Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
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)

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

<u>Support Staff</u>	<u>Guests</u>
Sara Wade (Instructional Services)	Todd Meislahn, Janie Griffin, Bryan Despain, Tyson Aldrich, Kalie Brunton, Jim Pytel, Leigh Hancock

March 14, 2024 3:30 – 5:00 pm
The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)
Hood River Center, room 1.209 (conference room)
Zoom log-in: https://cgcc.zoom.us/j/84308320742; Meeting ID: 843 0832 0742; phone in: 1-253-215-8782

<u>Approval of February 29, 2024 minutes</u> [1] (Mimi)

<u>Information Items</u> (information items do not require CC vote) [2]
1. Course Inactivations: EET 242, NRS 230, NRS 231, NRS 232, NRS 233.

<u>Old Business</u>

1. UPDATE: Contact Hour Definitions – continued from 6.10.22, 9.9.22, 10.6.22, 11.3.22, 2.8.24 (Kristen & Pam) Postponed to April 25 or CC Retreat

<u>Submissions</u> [3]

1. Todd Meislahn (3:35 – 3:40pm)
   - Entrepreneurship / Business Management (Degree Revision: coursework, credits)

2. Janie Griffin (3:40 – 4:05pm)
   - HE 113 First Aid and CPR/AED Professional Rescuers/ Health Care Provider (Course Revision: des, out, cont, txt/mat)
   - NRS 234 Pathophysiological Processes for Nursing 1 (New CTE Course)
   - NRS 235 Pathophysiological Processes for Nursing 2 (New CTE Course)
   - NRS 236 Pathophysiological Processes for Nursing 3 (New CTE Course)
   - NRS 237 Clinical Pharmacology for Nursing 1 (New CTE Course)
   - NRS 238 Clinical Pharmacology for Nursing 2 (New CTE Course)
   - NRS 239 Clinical Pharmacology for Nursing 3 (New CTE Course)
   - NRS 110 Foundations of Nursing – Health Promotion (Course Revision: title, des, out, cont, txt/mat)
     - NRS 110 (Contact Hour Change)
   - NRS 111 Foundations of Nursing in Chronic Illness I (Course Revision: des, req, cont, txt/mat)

- o NRS 111 (Contact Hour Change)
  - NRS 112 Foundations of Nursing in Acute Care I (Course Revision: des, req, cont, txt/mat)
    - o NRS 112 (Contact Hour Change)
  - NRS 221 Nursing in Chronic Illness II and End-of-Life Care (Course Revision: des, req, out, cont, txt/mat)
  - NRS 222 Nursing in Acute Care II and End-of-Life Care (Course Revision: des, req, out, cont, txt/mat)
  - NRS 224 Integrative Practicum (Course Revision: des, out, cont, txt/mat)
  - Nursing AAS (Degree Revision: coursework, req)

3. Bryan Despain and Tyson Aldrich (4:25 – 4:30pm)
   - Aviation Maintenance Technology AAS (Degree Revision: coursework, credits)
   - Aviation Maintenance Technology (Certificate Revision: coursework)
   - Aviation Airframe (Certificate Revision + RI Template Revision: coursework)
   - Aviation Powerplant (Certificate Revision + RI Template Revision: coursework)

4. Kalie Brunton and Jim Pytel (4:30 – 4:40pm)
   - EET 273 Electronic Control Systems (Course Revision: title, des, req, out, cont, txt/mat)
     - o EET 273 Industrial Control (Contact Hour/Credit Change)
   - Electro-Mechanical Technology AAS (Degree Revision: coursework, credits)
   - USACE Level 2 – Operators and Electricians (Certificate Revision: coursework, credits)

5. Robert Wells-Clark (4:40 – 4:50pm)
   - Advanced Manufacturing and Fabrication (Degree Revision: coursework, req, creds)
   - Advanced Manufacturing Technology (Certificate Revision: coursework, creds)

