               <ul style="list-style-type: none"> <li>◦ Pastimes</li> <li>◦ Food, cooking and restaurant settings</li> <li>◦ Expressing obligation and duty</li> <li>◦ Expressing plans for the future</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Parts of the body, health, personal care and habits</li> <li>● Integrate grammar items, e.g., <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #3:</b> 3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Geography and climates</li> <li>○ Transportation and traveling</li> </ul> </li> <li>● Integrate all or most of the following grammar items: <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #4:</b> Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)</p> <ul style="list-style-type: none"> <li>● Short stories, dialogues, and listening materials on the above topics.</li> </ul> <p><b>Outcome Assessment Strategies:</b> The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.</p>
<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><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</p> <p>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</p> <p>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive)</p> <p>Course Content:</p> <p><b>Outcome #2:</b> Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Culturally appropriate greetings, introductions and leave takings</li> <li>○ Age and nationality.</li> </ul> </li> </ul>

- Time and weather
- Names of people and objects.
- Integrate grammar items, e.g.,
  - Regular and some irregular verbs in present, immediate future and recent progressive.
  - Numbers.
  - Definite and indefinite articles.
  - Descriptive, possessive and demonstrative adjectives
  - Lists and simple sentences
- Reading strategies including
  - Pronunciation of vowels and consonants,
  - Meaning of accent marks and tildes
  - Capitalization.
  - Recognizing familiar (Latin) cognates

**Outcome #3:** Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)

- Cover all or most of the following:
  - Personal interests and activities.
  - Family members: physical, personality, interests
  - Pets and favorite activities
  - Hispanic last names.
  - Classes and studies and professions.
  - Description of self and others: physical, personality, attributes
  - Daily activities
- Integrate all or most of the following grammar items:
  - Gender and noun/adjective agreement.
  - Describing states of being.
  - Using cognates to decipher simple texts

**Outcome #4:** Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

- Short stories, dialogues, and listening materials on the above topics.

**Outcome Assessment Strategies:** The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.

**Provide a response for each of the following three ILOs that your course addresses.**

**At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”**

<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:  <input type="checkbox"/> major <input type="checkbox"/> minor  <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:  <input type="checkbox"/> major <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: 1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</p> <p>Course Content:  <b>Outcome #1:</b> Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence):</p> <ul style="list-style-type: none"> <li>● Learn about cultural practices and traditions around: <ul style="list-style-type: none"> <li>○ Weddings, funerals, birth and coming of age rituals (eg, quinceaner)</li> <li>○ Holidays</li> <li>○ Foods and food preparation</li> <li>○ Music, art and literature</li> <li>○ Basic cultural and linguistic differences in the Spanish-speaking world</li> </ul> </li> </ul> <p>Outcome Assessment Strategies: The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  <input type="checkbox"/> major <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<b>3. Address the AAOT Discipline Studies Outcomes and Criteria:</b>	
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Arts and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
<b>Arts and Letters</b>	
<b>Outcomes:</b>	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
<ul style="list-style-type: none"> <li>● Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>● Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
A course in Arts & Letters should:	
<ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.</li> </ol>	
And each course should also do at least one of the following:	
<ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</li> <li>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</li> <li>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</li> <li>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</li> </ol>
<b>*Note:</b> It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	SPA 101 enables the student to learn and apply the fundamental ideas and conventions of Spanish language (as a discipline). Students study cultural practices and traditions through the arts, literature, history or social studies of Spanish speaking cultures, which allows them to place the Spanish language in a historical and cultural context. Students explore the conventions and techniques of speaking, reading and writing Spanish, in the context of other languages and cultures. They utilize their beginning Spanish in creative ways by expressing personal ideas and feelings

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?	SPN I requires the student to analyze how the language highlights and reflects values, ethics and differences, current and historical, of another culture. Learning to speak Spanish enables the student to critically analyze the values and ethics of Spanish-speaking people, as well as those of the student’s native tongue. This awareness gives the student more skill to engage in local and global issues.
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**Section #4 Department Review**

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1/12/2026

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

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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, 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 checked="" type="checkbox"/> Course number / Prefix	<input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Text / Materials
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Outcomes	<input type="checkbox"/> Course Activities
<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Department Note

**SECTION #1 GENERAL INFORMATION & REVISIONS**

Department	ACC	Submitter name Phone Email	Leigh Hancock hancock!@ <a href="mailto:hancock!@cgcc.edu">cgcc.edu</a> 541-645-0700
Reason for Revision	State mandated CCN		
Current prefix and number	SPA 103	Proposed prefix and number	SPA 103Z
Current Course Title	First Year Spanish-First Term	Proposed Course Title (75 characters max)	First-year Spanish III
Current Course Credits	4	Proposed Course Credits	No change
Current Repeatability	0	Proposed Repeatability	No change
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	16.0905

**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
Emphasizes active communication in beginning Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners. First term of a three-term sequence in First Year Spanish. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPA 101Z, 102Z, and 103Z). Students who successfully complete SPA 103Z are ready to take the

sequence of Second-year Spanish courses (Intermediate). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

**REQUISITES:** Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.” If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form, which can be found on the [Curriculum Office](#) webpage..

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

Standard requisites (do not revise) – 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites (do not revise) – 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
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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**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 for examples.)

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

1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.
2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.
3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture.
4. Identify selected historical and cultural movements in the target culture through exposure to literature, art,

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

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)
3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing)

<p>music, film and/or performing arts in the target language.</p> <p>5. Acquire strategies for analyzing authentic materials in the target language.</p>	<p>4. Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)</p>
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

- Outcome #1:** Interpret common cultural cues with respect to everyday interactions and situations.
- Cover all or most of the following
    - Situations and interactions at school or work
    - Situations and interactions in the home
    - Situations and interactions in public spheres including shops, churches, and other venues
    - Situations and interactions around holidays and celebrations
- Outcome #2:** Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)
- Cover all or most of the following:
    - The environment
    - Parts of the body, health, personal care and habits
    - Influencing others
    - Reciprocal actions
  - Integrate grammar items, e.g.,
    - Compound tenses
    - Relative pronouns
    - Reciprocal actions
    - Placing events in the past
    - Adverbs
    - Accidents
    - Commands
- Outcome #3:** 3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing)
- Cover all or most of the following:
    - Geography and climates
    - Transportation and traveling
  - Integrate all or most of the following grammar items:
    - Review and practice of all SPN 101 items
    - Direct and indirect object pronouns
    - Reflexive verbs
    - Preterit and imperfect
- Outcome #4:** Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)
- Short stories, dialogues, and listening materials on the above topics.
  - Recognizing Latin cognates to decode reading

