

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Mimi Pentz (Nurs/Hlth Occ)

Vice Chair – Andrea LoMonaco (Business)

Kristen Booth (Pre-Coll/ESOL)

Pam Morse (Math)

Robert Wells-Clark (Tec/Trad)

Jenn Kamrar (Art/Comm)

Stephen Shwiff (Soc Sci & Ed)

Emilie Miller (Science)

Tori Stanek (Inst Dean/Dir)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Amanda Holdiman, Leigh Hancock

February 8, 2024 3:30 – 5:00 pm

ZOOM ONLY

Zoom log-in: <https://cgcc.zoom.us/j/84308320742>; Meeting ID: 843 0832 0742; phone in: 1-253-215-8782

Approval of January 25, 2024 minutes¹ (Mimi)

Old Business

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen & Pam) (**placed in New Business Section of agenda**)

Submissions²

1. Amanda Holdiman (3:35 – 3:40pm)
 - FN 225 Nutrition (Course Revision: out, cont, txt/mat)
2. Leigh Hancock (3:40 – 3:50pm)
 - IRW 115L Foundations of Integrated Reading and Writing (Course Revision: title)
 - WR 121L Foundations of Composition I (Course Revision: title)
3. Pam Morse (3:50 – 4:15pm)
 - MTH 95L Foundations of Intermediate Algebra (Grade Option Change)
 - MTH 95L Foundations of Intermediate Algebra (Course Revision: title)
 - MTH 105L Foundations of Math in Society (Grade Option Change)
 - MTH 105L Foundations of Math in Society (Course Revision: title)
 - MTH 111L Foundations of Precalculus I: Functions (Grade Option Change)
 - MTH 111L Foundations of Precalculus I: Functions (Course Revision: title)
 - STAT 243L Foundations of Statistics I (Grade Option Change)
 - STAT 243L Foundations of Statistics I (Course Revision: title)
 - MTH 105Z Math in Society (Opt-Out Request)
 - MTH 105Z Math in Society (Course Revision: req, des)

New Business

1. Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22 (Kristen & Pam)

- **ACTION ITEM:** Kristen, Pam & Jarett will work on creating a chart outlining contact hour requirements for each modality to help guide and give resources to instructors. Will bring to the January meeting for the committee to review.)

Discussion Items

1. none

Next Meeting: January 25, 2024

Attachments: ¹ January 25, 2024 Minutes; ² Submissions: 8 Course Revisions, 4 Grade Option Changes, 1 Opt-Out Request.

Curriculum Committee Minutes

January 25, 2024

Location: Zoom Only

PRESENT:

Voting Committee Members

Vice Chair- Andrea LoMonaco (Business)
 Pam Morse (Math)
 Robert Wells-Clark (Tech/Trade)

Stephen Shwiff (Social Science)
 Emilie Miller (Science)
 Tori Stanek (Inst Dean/Dir)

Non-Voting Committee Members

Susan Lewis (Curriculum)
 Mary Martin (Student Services)

Supporting Staff

Sara Wade (Instructional Services)

Guests

Mike Espinoza, Sara Mustonen,
 Tina Ontiveros

ABSENT

Voting Members

Chair- Mimi Pentz (Nursing/Health), Kristen Booth (Pre-College), Jenn Kamrar (Art,Cult,Comm)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3.35 pm	Meeting was called to order at 3:35pm by Co-Chair Andrea LoMonaco.	
Old Business	Contact Hour Definitions – Postponed until February 8 th meeting.	
Submissions: None		
New Business: New Member of the Curriculum Committee	Tori Stanek has been asked and accepted filling the Instructional Dean/Director vacancy left by Rebecca Schwartz. <i>Welcome to the Curriculum Committee, Tori!!</i>	
Discussion Items:		
1. FYE Revision – the FYE committee is seeking feedback regarding potential updates to the FYE course, including the potential for making it a mandatory	Tina and Tori presented the new ideas from the FYE Committee around revising the FYE (First Year Experience) course with new outcomes and the idea/request of making the course required to all degree seeking students. FYE Committee Plan/Rationale for Revising	

requirement for all degrees offered by CGCC. Some potential areas for discussion:

- new course design (purpose, outcomes, content)
- potential credit overload issues for some degrees
- benefit for all students
- scheduling
- potential for an opt-out format, allowing students with specific circumstances to opt-out

- Outcomes and content are being updated to reflect those around the state
- Course will be mandatory for all degree seeking students
- Hope is that requiring this course will help ensure that students finish their first term with a completed academic plan and have all the resources to navigate CGCC/College and soft skills in executing their plan.

Exceptions to this Mandate FYE (all just ideas)

Program Exceptions

- In programs with maximum credit loads (108 credits) i.e. Aviation Maintenance and Paramedic, the plan is to work with chairs, directors and/or deans to determine how the FYE outcomes are met somewhere in the program.

Student Exemptions

- More than 24 previous college credits with a 2.0 GPA
- Students who are enrolled in the Degree Partnership Program with OSU, WOU or OIT
- Students that have been accepted in to a limited entry program such as Nursing
- Students who participate in alternative 3-day NSO that covers FYE outcomes prior to term
- Dual Credit Students who participate in online orientation.

Other Possibilities

- Make a WR121/115 lab required and adding FYE outcomes

Concerns about this mandate

- Will students have to pay for this class?
 - It is being worked out to see if the college can cover this course with out having students paying for this course. FYE committee would like to see this as a free course to students if the college is mandating the course
- Question really for the nursing department, would we exempt students that are gathering their prerequisites for entry into the program.
 - Yes, because the students are not declared with that degree while they are taking the prerequisite for the program.
 - It could be a prerequisite to the program if that is what we decide.

	<ul style="list-style-type: none"> • Suggestion: have multiple instructors coming in for a section of FYE so that students have a “taste” of all the different pathways/departments. • How will this course transfer? <ul style="list-style-type: none"> ○ Most institutions will transfer this as a Gen Ed Credit • Dezi shared data of students that took previous FYE class. • For the transfer degrees we can not change the degree requirements by adding this mandatory class. But there is a way to make this a college degree requirement. • Will some of the CG classes be eliminated with the updating of the FYE? Some of the CG classes are built into degree requirements. <p>The FYE Committee is working with Instructional Council on a project of what the chairs and departments would like to see included in FYE with particular emphasis on student learning outcomes. The committee has gathered information from other colleges and have compiled into a list, and with the help of IC will narrow and finalize it. Things that may be included would be student life, departmental projects, navigating college and CGCC, help building a strong college student.</p> <p>Summarizing Points & Finalizing Items:</p> <ul style="list-style-type: none"> • Finding a way to make this a no cost to students • Support in opt outs for students and different programs • Could this be the connection between Gen Ed and Career & Technical concepts? Maybe just a starting point. 	
Meeting Adjourned: 4:34pm	All in favor to end meeting. The meeting ended at 4:34 pm.	Next Meeting: February 8, 2024