5. Leigh Hancock (3:35 – 3: 50pm)
   - ENG 104 Introduction to Literature – Fiction (Course Revision: #, title, des, out, cont, txt/mat)
   - ENG 105 Introduction to Literature – Drama (Course Revision: #, title, des, out, cont, txt/mat)
   - ENG 106 Introduction to Literature – Poetry (Course Revision: #, title, des, out, cont, txt/mat)

6. Pam Morse and Leigh Hancock (4:50 – 5:00pm)
   - WR 115 Introduction to Expository Writing (Course Revision: req, des)
   - WR 121Z Composition I (Course Revision: req, des)
   - MTH 95 Intermediate Algebra (Course Revision: req, des)
   - MTH 105Z Math in Society (Course Revision: req, des)
   - MTH 111Z Precalculus I: Functions (Course Revision: req, des)
   - STAT 243Z Elementary Statistics I (Course Revision: req, des)

New Business

1. Retreat date

Next Meeting: April 25, 2024

Attachments: [1] February 29, 2024 Minutes; [2] Information Items: 5 Inactivations; [3] Submissions: 6 New Courses, 17 Course Revisions, 4 Contact/Hour Change, 5 Degree Revisions, 5 Certificate Revisions.

Curriculum Committee Minutes
February 29, 2024
Location: TDC Boardroom & HRC Conference Room
Zoom Link: https://cgcc.zoom.us/j/84308320742

PRESENT:

Voting Committee Members

Chair- Mimi Pentz (Nurs/Hlth)
Vice Chair- Andrea LoManaco (Buiness)
Pam Morse (Math)
Kristen Booth (Pre-College)
Stephen Shwiff (Social Science)

Robert Wells-Clark (Ind/Trade)
LOA - Jenn Kamrar (Art,Cult,Comm)
Tori Stanek (Inst Dean)
Emilie Miller (Science)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)
Susan Lewis (Curriculum)
Mary Martin (Student Services)

Guests

Zip Krummel & Todd Meislahn,
Sara Mustonen

Supporting Staff

Sara Wade (Instructional Services)

ABSENT

Voting Members

Non-Voting Committee Members

Item	Discussion	Action
Call to Order:	Meeting was called to order at 3:35pm, by Vice Chair LoMonaco.	
Approval of February 8, 2024	**Motion: approve as written**	Motion: Pam 2nds: Tori 6 in favor – 0 opposed – 0 abstains
Information Items: 1. Course Inactivations: BA 111, BA 188, BA 212, BA 250, BA 256		
Old Business:		
1. **UPDATE: Contact Hour Definitions – continued**	Kristen & Pam ask for more people to fill the spreadsheet out. And will bring it back to the March meeting.	

Submissions:		
PSY 201A General Psychology (Course Revision)	Zip explains that they are two Psychology courses from the state that are now part of Common Course Numbering and the new Psychology MTM that has came from the state. **Motion: approve as written.**	Motion: Stephen 2nded: Pam 5 in favor – 0 opposed – 0 abstained
PSY 202A General Psychology (Course Revision)	**Motion: approve as written.**	Motion: Emilie 2nded: Pam 5 in favor – 0 opposed – 0 abstained
Associate of Arts Oregon Transfer – Elementary Education (New MTM Degree)	The new MTM from the state for transfer degree. With the implantation of this new degree, we will not be offering the Education Pathway Guide because the MTM takes its place. They are nearly identical. **Motion: approve as written.**	Motion: Emilie 2nded: Pam 6 in favor – 0 opposed – 0 abstained
Early Childhood Education (Modified Degree/Cert Revision)	**Motion: approve as written.**	Motion: Tori 2nded: Robert 6 in favor – 0 opposed – 0 abstained
BA 101 Introduction to Business (CCN Revision)	Todd shares that BA 101, BA 221, BA 213 are part of the statewide Common Course Numbering and that these changes are to reflect the new state standards. **Motion: approve as written.**	Motion: Stephen 2nded: Mimi 7 in favor – 0 opposed – 0 abstained
BA 211 Principles of Accounting I (CCN Revision)	**Motion: approve as written.**	Motion: Mimi 2nded: Emilie 7 in favor – 0 opposed – 0 abstained
BA 213 Managerial Accounting (CCN Revision)	**Motion: approve as written.**	Motion: Tori 2nded: Pam 7 in favor – 0 opposed – 0 abstained
Associate of Science Transfer – Business (New MTM Degree)	This is the new State MTM for Business. The ASOT Business will still be offered. **Motion: approve as written.**	Motion: Stephen 2nded: Pam 7 in favor – 0 opposed – 0 abstained