Suggested Texts & Materials updates (specify if any texts or materials are required):	Strongly recommend OER materials <ul style="list-style-type: none"> <li>• Hola a Todos: Elementary Spanish I by Tom Lackoff</li> <li>• Spanish Wikibooks</li> <li>• Beginning Spanish ¡Empecemos por aquí! By Jenny Ceciliano</li> </ul>
Department Required Course Activities (optional)	No change
Department Notes (optional)	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 <a href="#">related instruction template</a> to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Update course titles needed in Integrated Agricultural Science and Technology AAS; Agricultural Management cert; Precision Agriculture cert. Modified Degree/Certificate form to be submitted.	
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) Explain reason for mid-year start:
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
<a href="#">Leigh Hancock</a>	lhancock@cgcc.edu	1/12/2026
Department Chair (enter name of department chair): Leigh hancock		
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 [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

## Columbia Gorge Community College

**General Education/Discipline Studies List Request Form**

(Double click on check boxes to activate dialog box)

1. General & Course Information:			
Department	ACC	Submitter Name: Phone: Email:	Leigh Hancock lhancock!@cgcc.edu 541-645-0700
Course Prefix and Number:	SPA103Z	Course Title:	First-year Spanish III
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	<p>Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses SPA 101Z, 102Z, and 103Z. Students who successfully complete SPA 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.</p>		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</li> <li>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</li> <li>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</li> <li>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</li> </ol>		

**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. **CGOC'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. **CGOC Institutional Learning Outcomes (ILO):**

Through their respective disciplines, CGOC 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:

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

Minor Designation:

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

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

2. Address CGOC 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 <a href="#">ILO rubric</a> .	
<b>Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”</b>	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation **REQUIRED**	Course Outcomes: 2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing) 3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing) 4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)  Course Content:  <b>Outcome #2:</b> Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)

	<ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Pastimes</li> <li>○ Food, cooking and restaurant settings</li> <li>○ Expressing obligation and duty</li> <li>○ Expressing plans for the future</li> <li>○ Parts of the body, health, personal care and habits</li> </ul> </li> <li>● Integrate grammar items, e.g., <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #3:</b> 3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking &amp; Writing)</p> <ul style="list-style-type: none"> <li>● Cover all or most of the following: <ul style="list-style-type: none"> <li>○ Geography and climates</li> <li>○ Transportation and traveling</li> </ul> </li> <li>● Integrate all or most of the following grammar items: <ul style="list-style-type: none"> <li>○ Review and practice of all SPN 101 items</li> <li>○ Direct and indirect object pronouns</li> <li>○ Reflexive verbs</li> <li>○ Preterit and imperfect</li> </ul> </li> </ul> <p><b>Outcome #4:</b> Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)</p> <ul style="list-style-type: none"> <li>● Short stories, dialogues, and listening materials on the above topics.</li> </ul> <p><b>Outcome Assessment Strategies:</b> The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre-writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc.), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc.), student generated questions, Escape Room, interviews, and/or portfolios.</p>
<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><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <p>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</p> <p>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</p> <p>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive)</p> <p>Course Content:</p>

**Outcome #2:** Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)

- Cover all or most of the following:
  - Culturally appropriate greetings, introductions and leave takings
  - Age and nationality.
  - Time and weather
  - Names of people and objects.
- Integrate grammar items, e.g.,
  - Regular and some irregular verbs in present, immediate future and recent progressive.
  - Numbers.
  - Definite and indefinite articles.
  - Descriptive, possessive and demonstrative adjectives
  - Lists and simple sentences
- Reading strategies including
  - Pronunciation of vowels and consonants,
  - Meaning of accent marks and tildes
  - Capitalization.
  - Recognizing familiar (Latin) cognates

**Outcome #3:** Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)

- Cover all or most of the following:
  - Personal interests and activities.
  - Family members: physical, personality, interests
  - Pets and favorite activities
  - Hispanic last names.
  - Classes and studies and professions.
  - Description of self and others: physical, personality, attributes
  - Daily activities
- Integrate all or most of the following grammar items:
  - Gender and noun/adjective agreement.
  - Describing states of being.
  - Using cognates to decipher simple texts

**Outcome #4:** Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

- Short stories, dialogues, and listening materials on the above topics.

**Outcome Assessment Strategies:** The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.

**Provide a response for each of the following three ILOs that your course addresses.**

At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”

<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:  <input type="checkbox"/> major <input type="checkbox"/> minor  <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:  <input type="checkbox"/> major <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes: 1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</p> <p>Course Content:  <b>Outcome #1:</b> Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence):</p> <ul style="list-style-type: none"> <li>● Learn about cultural practices and traditions around: <ul style="list-style-type: none"> <li>○ Weddings, funerals, birth and coming of age rituals (eg, quinceaner)</li> <li>○ Holidays</li> <li>○ Foods and food preparation</li> <li>○ Music, art and literature</li> <li>○ Basic cultural and linguistic differences in the Spanish-speaking world</li> </ul> </li> </ul> <p>Outcome Assessment Strategies: The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc), student generated questions, Escape Room, interviews, and/or portfolios.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  <input type="checkbox"/> major <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<b>3. Address the AAOT Discipline Studies Outcomes and Criteria:</b>	
Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Arts and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
<b>Arts and Letters</b>	
<b>Outcomes:</b>	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
<ul style="list-style-type: none"> <li>● Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>● Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
A course in Arts & Letters should:	
<ol style="list-style-type: none"> <li>1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.</li> <li>3. Explore the conventions and techniques of significant forms of human expression.</li> <li>4. Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.</li> </ol>	
And each course should also do at least one of the following:	
<ol style="list-style-type: none"> <li>1. Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>2. Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>3. Examine the origins and influences of ethical or aesthetic traditions.</li> </ol>	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)</li> <li>2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking &amp; Writing)</li> <li>3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking &amp; Writing)</li> <li>4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading &amp; Listening)</li> </ol>
<b>*Note:</b> It must be clearly evident that the above outcomes are addressed within the course's outcomes. Between your answers to the two outcomes questions below, you also need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	
How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?	SPA 101 enables the student to learn and apply the fundamental ideas and conventions of Spanish language (as a discipline). Students study cultural practices and traditions through the arts, literature, history or social studies of Spanish speaking cultures, which allows them to place the Spanish language in a historical and cultural context. Students explore the conventions and techniques of speaking, reading and writing Spanish, in the context of other languages and cultures. They utilize their beginning Spanish in creative ways by expressing personal ideas and feelings