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Science	Submitter name Phone Email	Amanda Holdiman aholdiman@cgcc.edu
Reason for Revision	Remove outcome #6 that may cause possible harm to students.		
Current prefix and number	FN 225	Proposed prefix and number	No change
Current Course Title	Nutrition	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Introduces components of an adequate diet, nutrient availability and utilization. Analyze dietary intake and compare to current scientific guidelines. Examines peripheral factors influencing diet such as global and local issues, cultural environment, and elements of food safety. Recommended: Strong background in life sciences and completion of high school chemistry or equivalent. Prerequisite: WR 121 or WR 121Z or higher; BI 101 or BI 211. Audit available.	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> List and describe the major essential nutrients and recommendations for intakes based on current guidelines. Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor. Identify the basic anatomy and physiology of the digestive system, including digestion, absorption, transport and gastrointestinal disorders. Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content. Identify the major nutrients of concern during the lifecycle, including pregnancy, infancy, adolescents, and the older adult. Analyze and critique a personal 3-day diet survey and modify food intake to meet recommended guidelines. 		Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> List and describe the major essential nutrients and recommendations for intakes based on current guidelines. Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor. Identify the basic anatomy and physiology of the digestive system, including digestion, absorption, transport and gastrointestinal disorders. Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content. Identify the major nutrients of concern during the lifecycle, including pregnancy, infancy, adolescents, and the older adult. 	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) Outcome #1: List and describe the major essential nutrients and recommendations for intakes based on current guidelines. <ol style="list-style-type: none"> Overview of Nutrition <ul style="list-style-type: none"> List and describe the following in Food: <ul style="list-style-type: none"> Major Nutrients Energy-Yielding Nutrients Define and apply the following: <ul style="list-style-type: none"> Dietary Reference Intakes Nutrition Assessment Dietary Guidelines for Americans Food Labeling Standards Energy Balance and Weight Management <ul style="list-style-type: none"> Relate the following 		

- Energy In vs. Energy Out
- Healthy Body Weight
- Health Risks Associated with Body Weight and Body Fat
- Overweight and Obesity
- Outline the following:
 - Weight-Loss Strategies
 - Weight-Gain Strategies
- 3. Energy Nutrients (Carbohydrates, Lipids, Proteins)
 - Define the following and their relationship to health
 - Carbohydrates
 - Monosaccharides
 - Disaccharides
 - Polysaccharides
 - Fibers
 - Lipids
 - Triglycerides
 - Fatty Acids
 - Phospholipids
 - Sterols
 - Proteins
 - Amino Acids

Outcome #2: Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor.

1. Overview of Nutrition
 - List and recognize the nutrition relationship to the following:
 - Cardiovascular Disease
 - Hypertension
 - Diabetes Mellitus
 - Cancer
 - Osteoporosis

Outcome #3: Identify the basic anatomy and physiology of the digestive system, including digestion, absorption, transport and gastrointestinal disorders.

1. Digestion, Absorption, and Transport
 - Describe the role of and flow of food/nutrients in the following:
 - Gastro-Intestinal system
 - Absorptive system
 - Circulatory system
 - Define the basic Gastro-Intestinal disorders
 - Irritable Bowel Syndrome
 - Celiac Disease
 - Inflammatory Bowel Disease

Outcome #4: Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content.

1. Analysis of the "Nutrition Facts" panel of a food label,
 - Determine the following:
 - Total Calories
 - Kcal from Fat
 - % Kcal from Fat

	<ul style="list-style-type: none"> ▪ Daily Values of Nutrients ▪ Nutrient Density ▪ Energy Density <p>Outcome #5: Identify the major nutrients of concern during the lifecycle, including pregnancy, infancy, adolescents, and the older adult.</p> <p>1. Life-Cycle Nutrition</p> <ul style="list-style-type: none"> ○ Identify the major nutrients of concern for the following: <ul style="list-style-type: none"> ▪ Infancy, Childhood, and Adolescence ▪ Adulthood and Later Years
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) <ul style="list-style-type: none"> • Tribole E, Resch E. <i>Intuitive Eating: An Anti-Diet Revolutionary Approach</i>. St. Martin's Essentials; 2020.
Department Required Course Activities (optional)	(update as needed) N/A
Department Notes (optional)	(update as needed) N/A
Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Amanda Holdiman	aholdiman@cgcc.edu	2/8/2024
Department Chair (enter name of department chair): Robert Kovacich		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts, Culture & Communications	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	IRW 115L	Proposed prefix and number	No change
Current Course Title	Foundations of Critical Reading and Writing	Proposed Course Title (75 characters max)	Corequisite for Critical Reading and Writing
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in Critical Reading and Writing. Provides appropriate support in writing, reading, and study skills in an interactive setting. Co-requisite: IRW 115 or WR 115.	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Demonstrate the ability to effectively engage with the concepts and skills needed in IRW 115. 2. Utilize study habits and learning strategies that promote success in IRW 115.		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) same		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) same		
Department Required Course Activities (optional)	(update as needed) same		
Department Notes (optional)	(update as needed) same		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1/23/2024
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 curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts, Culture & Communications	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	WR 121L	Proposed prefix and number	No change
Current Course Title	Foundations of Composition I	Proposed Course Title (75 characters max)	Corequisite for Composition I
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in Composition I. Provides appropriate support in writing, critical reading, and study skills in an interactive setting. Co-requisite: WR 121Z.	No change