Accounting AAS (Degree Revision)	**Motion: approve as written.**	Motion: Stephen 2nded: Pam 7 in favor – 0 opposed – 0 abstained
Accounting/Bookkeeping (Certificate Revision)	**Motion: approve as written.**	Motion: Emilie 2nded: Pam 8 in favor – 0 opposed – 0 abstained
Entry-Level Accounting Clerk (Certificate Revision)	**Motion: approve as written.**	Motion: Stephen 2nded: Mimi 8 in favor – 0 opposed – 0 abstained
Entrepreneurship/Business Management (Degree Revision)	**Motion: approve as written.**	Motion: Mimi 2nded: Tori 8 in favor – 0 opposed – 0 abstained
Entrepreneurship (Certificate Revision)	**Motion: approve as written.**	Motion: Stephen 2nded: Emilie 8 in favor – 0 opposed – 0 abstained
Administrative Assistant AAS (Degree Revision)	**Motion: approve as written.**	Motion: Mimi 2nded: Kristen 8 in favor – 0 opposed – 0 abstained
Administrative Assistant (Certificate Request)	**Motion: approve as written.**	Motion: Tori 2nded: Andrea 8 in favor – 0 opposed – 0 abstained
Associate of Science Transfer – Computer Science (New MTM Degree)	Pam shared the results of the survey that was sent out to our district area high schools regarding interest in a Computer Science program and specific classes. Students interest in a Computer Science program was strong. With these good responses it was decided to bring back the computer science program as the classes are already built and they fit into the new state MTM. **Motion: approve as written.**	Motion: Tori 2nded: Andrea 8 in favor – 0 opposed – 0 abstained

FYE 100 College Survival Skills (Course Revision) & (Contact Hour Change)	All the proposed changes all have been off the recommendations given by the feedback from faculty, staff and students. **Concerns** - How will this be made mandatory…by making it a Gen Ed course and imbedding it into the degree & certificate pathways. - Cost to students? It is a 4-credit course that carries normal tuition and fees. However, it is hoped that the additional cost will be offset by it having a Gen Ed designation and replacing an existing Gen Ed requirement. - Concern was expressed around the potential for making the course a mandatory requirement and placed in all degrees with some possible opt outs for degrees with high credit loads that couldn't accommodate more credits (Aviation, Paramedic). - Concern also around a forced placement in the first term as some programs already have heavy first term schedules that may include gateway math and writing courses, and introductory technical content courses. - Questions about what exactly students get out of attending the course. Will it result in higher retention and completion? Should programs that already have high retention and completion rates be mandated to include this course? - There will be further discussion around opt-outs for certain degrees and certificates/programs, as well as for induvial students. - The submission on the agenda does not include any approval of mandating the course. That discussion will take place in the coming year. ==*ACTION ITEM: Tori will look into and share data around the effect of FYE implantation in other colleges, especially in CTE & Tech & Trade programs.== **Motion: approve as written.**	Motion: Kristen 2nded: Andrea 6 in favor – 1 opposed – 0 abstained
FYE 100 College Survival Skills (Opt-Out Request), (Transferability), & (General Education Elective)	**Motion: approve as written.**	Motion: Mimi 2nded: Andrea 7 in favor – 0 opposed – 0 abstained
New Business:		
1. Additional Meeting – April 18 or 25?	An additional meeting will be scheduled to address licensure submissions for CPL. ***NO Degree/Certificate/Course Revisions will be***	

	accepted. There is availability in the schedule as the November 2nd meeting was cancelled. **Make up meeting: Thursday, April 25th from 3:30 to 5pm. TDC Boardroom & HRC Conference Room with Zoom link if needed.**	
2. Curriculum Committee Retreat	Susan will send out a Doodle Poll of possible dates for the May CC Retreat. Please promptly fill out once received to help for quick scheduling.	
Meeting Adjourned: 4:55pm	**Pam motioned to end the meeting, Andrea seconded, all in favor. Meeting ended at 4:55pm.**	**Next Meeting: March 14, 2024**