How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?	SPN I requires the student to analyze how the language highlights and reflects values, ethics and differences, current and historical, of another culture. Learning to speak Spanish enables the student to critically analyze the values and ethics of Spanish-speaking people, as well as those of the student’s native tongue. This awareness gives the student more skill to engage in local and global issues.
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**Section #4 Department Review**

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1/12/2026

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

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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

Department	Soc Sci	Submitter name Phone Email	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Reason for Revision	HEC CNN Revision mandate		
Current prefix and number	HST 201	Proposed prefix and number	HST 201Z
Current Course Title	History of the United States to 1840	Proposed Course Title (75 characters max)	United States History I
Current Course Credits	4	Proposed Course Credits	4
Current Repeatability		Proposed Repeatability	
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	540102

**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
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Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.		Survey North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.	
<b>REQUISITES:</b> Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: 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, which can be found on the <a href="#">Curriculum Office</a> webpage..			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
Placement into:			
prefix & number:	Prerequisite	Corequisite	pre/con
prefix & number:	Prerequisite	Corequisite	pre/con
Proposed prerequisites, corequisites and concurrent			
Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
Placement into:			
prefix & number:	Prerequisite	Corequisite	pre/con
prefix & number:	Prerequisite	Corequisite	pre/con
<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website for examples.) <b>***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***</b>			
Current learning outcomes (required whether being revised or not)		New learning outcomes	

<p>Upon successful completion of this course, students will be able to:</p> <p>Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.</p> <p>Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</p> <p>Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.</p> <p>Communicate effectively using historical analysis.</p> <p>Connect the past with the present to enhance citizenship skills.</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources to the early 1800s.</li> <li>2. Describe continuities and changes in American history, including political, social, economic, and cultural developments.</li> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> <li>5. Recognize the relevance of the past to the present.</li> </ol>
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

(required if revising outcomes)

### **Outcome 1: Evaluate historical sources**

Content includes:

- Indigenous oral traditions and archaeological evidence
- Colonial legal documents
- Revolutionary pamphlets
- Slave narratives
- Constitutional debates
- Early Republic political writings

Students analyze authorship, audience, bias, and historical context.

### **Outcome 2: Describe continuities and changes**

Content includes:

- Indigenous societies prior to contact
- European colonization
- Development of slavery
- Revolutionary ideology
- Constitutional development
- Market Revolution transformations

### **Outcome 3: Construct evidence-based arguments**

Content includes:

- Thesis development workshops
- Comparative interpretation of historical debates
- Use of primary and secondary sources
- Historiography of early America

### **Outcome 4: Communicate historical analysis**

Content includes:

- Analytical essays
- Short response papers
- Structured discussions
- Presentations or recorded analysis

### **Outcome 5: Recognize relevance of past to present**

Content includes:

- Constitutional debates and modern governance
- Slavery and racial inequality
- Early capitalism and economic inequality
- Indigenous sovereignty issues

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) OER - American Yawp Open Stax US History
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	Yes No X
Please provide details, who was contacted and the resolution.	
Implementation term	Start of next academic year (summer term). X Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 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
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director):		

## Columbia Gorge Community College

### General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Course Prefix and Number:	HST 201Z	Course Title:	United States History I
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Survey North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.		
Course Outcomes:	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources to the early 1800s.</li> <li>2. Describe continuities and changes in American history, including political, social, economic, and cultural developments.</li> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> <li>5. Recognize the relevance of the past to the present.</li> </ol>		

**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>) major designation <b>**REQUIRED**</b></p>	<p>Course Outcomes:</p> <p>3. Construct evidence-based historical arguments.</p> <p>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</p> <p>Course Content: Students write analytical essays, participate in discussions, and present historical interpretations.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Formal research paper assessed using Communication rubric</li> <li>• Response papers</li> <li>• Oral or video presentations</li> </ul>
<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>) major designation <b>**REQUIRED**</b></p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources to the early 1800s.</li> <li>2. Describe continuities and changes in American history, including political, social, economic, and cultural developments.</li> <li>3. Construct evidence-based historical arguments.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Primary source analysis</li> <li>• Interpretation of competing historical narratives</li> <li>• Evaluation of evidence</li> </ul> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Document analysis assignments</li> <li>• Evidence-based essay</li> <li>• Exam essays</li> </ul>

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

<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:  major  minor  not addressed significantly X</p>	<p>Course Outcomes: X</p> <p>Course Content:</p> <p>(HST 201Z does not meaningfully engage quantitative analysis beyond basic demographic context.)</p> <p>Outcome Assessment Strategies: X</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:  major X minor  not addressed significantly</p>	<p>Course Outcomes:</p> <p>2. Construct evidence-based historical arguments.</p> <p>5. Recognize the relevance of the past to the present.</p> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Indigenous cultures</li> <li>• African diaspora</li> <li>• Slavery and race</li> <li>• Gender roles</li> <li>• Religion</li> <li>• Class structures</li> <li>• Immigration</li> </ul> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Comparative analysis of diverse groups</li> <li>• Reflection essays connecting historical diversity to contemporary issues</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  major X minor  not addressed significantly</p>	<p>Course Outcomes:</p> <p>5. Recognize the relevance of the past to the present.</p> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Indigenous land stewardship</li> <li>• Expansion and environmental impact</li> <li>• Early American agricultural development</li> </ul> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Thematic essay on land, labor, or resource use</li> </ul>
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<b>SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:</b>	
<b>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.</b>	
<b>Social Sciences</b>	
<b>Outcomes:</b>	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	
<p>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:</p> <ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>Outcomes 1, 2, 3, and 5</p>

**\*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”?	Students analyze political institutions, slavery, colonial labor systems, and revolutionary ideology to understand how power structures shape human behavior. Through source evaluation and argument construction, students apply disciplinary methods to interpret social change.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	Students examine Indigenous nations, enslaved Africans, women, religious minorities, and working classes within early America. By situating these groups within broader institutional frameworks, students better understand historical roots of contemporary diversity and inequality.