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Demonstrate the ability to effectively engage with the concepts and skills needed in WR 121Z. 2. Utilize study habits and learning strategies that promote success in WR 121Z.		Upon successful completion of this course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) same		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) same		
Department Required Course Activities (optional)	(update as needed) same		
Department Notes (optional)	(update as needed) same		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	1/23/2024
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 curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
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Grade Option Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Mathematics	Submitter Name	Pam Morse
		Phone	541-308-8218
		Email	pmorse@cgcc.edu
Prefix and Course number	MTH 95L	Course Title	Foundations of Intermediate Algebra

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	<input checked="" type="checkbox"/>	Pass/no pass choice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students choose audit in consultation with instructor	<input type="checkbox"/>	Students choose audit in consultation with instructor	<input type="checkbox"/>	<input type="checkbox"/>
Students may choose A-F	<input checked="" type="checkbox"/>	Students may choose A-F	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

<input type="checkbox"/> Yes	Provide details: who was contacted, what was agreed upon?	
<input checked="" type="checkbox"/> No		

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

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
Pam Morse	pmorse@cgcc.edu	12/7/2023

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

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

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name	Pam Morse
		Phone	541-308-8212
		Email	pmorse@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	MTH 95L	Proposed prefix and number	No change
Current Course Title	Foundations of Intermediate Algebra	Proposed Course Title (75 characters max)	Corequisite for Intermediate Algebra
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 95 Intermediate Algebra. Provides appropriate support in arithmetic, algebra, technology, and study skills in an interactive setting. Co-requisite: MTH 95.	No change

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 95. 2. Utilize study habits and learning strategies that promote success in MTH 95. 3. Communicate results mathematically and in writing using mathematical vocabulary effectively. 4. Develop strategies to solve application problems.		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)		
Department Required Course Activities (optional)	(update as needed)		
Department Notes (optional)	(update as needed)		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1/23/2024
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

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

Columbia Gorge Community College

CC date 2.8.24
 CC decision _____
 CC vote _____

Grade Option Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Mathematics	Submitter Name	Pam Morse
		Phone	541-308-8218
		Email	pmorse@cgcc.edu
Prefix and Course number	MTH 105L	Course Title	Foundations of Math in Society

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	<input checked="" type="checkbox"/>	Pass/no pass choice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students choose audit in consultation with instructor	<input type="checkbox"/>	Students choose audit in consultation with instructor	<input type="checkbox"/>	<input type="checkbox"/>
Students may choose A-F	<input checked="" type="checkbox"/>	Students may choose A-F	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

<input type="checkbox"/> Yes		Provide details: who was contacted, what was agreed upon?
<input checked="" type="checkbox"/> No		

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

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
Pam Morse	pmorse@cgcc.edu	12/7/2023

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

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

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name	Pam Morse
		Phone	541-308-8212
		Email	pmorse@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	MTH 105L	Proposed prefix and number	No change
Current Course Title	Foundations of Math in Society	Proposed Course Title (75 characters max)	Corequisite for Math in Society
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 105Z Math in Society. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: MTH 105Z.	No change

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Solve application problems, and communicate and interpret the results in context. 2. Demonstrate relevant skills to effectively engage with the concepts and skills needed in MTH 105Z. 3. Utilize study habits and learning strategies that promote success in MTH 105Z.		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)		
Department Required Course Activities (optional)	(update as needed)		
Department Notes (optional)	(update as needed)		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1/23/2024
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
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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.