Columbia Gorge Community College

Course Inactivation

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

SECTION #1 GENERAL INFORMATION			
Course prefix and number	EET 242	Course title	Microcontroller Systems
Department	Tech & Trades: EM-Tech	Submitter name: phone: email:	Jim Pytel jpytel@cgcc.edu
Reason for Inactivation	This course is being inactivated because the skill set is no longer valued by regional employers.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS
Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	N/A
Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean/director endorse this inactivation.			
Department Chair		Approved	Date
Jim Pytel		☒ Yes ☐ No	03/14/24
Department Dean/Director		Approved	Date
Robert Wells-Clark		☒ Yes ☐ No	3.14.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	NRS 230	Course title	Clinical Pharmacology I
Department	Health	Submitter name: phone: email:	Janie Griffin jgriffin@cgcc.edu
Reason for Inactivation	This Clinical Pharmacology 2 class series of 3 credits each is being replaced by a 3 class series of 2 credits each. Recommended by OCNE.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

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

☐ Yes ☒ No If yes, provide details	N/A
Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	03/14/24
Department Dean/Director	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.14.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
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4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Course prefix and number	NRS 231	Course title	Clinical Pharmacology II
Department	Health	Submitter name: phone: email:	Janie Griffin jgriffin@cgcc.edu
Reason for Inactivation	This Clinical Pharmacology 2 class series of 3 credits each is being replaced by a 3 class series of 2 credits each. Recommended by OCNE.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

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

☐ Yes ☒ No If yes, provide details	N/A

Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	03/14/24
Department Dean/Director	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.14.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
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Columbia Gorge Community College

Course Inactivation

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

SECTION #1 GENERAL INFORMATION

Course prefix and number	NRS 232	Course title	Pathophysiological Processes I
Department	Health	Submitter name: phone: email:	Janie Griffin jgriffin@cgcc.edu
Reason for Inactivation	This Pathophysiological Processes 2 class series of 3 credits each is being replaced by a 3 class series of 2 credits each. Recommended by OCNE.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes   ☒ No
If yes, provide details

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

☐ Yes   ☒ No
If yes, provide details

N/A

Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean/director endorse this inactivation.

Department Chair	Approved	Date
Janie Griffin	☒ Yes ☐ No	03/14/24

Department Dean/Director	Approved	Date
Janie Griffin	☒ Yes ☐ No	3.14.24

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	NRS 233	Course title	Pathophysiological Processes II
Department	Health	Submitter name: phone: email:	Janie Griffin jgriffin@cgcc.edu
Reason for Inactivation	This Pathophysiological Processes 2 class series of 3 credits each is being replaced by a 3 class series of 2 credits each. Recommended by OCNE.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☒ No If yes, provide details	N/A
Implementation term	☒ Next academic year (summer term) ☐ Specific term (if different than summer term of next academic year):

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean/director endorse this inactivation.			
Department Chair		Approved	Date
Janie Griffin		☒ Yes ☐ No	03/14/24
Department Dean/Director		Approved	Date
Janie Griffin		☒ Yes ☐ No	3.14.24

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

REVISION of AAS DEGREE REQUEST

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

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Entrepreneurship/Business Management AAS	Proposed Title:	No change
Current Credits:	91	Proposed Credits:	93
Overview and rationale for proposed changes:	• CAS 170-Beginning Spreadsheets using Excel is being added to provide additional foundational support (besides BA 131-Introduction to Business Technology) for CAS 140-Beginning Databases which was added to the degree earlier for the 2024-25 AY • OS 131 10-Key for Business is not necessary for the entrepreneurship track		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove: OS 131 2. Add: CAS 170 3. Overall credits increase from 91 to 93 4.4% change		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Entrepreneurship