<b>Section #4 Department Review</b>		
<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
Stephen Shwiff	sshwiff@cgcc.edu	2-14-2026
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director):		

**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](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, 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

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
<input checked="" type="checkbox"/> Course number / Prefix  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Credits  <input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Description  <input type="checkbox"/> Requisites  <input checked="" type="checkbox"/> Outcomes  <input checked="" type="checkbox"/> Content	<input type="checkbox"/> Text / Materials  <input type="checkbox"/> Related Instruction  <input type="checkbox"/> Course Activities  <input type="checkbox"/> Department Note

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Soc Science	Submitter name Phone Email	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Reason for Revision	HEC CNN Revision mandate		
Current prefix and number	HST 202	Proposed prefix and number	HST 202Z
Current Course Title	History of the United States 1840 - 1914	Proposed Course Title (75 characters max)	United States History II
Current Course Credits	4	Proposed Course Credits	4
Current Repeatability		Proposed Repeatability	
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	540102

**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
Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

**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, which can be found on the [Curriculum Office](#) webpage..

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

Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98.  
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	Prerequisite	Corequisite	pre/con
prefix & number:	Prerequisite	Corequisite	pre/con

Proposed prerequisites, corequisites and concurrent

Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98.  
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	Prerequisite	Corequisite	pre/con
prefix & number:	Prerequisite	Corequisite	pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources from the early 1800s to the early 1900s.</li> <li>2. Describe continuities and change in American history (e.g., political, social, economic, cultural).</li> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> <li>5. Recognize the relevance of the past to the present.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources from the early 1800s to the early 1900s.</li> <li>2. Describe continuities and change in American history (e.g., political, social, economic, cultural).</li> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> <li>5. Recognize the relevance of the past to the present.</li> </ol>

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

### **Outcome 1: Evaluate historical sources**

- Political speeches and campaign rhetoric from the Jacksonian era
- Slave narratives and abolitionist writings
- Civil War letters and military documents
- Reconstruction legislation
- Industrial labor testimony
- Populist and Progressive reform documents
- Imperialism debates

Students analyze authorship, audience, bias, historical context, and interpretation.

### **Outcome 2: Describe continuities and change**

- Jacksonian democracy
- Westward expansion and Indigenous displacement
- Sectionalism and slavery
- Civil War and Reconstruction
- Industrialization and labor systems
- Urbanization and immigration
- Progressive reform
- American imperialism
- World War I

### **Outcome 3: Construct evidence-based arguments**

- Thesis development workshops
- Comparative historiography
- Analysis of competing interpretations of Reconstruction
- Debates over industrial capitalism
- Reform movement analysis

### **Outcome 4: Communicate historical knowledge**

- Analytical essays
- Short primary source response papers
- In class discussion
- Presentations or recorded analysis

### **Outcome 5: Recognize relevance of the past**

- Race and civil rights
- Immigration policy
- Labor inequality
- Federal power
- American foreign policy traditions
- Reform movements and civic engagement

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) OER - American Yawp Open Stax US History
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

**SECTION #2 IMPACT ON OTHER DEPARTMENTS**

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	Yes No X
--	-------------

Please provide details, who was contacted and the resolution.

Implementation term	Start of next academic year (summer term). X Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
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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
Stephen Shwiff	<a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>	2/19/2026

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

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

NEXT STEPS:

## Columbia Gorge Community College

### General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Course Prefix and Number:	HST 202Z	Course Title:	United States History II
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Evaluate a variety of historical sources from the early 1800s to the early 1900s. 2. Describe continuities and change in American history (e.g., political, social, economic, cultural). 3. Construct evidence-based historical arguments. 4. Communicate historical knowledge and analysis effectively in written and/or verbal forms. 5. Recognize the relevance of the past to the present.		

**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 <a href="#">ILO rubric</a> .	
<b>Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”</b>	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  major designation <b>**REQUIRED**</b>	<p>Course Outcomes Addressed:</p> <ol style="list-style-type: none"> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> </ol> <p>Course Content:</p> <p>Students write thesis driven analytical essays, complete primary source response papers, and participate in structured discussions on topics such as Reconstruction, industrialization, Populism, and Progressive reform. Students engage in argument construction and audience aware communication.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Formal analytical essay using historical evidence</li> <li>• Primary source analysis assignments</li> <li>• Discussion based assessment</li> <li>• Exam essays evaluated using Communication rubric</li> </ul>

<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 Addressed:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources.</li> <li>2. Describe continuities and change in American history.</li> <li>3. Construct evidence-based historical arguments.</li> </ol> <p>Course Content: Students evaluate political speeches, slave narratives, Civil War documents, labor testimony, and reform era writings. Students compare competing historical interpretations of Reconstruction, industrial capitalism, and imperialism.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Document analysis assignments</li> <li>• Comparative historiography essay</li> <li>• Evidence based midterm or final essays</li> </ul>
<p><b>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</b></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: major minor not addressed significantly X</p>	<p>Course Outcomes: X</p> <p>Course Content:  (HST 202Z does not meaningfully engage quantitative analysis beyond basic demographic context.)</p> <p>Outcome Assessment Strategies: X</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:  major X minor  not addressed significantly</p>	<p>Course Outcomes Addressed:  2. Describe continuities and change in American history.  5. Recognize the relevance of the past to the present.</p> <p>Course Content:  Students examine slavery, Reconstruction, Indigenous displacement, immigration, labor movements, women’s activism, racial segregation, and imperialism. The course explores how race, ethnicity, class, gender, and religion shaped American institutions and social experience.</p> <p>Outcome Assessment Strategies:  • Comparative analysis essays  • Thematic reflection on diversity and inequality  • Discussion responses connecting historical diversity to contemporary society</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  major X minor  not addressed significantly</p>	<p>Course Outcomes Addressed:  5. Recognize the relevance of the past to the present.</p> <p>Course Content:  Students analyze westward expansion, industrialization, labor conditions, environmental transformation, and the growth of federal power.</p> <p>Outcome Assessment Strategies:  • Thematic essay on expansion or industrial impact  • Reflection on civic reform movements</p>

<p><b>SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:</b></p>	
<p><b>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.</b></p>	
<p style="text-align: center;"><b>Social Sciences</b></p>	
<p><b>Outcomes:</b></p>	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<p><b>Criteria:</b></p>	