Grade Option Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Mathematics	Submitter Name	Pam Morse
		Phone	541-308-8218
		Email	pmorse@cgcc.edu
Prefix and Course number	MTH 111L	Course Title	Foundations of Precalculus I: Functions I

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	<input checked="" type="checkbox"/>	Pass/no pass choice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students choose audit in consultation with instructor	<input type="checkbox"/>	Students choose audit in consultation with instructor	<input type="checkbox"/>	<input type="checkbox"/>
Students may choose A-F	<input checked="" type="checkbox"/>	Students may choose A-F	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

<input type="checkbox"/> Yes	Provide details: who was contacted, what was agreed upon?	
<input checked="" type="checkbox"/> No		

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

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
Pam Morse	pmorse@cgcc.edu	12/7/2023

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

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

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name	Pam Morse
		Phone	541-308-8212
		Email	pmorse@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	MTH 111L	Proposed prefix and number	No change
Current Course Title	Foundations of Precalculus I: Functions	Proposed Course Title (75 characters max)	Corequisite for Precalculus I: Functions
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in MTH 111Z Precalculus I: Functions. Provides appropriate support in algebra, functions, problem solving, graphing, technology, and study skills in an interactive setting. Co-requisite: MTH 111Z.	No change

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Demonstrate the ability to effectively engage with the concepts and skills needed in MTH 111Z. 2. Communicate and interpret results in context. 3. Utilize study habits and learning strategies that promote success in MTH 111Z.		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)		
Department Required Course Activities (optional)	(update as needed)		
Department Notes (optional)	(update as needed)		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1/23/2024
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
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Columbia Gorge Community College

CC date 2.8.24
 CC decision _____
 CC vote _____

Grade Option Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department	Mathematics	Submitter Name	Pam Morse
		Phone	541-308-8218
		Email	pmorse@cgcc.edu
Prefix and Course number	STAT 243L	Course Title	Foundations of Statistics I

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	<input checked="" type="checkbox"/>	Pass/no pass choice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students choose audit in consultation with instructor	<input type="checkbox"/>	Students choose audit in consultation with instructor	<input type="checkbox"/>	<input type="checkbox"/>
Students may choose A-F	<input checked="" type="checkbox"/>	Students may choose A-F	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

<input type="checkbox"/> Yes		Provide details: who was contacted, what was agreed upon?
<input checked="" type="checkbox"/> No		

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

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
Pam Morse	pmorse@cgcc.edu	12/7/2023

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

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

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name	Pam Morse
		Phone	541-308-8212
		Email	pmorse@cgcc.edu
Reason for Revision	State naming requirement.		
Current prefix and number	STAT 243L	Proposed prefix and number	No change
Current Course Title	Foundations of Statistics I	Proposed Course Title (75 characters max)	Corequisite for Elementary Statistics I
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Focuses on the foundational skills, concepts, and communication needed to be successful in STAT 243Z Statistics I. Provides appropriate support in arithmetic skills, algebra skills, technology, and study skills in an interactive setting. Corequisite: STAT 243Z.	No change

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.
Prerequisite/concurrent: WR 121.

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: 1. Demonstrate relevant skills to effectively engage with the concepts and skills needed in STAT 243Z. 2. Utilize study habits and learning strategies that promote success in STAT 243Z. 3. Analyze, communicate, and interpret results in context.		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)		
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed)		
Department Required Course Activities (optional)	(update as needed)		
Department Notes (optional)	(update as needed)		

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

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

SECTION #3 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1/23/2024
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

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

Columbia Gorge Community College

Opt-out of Standard Prerequisites Request

SECTION #1 GENERAL INFORMATION

Department:	Mathematics	Submitter name:	Pam Morse
		Phone:	541-308-8212
		Email:	pmorse@cgcc.edu
Course Prefix and Number	MTH 105Z	Credits:	4
Course Title	Math in Society		
Course Description Including prerequisites	Explores present-day applications of mathematics focused on developing numeracy. Includes quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. Emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Placement into WR 115. Audit available.		