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No			Date of Advisory Committee meeting:	11/02/23
Requested Implementation Term	Summer, 2024				

SECTION #2 REVISION AREAS				

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

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

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

Course Number	Course Title or Placement level	Requisites	Credits
Placement into MTH 65 *or* MTH 98	Placement into Beginning Algebra *or* Quantitative Math	Placement into MTH 65 Placement into MTH 98 and (IRW 115 or WR 115)	4 4
IRW 115 *or* WR 115	Critical Reading and Writing *or* Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equivalent placement, Placement into WR 115	5 4
CAS 121 *or* keyboarding by touch	Beginning Keyboarding *or* keyboarding by touch	Rec: Place into IRW 115 or WR 115, CAS 103W	3

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

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

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

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

Students who successfully complete this degree will be able to:

1. Prepare a comprehensive business plan including prospective balance sheet, income statement, cash flow statement, funding sources and the capital structure of a business.
2. Apply an understanding of the management process, inclusive of planning, organizing, leading, and controlling resources within organizations.
3. Differentiate between operational and organizational structures for business.
4. Construct a marketing plan based on objectives developed from a strategic market assessment.
5. Utilize technology skills with business software applications to facilitate efficiency and quality.
6. Analyze and apply the legal, ethical, and economic standards of business.
7. Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL TERM (16 credits)			FALL TERM (16 credits)		
BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 101Z	Introduction to Business IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4

BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4	BA 211Z	Principles of Financial Accounting IRW 115 or WR 115 or equiv place. Rec: place into MTH 65	4
BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 104	Applied Business Math IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 150	Introduction to Entrepreneurship IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
WINTER TERM (15 credits)			WINTER TERM (15 credits)		
BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4	BA 131	Introduction to Business Technology IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98; CAS 121 or keyboarding by touch	4
BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4	BA 208	Business Ethics Place into MTH 65 or MTH 98. Pre/co: IRW 115 or WR 115 or equiv place	4
BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3	BA 285	Human Relations in Organizations IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: pre/co: WR 121 or WR 121Z and BA 101	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv place	4
SPRING TERM (19 credits)			SPRING TERM (19 credits)		
BA 170	Project Management Fundamentals BA 104 and BA 131	4	BA 170	Project Management Fundamentals BA 104 and BA 131	4
BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101	4	BA 205	Business Communication IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: WR 121 or WR 121Z; BA 131 or CAS 133; BA 101t	4
BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3	BA 206	Management Fundamentals IRW 115 or RD 115 or equiv place; place into MTH 65 or MTH 98. Rec: BA 101, WR 121 or WR 121Z, and BA 131 or CAS 133	3

BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4	BA 223	Principles of Marketing IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98. Rec: BA 101Z	4
BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 225	Introduction to Entrepreneurship Law IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4
FALL TERM (12 credits)			**FALL TERM (14 credits)**		
BA 207	Introduction to E-Commerce IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4	BA 207	Introduction to E-Commerce IRW 115 or WR 115 or equiv place. Place into MTH 65 or MTH 98	4
BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3	BA 224	Introduction to Human Resource Management IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	3
OS 131	**10-Key for Business (REMOVE)** Place into MTH 65 or MTH 98	**1**	**CAS 170**	**CAS 170-Beginning Spreadsheets using Excel** Place into IRW 115 or WR 115 and MTH 65 or MTH 98	**3**
	General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Math, Science, or Computer Science Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
WINTER TERM (16 credits)			**WINTER TERM (16 credits)**		
BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4	BA 226	Business Law I IRW 115 or WR 115 or equiv place; place into MTH 65 or MTH 98	4
CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4	CAS 140	Beginning Databases Rec: Place into IRW 115 or WR 115	4
EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4	EC 201	Principles of Economics: Microeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4		General Education Elective in Arts & Letters Place into MTH 65 or MTH 98. Pre/co: WR 121Z	4
SPRING TERM (13 credits)			**SPRING TERM (13 credits)**		
BA 213Z	Principles of Managerial Accounting BA 211Z	4	BA 213Z	Principles of Managerial Accounting BA 211Z	4

BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3	BA 222	Financial Management BA 101, BA 111 or BA 211Z, BA 104 or MTH 65 or MTH 98 equiv place, WR 121 or WR 121Z	3
BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2	BA 296	Entrepreneurship Capstone - Year Two Completion of 60 credits of required coursework for degree or instructor permission	2
EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4	EC 202	Principles of Economics: Macroeconomics [1] Place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z. Rec: EC 201	4
	Credit Total	**91**		**Credit Total**	**93**

[1] May be used as a general education elective.

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**

SECTION #4 DEPARTMENT REVIEW

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

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

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

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

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

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing / Health Occupations	Submitter name Phone Email	Janie Griffin EX: 6140 jgriffin@cgcc.edu
Reason for Revision	The ECE students need to have a CPR card that clearly defines their training for First Aid/ CPR/AED for the adult, child and infant for their state certification and the Health Care students need to have a card that states they have earned BLS card for Healthcare and First Provider and First Aid. The class covers all content and skills to meet the needs of both groups. Due to the varied number of students needing this class it is more cost effective to have all the students take the same class and have the student designate what card level they need the instructor to issue. The instructor is qualified to teach all components of the class and can issue whichever certification level the student needs. Students will be eligible to receive the American Heart Association (AHA) Heartsaver First Aid CPR/AED or AHA Heartsaver First aid and the BLS for Healthcare Providers.		
Current prefix and number	HE 113	Proposed prefix and number	No change
Current Course Title	First Aid and CPR/AED Professional Rescuers/ Health Care Provider	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 basic first aid knowledge in the home, work and community environment. Students gain knowledge and skills to perform Health Care Provider Level BLS and AED for	Introduces basic first aid knowledge for in the home, work and community environment. Trains in the emergency procedures and techniques of basic life support for adult, child, and infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Includes training in the use of the Automated External Defibrillator (AED). Covers additional life saving techniques for

adults/children/infants. Upon completion of this course, students will receive an American Heart Association (AHA) First Aid card and an AHA BLS card for Healthcare Provider card. Recommended: IRW 115 or equivalent placement.	healthcare providers enrolled in the BLS component. Students who successfully complete this course will receive American Heart Association course completion cards for Heartsaver First Aid/ CPR/AED for the adult/child/infant or an American Heart Association first aid card and BLS for Healthcare Provider card. Recommended: IRW115 or equivalent placement

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize if an emergency medical situation exists. 2. Apply AHA citizen level standards of first aid in an emergency situation. 3. Apply AHA Health Care Provider level CPR/ AED skills for adults, children and infants in emergency situations.	Upon successful completion of this course, students will be able to: 1. Recognize if an emergency medical situation exists. 2. Apply AHA citizen level standards of First Aid in an emergency situation. 3. Perform high quality CPR for the adult/child/infant for single person and two person assist. 4. Demonstrate the appropriate use of an Automated External Defibrillator (AED) 5. Perform the technique for relief from a foreign-body airway obstruction for an adult/child/infant.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Recognize if an emergency medical situation exists.**
	• Response time
	• Head injury
	• Signs of cardiac arrest
	• Signs of choking
	• Recognize and provide care for various types of respiratory emergencies.
	• Provide appropriate care for shock and heat attack
	
	Outcome #2: Apply AHA citizen level standards of First Aid in an emergency situation.
	
	Injury:
	• Recognize and provide care for:
	  • wounds and demonstrate care skills
	  • heat and cold emergencies
	  • sudden illness
	  • bone and joint injuries
	• Activate the emergency response system
	
	Outcome #3: Perform high quality CPR for the adult/child/infant for single person and two person assist.
	