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.*	Outcomes 1, 2, 3, and 5
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**\*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”?	Students analyze how institutions such as slavery, industrial capitalism, political parties, and reform movements shaped human behavior. Through evaluation of primary sources and competing interpretations, students apply historical methods to understand social change and conflict.
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How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?	Students examine the lived experiences of diverse populations including enslaved people, Indigenous communities, immigrants, industrial workers, and reformers. By connecting historical inequality and reform movements to contemporary civic issues, students develop a deeper appreciation of diversity and democratic participation.
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**Section #4 Department Review**

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

Submitter	Email	Date
Stephen Shwiff	sshwiff@cgcc.edu	2-14-2026

Department Chair (enter name of department chair):

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

NEXT STEPS:

# Columbia Gorge Community College

## Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
<input checked="" type="checkbox"/> Course number / Prefix  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Credits  <input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Description  <input type="checkbox"/> Requisites  <input checked="" type="checkbox"/> Outcomes  <input checked="" type="checkbox"/> Content	<input type="checkbox"/> Text / Materials  <input type="checkbox"/> Related Instruction  <input type="checkbox"/> Course Activities  <input type="checkbox"/> Department Note

### SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Soc Science	Submitter name Phone Email	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Reason for Revision	HEC CNN Revision mandate		
Current prefix and number	HST 203	Proposed prefix and number	HST 203Z
Current Course Title	History of the United States 1914 to present	Proposed Course Title (75 characters max)	United States History III
Current Course Credits	4	Proposed Course Credits	4
Current Repeatability		Proposed Repeatability	
ACTI Code (Curriculum Office)	100	CIP Code (Curriculum Office)	540102

**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
Examines cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

**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, which can be found on the [Curriculum Office](#) webpage..

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

Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98.  
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	Prerequisite	Corequisite	pre/con
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prefix & number:	Prerequisite	Corequisite	pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites (do not revise) – Prerequisite: placement into MTH 65 or MTH 98.  
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	Prerequisite	Corequisite	pre/con
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prefix & number:	Prerequisite	Corequisite	pre/con
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**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 for examples.)

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

Current learning outcomes  
(required whether being revised or not)

New learning outcomes

<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate an understanding of key events in the history of the United States 1914 to present, and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.</li> <li>2. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.</li> <li>3. Identify culturally grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.</li> <li>4. Communicate effectively using historical analysis.</li> <li>5. Connect the past with the present to enhance citizenship skills.</li> </ol>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate a variety of historical sources from the 1920s forward.</li> <li>2. Describe continuities and change in American history (e.g., political, social, economic, cultural).</li> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> <li>5. Recognize the relevance of the past to the present.</li> </ol>
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

**Outcome 1: Evaluate historical sources**

- New Deal legislation and political speeches
- World War II propaganda and military documents
- Cold War policy statements
- Civil Rights speeches and court cases
- Feminist and social justice writings
- Conservative movement documents
- Neoliberal economic arguments
- Globalization debates

Students analyze authorship, audience, bias, context, and competing interpretations.

**Outcome 2: Describe continuities and change**

- Great Depression and New Deal
- World War II
- Cold War and containment
- Civil Rights and social justice movements
- Growth of federal power
- Postwar conservatism
- Immigration and demographic change
- Neoliberalism
- Globalization

**Outcome 3: Construct evidence-based arguments**

- Historiography of the Cold War
- Debates over the New Deal

	<ul style="list-style-type: none"> <li>• Civil Rights interpretations</li> <li>• Vietnam era analysis</li> <li>• Post-1980 economic policy debates</li> </ul> <p><b>Outcome 4: Communicate historical knowledge</b></p> <ul style="list-style-type: none"> <li>• Analytical essays</li> <li>• Short primary source responses</li> <li>• Structured discussions</li> <li>• Presentations or recorded analysis</li> </ul> <p><b>Outcome 5: Recognize relevance of the past</b></p> <ul style="list-style-type: none"> <li>• Civil rights and contemporary equity debates</li> <li>• Federal power and constitutional issues</li> <li>• Immigration policy</li> <li>• U.S. global leadership</li> <li>• Economic inequality</li> <li>• Social justice movements</li> </ul>
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) OER - American Yawp Open Stax US History
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	Start of next academic year (summer term). X Specify term (if BEFORE start of next academic year) Explain reason for mid-year start:
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
Stephen Shwiff	<a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>	2/19/2026

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

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

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, 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

### General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

#### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Science	Submitter Name: Phone: Email:	Stephen Shwiff <a href="mailto:sshwiff@cgcc.edu">sshwiff@cgcc.edu</a>
Course Prefix and Number:	HST 203Z	Course Title:	United States History III
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world. Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Evaluate a variety of historical sources from the early 1800s to the early 1900s. 2. Describe continuities and change in American history (e.g., political, social, economic, cultural). 3. Construct evidence-based historical arguments. 4. Communicate historical knowledge and analysis effectively in written and/or verbal forms. 5. Recognize the relevance of the past to the present.		

**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 <a href="#">ILO rubric</a> .	
<b>Gen Ed designated courses are required to address ILOs 1 and 2 as having a “major designation.”</b>	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  major designation <b>**REQUIRED**</b>	<p>Course Outcomes Addressed:</p> <ol style="list-style-type: none"> <li>3. Construct evidence-based historical arguments.</li> <li>4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.</li> </ol> <p>Course Content:</p> <p>Students write analytical essays on topics such as the New Deal, Cold War policy, Civil Rights movements, and globalization. Students engage in structured discussion and argumentation.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Formal analytical essays</li> <li>• Primary source evaluations</li> <li>• Discussion participation</li> <li>• Exam essays assessed with Communication rubric</li> </ul>