SECTION #2 DISCIPLINE SPECIFIC OPT-OUT DESCRIPTION AND REASONING

Describe the steps the department has taken to investigate the relationship between the Dev Ed levels of reading, writing, and math, and the skills needed to be successful in this course	The instructors of math 105Z met to discuss the topics included in this course. We agreed that students need to be able to articulate how they arrive at answers in MTH 105Z; however, they are not required to write extensively as in other 100-level-and-above math classes. Placement into Writing 115 was thus determined sufficient for supplying the writing skills required for student success in MTH 105Z.
Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request	
Writing	
<p>The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a Prerequisite/concurrent: WR 121. To qualify as a satisfactory prerequisite, a course must be passed with a "C" or better.</p> <p>Pre-College Writing. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.</p> <p>WR 90. Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.</p> <p>WR 115. By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They will have been introduced to the use of quotations, paraphrases and documentation.</p>	
Prerequisite Requested	Placement into WR 115.

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

The intended learning outcomes, competencies, and skills listed in the MTH 105Z CCOG are primarily mathematical in nature and scope, and are successfully achieved in MTH 105Z through students' close reading and writing of mathematics with its specialized syntax, symbols, and meanings. English typically forms a sparse substrate for this specialized language. Accordingly, WR 115 skills are undoubtedly useful, but not essential to achieving MTH 105Z learning outcomes.

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

Much of this course is inquiry-based, collaborative, problem-solving approach to MTH 105Z. Instructional materials include problem sets (the central focus of the course) and quizzes. The text functions primarily as a reference. Google sheets is used during the finance portion of the course. Original research articles and non-technical reading materials are also assigned.

What assessments are used to measure outcomes?

Examples of assessments include: creating an amortization spreadsheet, powerpoints, problem sets, quizzes

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

Students who need help with writing: sent to the writing desk with an interactive approach to feedback and critique encouraging students to edit, correct, and resubmit work.

Math

The standard math prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists is **Placement into MTH 65 or MTH 98**.

Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.

Prerequisite Requested

Prerequisite: MTH 65 or MTH 98 or equivalent placement.

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

NA – requested requisite is higher than the required standard prerequisites

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

NA – requested requisite is higher than the required standard prerequisites

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

NA – requested requisite is higher than the required standard prerequisites

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

NA – requested requisite is higher than the required standard prerequisites

SECTION #3 OTHER CONSIDERATIONS:

Is there any other information you would like the committee to consider regarding this request?

Not at this time.

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1.24.24

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

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

NEXT STEPS:

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

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8212 pmorse@cgcc.edu
Reason for Revision	While students need to know the basics in writing, placement into 115 will work. Students do not need 121. This will allow more students to take a college level math course earlier in their program. This topic was discussed with the instructors who have taught this course.		
Current prefix and number	MTH 105Z	Proposed prefix and number	No change
Current Course Title	Math in Society	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Explores present-day applications of mathematics focused on developing numeracy. Includes quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. Emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121 or WR121Z. Audit available.	Explores present-day applications of mathematics focused on developing numeracy. Includes quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. Emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Placement into WR 115. Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input checked="" type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
<input checked="" type="checkbox"/> Placement into: WR 115 and (MTH 65 or MTH 98)			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies. 2. Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics. 3. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics. 4. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing. 5. Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context. 		Upon successful completion of this course, students will be able to:	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)		

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

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Start of next academic year (summer term) <input checked="" type="checkbox"/> Specify term (if BEFORE start of next academic year) Spring 2024
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
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Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	1/23/2024
Department Chair (enter name of department chair): Pam Morse		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.