	Skills:
	• Cardiopulmonary resuscitation (CPR)
	• Compression-to-ventilation ratio
	• Chest -hand and placement
	• Infant
	• Single man CPR
	• 2-person CPR
	• Alternate Ventilation techniques
	
	Outcome #4: Demonstrate the appropriate use of an Automated External Defibrillator (AED)
	• AED equipment
	• Placement of pads on adult/child and infant
	• safety
	
	Outcome #5: Perform the technique for relief from a foreign-body airway obstruction for an adult/child/infant.
	• Abdominal Thrust (standing and sitting) adult and child
	• Pregnant and obese victims
	• Infant

Suggested Texts & Materials updates (specify if any texts or materials are required):	• American Heart Association (AHA) BLS Manuel • AHA demonstration video
Department Required Course Activities (optional)	(update as needed)

Department Notes (optional)	Covers citizen level first aid knowledge and skills to provide first aid care to persons injured in an accident or stricken by sudden illness in an environment where help is immediately available. CPR/AED for adult/child/infant and Health Care Provider BLS/AED and skills sets are presented with required return demonstration of skills.

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3/4/2024

Department Chair (enter name of department chair):

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

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages 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

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION

Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 234	Credits:	2

Course Title: (75 characters max, including spaces)	Pathophysiological Processes for Nursing 1

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 22 Lec/lab: 0 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pathophysiology NRS232 (3 credits) and NRS233(3 credits) in Fall and Winter term to be replaced by Pathophysiology NRS234 (2 credits) Fall term; Pathophysiology NRS238 (2 credits) Winter term and Pathophysiology NRS239 (2 credits) Spring term. This will allow the Pathophysiology content to be better aligned with the Nursing Theory and Pharmocology content taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:		☐ placement into:		
course prefix & number: NRS 110, NRS 237	☐ prerequisite	☒ corequisite	☐ pre/co
course prefix & number: Admission to the Nursing Program	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

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

Introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Includes foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors and pain, as well as additional pathophysiological processes. Develops skills for making clinical decisions using critical thinking in the context of nursing, using current, reliable sources of pathophysiology information. Trains in the selecting and interpreting of focused nursing assessments based on knowledge of pathophysiological processes, teaching individuals from diverse populations and communicating with other health professionals regarding pathophysiological processes. The first course in the three course Pathophysiological Processes for Nursing series. Prerequisite: Admission to the Nursing Program. Corequisites: NRS 110, NRS 237.

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

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate an understanding of selected pathophysiological processes, including cellular adaption, cell injury and death inflammation, and tissue healing; fluid and electrolyte balance physiologic response to stress.
	2. Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and pertinent social determinants of health of selected pathophysiological processes in patients across the life span.
	3. Teach Individuals from diverse populations across the lifespan regarding selected pathophysiological processes.
	4. Communicate effectively with other health professionals regarding selected pathophysiological processes.
Outcomes assessment strategies:	Exams, Case based scenarios, Concept maps

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional)	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content)	**Outcome #1: Demonstrate an understanding of selected pathophysiological processes, including cellular adaption, cell injury and death inflammation, and tissue healing; fluid and electrolyte balance physiologic response to stress.** The following concepts are foundational to the understanding of many different pathophysiological processes. - Homeostasis versus compensation - Cellular adaptation - atrophy - hypertrophy - hyperplasia - metaplasia - dysplasia - Causes of cell injury - Reversible cell injury and intracellular accumulations - cell swelling - intracellular accumulations - Irreversible cell injury/cell death - necrosis - apoptosis - Cell aging - cellular basis of aging - Somatic death - algor mortis and poikilothermic - postmortem lividity (livor mortis) - rigor mortis - postmortem autolysis - Mast cell response (degranulation) to tissue injury - Inflammatory response - hemostasis - vascular response (including chemical mediators) - cellular response (including chemical mediators) - Local versus systemic manifestations of inflammation - Acute versus chronic inflammation - Regeneration versus connective tissue repair (tissue healing) - Phases of tissue healing - inflammation (see above) - reconstructive (proliferative) - maturation (remodeling) - Factors that impair tissue healing (local and systemic) - Fibrosis - Bone healing - hematoma, callus, remodeling - factors that impair bone healing - Body fluid homeostasis - intake and absorption - distribution (including lifespan variations) - excretion