<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 Addressed:</p> <ol style="list-style-type: none"> <li>1. Evaluate historical sources.</li> <li>2. Describe continuities and change.</li> <li>3. Construct evidence-based arguments.</li> </ol> <p>Course Content: Students analyze political speeches, Supreme Court decisions, Cold War documents, civil rights legislation, economic policy debates, and globalization arguments. Students evaluate competing interpretations of twentieth century events.</p> <p>Outcome Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Comparative historiography assignments</li> <li>• Research based essay</li> </ul>
<p><b>Provide a response for each of the following three ILOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional ILO, please provide a response for all applicable ILOs, “minor” or “major.”</b></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: major minor not addressed significantly X</p>	<p>Course Outcomes: X</p> <p>Course Content:  (HST 203Z does not meaningfully engage quantitative analysis beyond basic demographic context.)</p> <p>Outcome Assessment Strategies: X</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:  major X minor  not addressed significantly</p>	<p>Course Outcomes Addressed:  2. Describe continuities and change.  5. Recognize the relevance of the past to the present.</p> <p>Course Content:  Students examine civil rights movements, gender and sexuality activism, immigration reform, racial inequality, postwar conservatism, and globalization. The course emphasizes diverse perspectives and evolving social identities.</p> <p>Outcome Assessment Strategies:  • Comparative social movement essay  • Reflection connecting historical struggles to contemporary civic issues  • Discussion analysis of diversity themes</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:  major X minor  not addressed significantly</p>	<p>Course Outcomes Addressed:  5. Recognize the relevance of the past to the present.</p> <p>Course Content:  Students examine federal policy, internationalism, environmental policy debates, war and diplomacy, and globalization.</p> <p>Outcome Assessment Strategies:  • Thematic essay on civic responsibility  • Reflection on policy impact</p>

<b>SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:</b>	
<b>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.</b>	
<b>Social Sciences</b>	
<b>Outcomes:</b>	
<p>As a result of taking General Education Social Science courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	

<p>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:</p> <ol style="list-style-type: none"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>Outcomes 1, 2, 3, and 5</p>
<p><b>*Note:</b> 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.</p>	
<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?</p>	<p>Students analyze political institutions, economic systems, foreign policy strategies, and social movements to understand how power structures influence behavior and public life. Through evaluation of evidence and interpretation, students apply disciplinary methods to modern social change.</p>
<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>	<p>Students examine the experiences of marginalized groups and reform movements throughout the twentieth and twenty first centuries. By connecting historical civil rights struggles to contemporary issues, students gain a deeper understanding of diversity and civic engagement.</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
Stephen Shwiff	sshwiff@cgcc.edu	2-14-2026
<p>Department Chair (enter name of department chair):</p>		
<p>Department Dean/Director (enter name of department dean/director):</p>		

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

# 2025 Common Course Numbering Articulation Policy (CCNAP)

## SPA/SPN/SPAN 101Z First-year Spanish I

CCN Spanish Subcommittee

1

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**Written by Jane Denison-Furness (HECC)**

Cochairs Rachel Knighten (LCC) and Patricia Gimenez-Eguibar (WOU)

November 20, 2025

\*\*[715-025-0070](https://www.oregon.gov/HECC/) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

## Approved Course Information

**Course Subject Code and Number:** SPA/SPN/SPAN 101Z

**Course Title:** First-year Spanish I

**Course Credits:** 4

**Course Description:** An introduction to the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

### Course Learning Outcomes:

1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)
2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)
3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)
4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

2

### Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z SPA/SPN/SPAN courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only SPA/SPN/SPAN 101Z, 102Z, and 103Z should be offered.

Required to begin appearing in this catalog year: 2026-27

## Maintenance Considerations

**OAR 715-025-0110:** "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The subcommittee plans to continue meeting to work on aligning the next Spanish series (the one-year sequence of courses that follow immediately after 103Z). We recommend using the following review cycle for SPA/SPN/SPAN 101Z, 102Z, 103Z:

**Annual reviews:** There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges. Annual reviews are to start **winter term 2028** and will collect data on the courses, for the purpose of a more substantive review.

**Triennial reviews:** Every third year— **beginning 2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

## Items for consideration when a course is reviewed as part of the maintenance and review schedule:

A minority report was submitted when this course was approved. Evaluate whether the credits assigned meet the needs of the course.

## Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of

credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits (e.g., +1 credit or - 1 credit)
<i>LCC, MHCC, U of O</i>	<i>SPA/SPN/SPAN 101Z First-year Spanish I</i>	5	4	-1

From the 2025 CCN Spanish Subcommittee Members:

Adam Schwartz	OSU
Brian Keady	LBCC
Gina Herrmann	U of O
Jill Gibian	EOU
Josh Evans	COCC
Patricia Gimenez-Eguibar	WOU
Rachel Knighten	LCC
Robert Sanders	PSU
Ryan Maple	RCC
Thomas Shalloe	PCC

## Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **SPA/SPN/SPAN 101Z First-year Spanish I** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of **2025 CCN Spanish Subcommittee's** alignment work and discussions for **SPA/SPN/SPAN 101Z First-year Spanish I** as well as the information approved by the Transfer Council on November 20, 2025.

## Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

## Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning— not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

## Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs ( <a href="#">715-025-0075</a> ), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• Course requisites/pre-requisites</li> <li>• Information linking a course to a previous iteration of the course</li> </ul> <p><b>Example:</b> Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, <b>in italics</b>).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• One additional local course learning outcome.</li> <li>• Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above.</li> </ul> <p><b>Example:</b> Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, <b>in italics</b>).</p> <ol style="list-style-type: none"> <li>1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i></li> <li>2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i></li> </ol>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> <li>3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN)</li> <li>4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN)</li> <li>5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i></li> </ol>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p><b>Note:</b> The course title will not be the required primary designator for the common course numbering system courses.</p> <p><b>Example:</b> MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

## Approved Information for CCNAP Lecture/Lab Courses

### For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
  - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
  - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
  - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

#### For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
  - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

## Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

**Note:** If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

## CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to

CCN Communication Subcommittee Cochairs	Rachel Knighten (LCC) Patricia Gimenez-Eguibar (WOU)
Transfer Council Co-chairs	Christopher Long David Plotkin
HECC CCN Lead	Jane Denison-Furness, Transfer Initiatives Unit

# 2025 Common Course Numbering Articulation Policy (CCNAP)

## SPA/SPN/SPAN 102Z First-year Spanish II

CCN Spanish Subcommittee

1

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**Written by Jane Denison-Furness (HECC)**

Cochairs Rachel Knighten (LCC) and Patricia Gimenez-Eguibar (WOU)

November 20, 2025

\*\*[715-025-0070](https://www.oregon.gov/HECC/715-025-0070) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

## Approved Course Information

**Course Subject Code and Number:** SPA/SPN/SPAN 102Z

**Course Title:** First-year Spanish II

**Course Credits:** 4

**Course Description:** Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

### Course Learning Outcomes:

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)
3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing)
4. Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)

### Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z SPA/SPN/SPAN courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the

negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only SPA/SPA/SPAN 101Z, 102Z, and 103Z should be offered.

**Required to begin appearing in this catalog year:** 2026-27

## Maintenance Considerations

**OAR 715-025-0110:** "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The subcommittee plans to continue meeting to work on aligning the next Spanish series (the one-year sequence of courses that follow immediately after 103Z). We recommend using the following review cycle for SPA/SPN/SPAN 101Z, 102Z, 103Z:

**Annual reviews:** There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges. Annual reviews are to start **winter term 2028** and will collect data on the courses, for the purpose of a more substantive review.

**Triennial reviews:** Every third year— **beginning 2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

3

## Items for consideration when a course is reviewed as part of the maintenance and review schedule:

A minority report was submitted when this course was approved. Evaluate whether the credits assigned meet the needs of the course.

## Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned

most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits (e.g., +1 credit or - 1 credit)
<i>LCC, MHCC, U of O</i>	<i>SPA/SPN/SPAN 102Z First-year Spanish II</i>	5	4	-1

From the 2025 CCN Spanish Subcommittee Members:

Adam Schwartz	OSU
Brian Keady	LBCC
Gina Herrmann	U of O
Jill Gibian	EOU
Josh Evans	COCC
Patricia Gimenez-Eguibar	WOU
Rachel Knighten	LCC
Robert Sanders	PSU
Ryan Maple	RCC
Thomas Shalloe	PCC

## Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **SPA/SPN/SPAN 102Z First-year Spanish II** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of **2025 CCN Spanish Subcommittee's** alignment work and discussions for **SPA/SPN/SPAN 102Z First-year Spanish II** as well as the information approved by the Transfer Council on November 20, 2025.

## Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

## Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning— not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

## Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs ( <a href="#">715-025-0075</a> ), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• Course requisites/pre-requisites</li> <li>• Information linking a course to a previous iteration of the course</li> </ul> <p><b>Example:</b> Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, <b>in italics</b>).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• One additional local course learning outcome.</li> <li>• Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above.</li> </ul> <p><b>Example:</b> Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, <b>in italics</b>).</p> <ol style="list-style-type: none"> <li>1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i></li> <li>2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i></li> </ol>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> <li>3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN)</li> <li>4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN)</li> <li>5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i></li> </ol>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p><b>Note:</b> The course title will not be the required primary designator for the common course numbering system courses.</p> <p><b>Example:</b> MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

## Approved Information for CCNAP Lecture/Lab Courses

### For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
  - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
  - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
  - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

#### For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
  - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

## Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

**Note:** If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

## CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to

CCN Communication Subcommittee Cochairs	Rachel Knighten (LCC) Patricia Gimenez-Eguibar (WOU)
Transfer Council Co-chairs	Christopher Long David Plotkin
HECC CCN Lead	Jane Denison-Furness, Transfer Initiatives Unit

# 2025 Common Course Numbering Articulation Policy (CCNAP)

## SPA/SPN/SPAN 103Z First-year Spanish III

CCN Spanish Subcommittee

1

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**Written by Jane Denison-Furness (HECC)**

Cochairs Rachel Knighten (LCC) and Patricia Gimenez-Eguibar (WOU)

November 20, 2025

\*\*[715-025-0070](https://www.oregon.gov/HECC/) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

## Approved Course Information

**Course Subject Code and Number:** SPA/SPN/SPAN 103Z

**Course Title:** First-year Spanish III

**Course Credits:** 4

**Course Description:** Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

### Course Learning Outcomes:

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in interactions on familiar topics combining and recombining learned words and phrases. (Interpersonal communication - Speaking & Writing)
3. Provide information about familiar topics with greater specificity and detail. (Presentational Speaking & Writing)
4. Identify the main ideas in short spoken messages, presentations, interactions, and a variety of media. (Interpretive Listening & Reading)

2

### Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z SPA/SPN/SPAN courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the

negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only SPA/SPN/SPAN 101Z, 102Z, and 103Z should be offered.

**Required to begin appearing in this catalog year:** 2026-27

## Maintenance Considerations

**OAR 715-025-0110:** "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The CCN Spanish Subcommittee recommends this course to be examined for ongoing alignment between institutions using the following Maintenance and Review Schedule:

The subcommittee plans to continue meeting to work on aligning the next Spanish series (the one-year sequence of courses that follow immediately after 103Z). We recommend using the following review cycle for SPA/SPN/SPAN 101Z, 102Z, 103Z:

**Annual reviews:** There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges. Annual reviews are to start **winter term 2028** and will collect data on the courses, for the purpose of a more substantive review.

**Triennial reviews:** Every third year— **beginning 2031**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

### Items for consideration when a course is reviewed as part of the maintenance and review schedule:

A minority report was submitted when this course was approved. Evaluate whether the credits assigned meet the needs of the course.

## Institutional Changes in Credits after Alignment

In the table below, list the course whose course description and course learning outcomes aligned most closely to the course in this CCNAP prior to CCN alignment. Only list institutions for which there was a change in total course credits. For separate lecture and lab courses, count the total number of credits for both, not the credits for individual lecture and lab courses. An example has been included in the table below.

Institution	Course Number and Title	Credits before alignment	Credits after alignment	Change in credits (e.g., +1 credit or - 1 credit)
LCC, MHCC, U of O	SPA/SPN/SPAN 103Z First-year Spanish III	5	4	-1

From the 2025 CCN Spanish Subcommittee Members:

Adam Schwartz	OSU
Brian Keady	LBCC
Gina Herrmann	U of O
Jill Gibian	EOU
Josh Evans	COCC
Patricia Gimenez-Eguibar	WOU
Rachel Knighten	LCC
Robert Sanders	PSU
Ryan Maple	RCC
Thomas Shalloe	PCC

## Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule ([OAR 715-025-0065](#)) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **SPA/SPN/SPAN 103Z First-year Spanish III** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of **2025 CCN Spanish Subcommittee's** alignment work and discussions for **SPA/SPN/SPAN 103Z First-year Spanish III** as well as the information approved by the Transfer Council on November 20, 2025.

## Common Course Numbering

[SB 233 \(2021\)](#) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and

- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees outlined in Oregon Revised Statute (ORS) [350.423](#) and Oregon Administrative Rules (OAR) [715-025-0065 through 0115](#).

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

## Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under [OAR 715-025- 0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the [Educator Resources—Common Course Numbering](#) webpage.

## Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and [ORS 350.423](#), the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs ( <a href="#">715-025-0075</a> ), “any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption.”
Course Description	<p>Course descriptions must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• Course requisites/pre-requisites</li> <li>• Information linking a course to a previous iteration of the course</li> </ul> <p><b>Example:</b> Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, <b>in italics</b>).</p> <p>WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.</p> <p><i>Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.</i></p>
Course Learning Outcomes	<p>Course learning outcomes must match. Institutions may add</p> <ul style="list-style-type: none"> <li>• One additional local course learning outcome.</li> <li>• Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the “one additional...outcome,” above.</li> </ul> <p><b>Example:</b> Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, <b>in italics</b>).</p> <ol style="list-style-type: none"> <li>1. Apply rhetorical concepts through analyzing and composing a variety of texts; <i>(WR1)(WR3)(CCN)</i></li> <li>2. Engage texts critically, ethically, and strategically to support writing goals; <i>(WR1)(IL2)(IL4)(CCN)</i></li> </ol>

Course Element	Implementation Guidance
	<ol style="list-style-type: none"> <li>3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; (WR1)(CCN)</li> <li>4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN)</li> <li>5. <i>Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)</i></li> </ol>
Course Title	<p>Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles.</p> <p><b>Note:</b> The course title will not be the required primary designator for the common course numbering system courses.</p> <p><b>Example:</b> MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)</p>

## Approved Information for CCNAP Lecture/Lab Courses

### For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
  - a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
  - b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
  - a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses **MUST** be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions **MUST** offer **BOTH** the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in [ORS 715-025-0100, section 4.](#)

#### For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
  - a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

## Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per [ORS 715-025-0105](#). For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

**Note:** If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

## CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to

CCN Communication Subcommittee Cochairs	Rachel Knighten (LCC) Patricia Gimenez-Eguibar (WOU)
Transfer Council Co-chairs	Christopher Long David Plotkin
HECC CCN Lead	Jane Denison-Furness, Transfer Initiatives Unit

## HST/HIST 201Z United States History I

The following provides a summary of the 2025 Recommendation Report for the CCN History Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

### Approved CCN Course Information

**Date Approved:**

June 6, 2025

**Catalog Dates:**

Required to begin appearing in the 2026-27 catalog.

**Review Timeline:**

- First Annual Review: Winter 2028
- First Triennial Review: Academic Year 2031

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**Course Number and Prefix:**

HST or HIST 201Z

**Course Title:**

United States History I

**Course Credits:**

4

**Course Description:**

Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.

**Course Learning Outcomes:**

1. Evaluate a variety of historical sources to the early 1800s.
2. Describe continuities and changes in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.

5. Recognize the relevance of the past to the present.

**Teach Out Plan:**

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the United States History series prior to Fall 2026. As the topics in the newly aligned HST/HIST 201Z, 202Z, and 203Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching, mid-series. The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z HST/HIST courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only HST/HIST 201Z, 202Z, and 203Z should be offered.

**Review Cycle:**

We recommend using the following review cycle for HST/HIST 201Z, 202Z, and 203Z: There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges. Annual reviews are to start winter term 2028 and will collect data on the courses, for the purpose of a more substantive review. Every third year— beginning 2031, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

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## HST/HIST 202Z United States History II

The following provides a summary of the 2025 Recommendation Report for the CCN History Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

### Approved CCN Course Information

**Date Approved:**

June 6, 2025

**Catalog Dates:**

Required to begin appearing in the 2026-27 catalog.

**Review Timeline:**

- First Annual Review: Winter 2028
- First Triennial Review: Academic Year 2031

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**Course Number and Prefix:**

HST or HIST 202Z

**Course Title:**

United States History II

**Course Credits:**

4

**Course Description:**

Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.

**Course Learning Outcomes:**

1. Evaluate a variety of historical sources from the early 1800s to the early 1900s.
2. Describe continuities and change in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.

4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

**Teach Out Plan:**

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the United States History series prior to Fall 2026. As the topics in the newly aligned HST/HIST 201Z, 202Z, and 203Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching, mid-series. The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z HST/HIST courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only HST/HIST 201Z, 202Z, and 203Z should be offered.

**Review Cycle:**

We recommend using the following review cycle for HST/HIST 201Z, 202Z, and 203Z: There will be an annual review cycle of these courses with a twofold purpose:

1. to review the transfer effectiveness of the courses, and
2. to gather information about challenges, concerns, or changes needed from the public universities and community colleges.

Annual reviews are to start winter term 2028 and will collect data on the courses, for the purpose of a more substantive review. Every third year— beginning 2031, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

## HST/HIST 203Z United States History III

The following provides a summary of the 2025 Recommendation Report for the CCN History Subcommittee. Transfer Council recommends that due to changes in course information under [OAR 715-025-0065 through 0115](#), colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning—not compliance—the central focus. CCN course information should be adopted as written. For more detailed information on what can be added to the course description and course learning outcomes, see the [CCN Revised Framework](#) and for more general information, see CCN Reports & Memos on the [Educator Resources—Common Course Numbering](#) webpage.

### Approved CCN Course Information

**Date Approved:**

June 6, 2025

**Catalog Dates:**

Required to begin appearing in the 2026-27 catalog.

**Review Timeline:**

- First Annual Review: Winter 2028
- First Triennial Review: Academic Year 2031

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**Course Number and Prefix:**

HST or HIST 203Z

**Course Title:**

United States History III

**Course Credits:**

4

**Course Description:**

Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.

**Course Learning Outcomes:**

1. Evaluate a variety of historical sources from the 1920s forward.
2. Describe continuities and change in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.

5. Recognize the relevance of the past to the present.

**Teach Out Plan:**

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the United States History series prior to Fall 2026. As the topics in the newly aligned HST/HIST 201Z, 202Z, and 203Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching, mid-series. The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z HST/HIST courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only HST/HIST 201Z, 202Z, and 203Z should be offered.

**Review Cycle:**

We recommend using the following review cycle for HST/HIST 201Z, 202Z, and 203Z: There will be an annual review cycle of these courses with a twofold purpose:

1. to review the transfer effectiveness of the courses, and
2. to gather information about challenges, concerns, or changes needed from the public universities and community colleges.

Annual reviews are to start winter term 2028 and will collect data on the courses, for the purpose of a more substantive review. Every third year— beginning 2031, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle, going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.