- loss through abnormal routes
- Fluid imbalances
  - interstitial fluid volume excess (edema)
    - capillary mechanisms that cause edema
  - extracellular fluid volume imbalances
    - ECV excess
    - ECV deficit
  - body fluid concentration (osmolality) imbalances
    - hyponatremia
    - hypernatremia
  - combined volume and concentration imbalance
    - clinical dehydration (ECV deficit and hypernatremia)
- Principles of electrolyte homeostasis and imbalance
  - intake and absorption
  - distribution
  - excretion
  - loss through abnormal routes
- Electrolyte imbalances
  - plasma potassium imbalances
    - hypokalemia
    - hyperkalemia
  - plasma calcium imbalances
    - hypocalcemia
    - hypercalcemia
  - plasma magnesium
    - hypomagnesemia
    - hypermagnesemia
- Physiological responses to stressors (include lifespan variations where appropriate)
  - sympathetic response (fight-or-flight response)
  - reticular activating system response (hyper alertness)
  - musculoskeletal response (stretch reflex, muscle tension)
  - hypothalamic-pituitary-adrenocortical response (cortisol)
  - release of other hormones: ADH, aldosterone, growth hormone
  - endorphin release and stress-induced analgesia
  - blood glucose effect of stress response
  - immunologic effects of stress response
- Acute versus chronic stress response

Outcome #2: Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and pertinent social determinants of health of selected pathophysiological processes in patients across the life span.

Select the appropriate steps of a physical assessment for different age groups across the life span. Focusing on the following system:
- Integumentary
- Cardiac, vascular
- Respiratory
- Gastrointestinal
- Renal

	- Endocrine - Neuromuscular - Immune system - Neuropsychologic Identify the differences in physical findings as to: - Age - Size - gender - Vital signs - Developmental skills (fine motor, gross motor, speech and social interaction) Identify clinical manifestations and pathological processes that places a healthy individual at risk for accidents and injuries, nutrition, infections and mental health across the life span. **Outcome #3: Teach Individuals from diverse populations across the lifespan regarding selected pathophysiological processes.** Focus on the systems assigned in #2 - explaining how the risk factors relate to specific pathophysiological processes - describing selected pathophysiological processes in appropriate terms - explaining how the signs and symptoms relate to specific pathophysiological processes - explaining which signs and symptoms to report to a health professional - explaining how developmental factors relate to pathophysiology **Outcome #4: Communicate effectively with other health professionals regarding selected pathophysiological processes,** Focus on the assigned system in #2 - using appropriate technical language - clarifying technical details of pathophysiological processes - reporting pertinent information about a patient's status
Suggested Texts & Materials (specify if any texts or materials are required)	- Capriotti, T.M. (2020) *Pathophysiology: Introductory concepts and clinical perspectives.* (2nd ed.) Philadelphia, PA: FA Davis
Department Notes (optional)	

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Nursing	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No

Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – the degree is being revised to include this new course.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Janie Griffin	jgriffin@cgcc.edu	3/5/2024

Department Chair (enter name of department chair):

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

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

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 235	Credits:	2

Course Title: (75 characters max, including spaces)	Pathophysiological Processes for Nursing 2		

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 22 Lec/lab: 0 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pathophysiology NRS232 (3 credits) and NRS233(3 credits) in Fall and Winter term to be replaced by Pathophysiology NRS234 (2 credits) Fall term; Pathophysiology NRS235 (2 credits) Winter term and Pathophysiology NRS236 (2 credits) Spring term. This will allow the Pathophysiology content to be better aligned with the Nursing Theory and Pharmocology content taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:		☐ placement into:		
course prefix & number: NRS 234	☒ prerequisite	☐ corequisite	☐ pre/co	
course prefix & number: NRS 111, NRS 238	☐ prerequisite	☒ corequisite	☐ pre/co	
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co	

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

.
Explores pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Develops skills for making clinical decisions using critical thinking in the context of nursing. Covers current, reliable sources of pathophysiology information, and the selecting and interpreting of focused nursing assessments based on knowledge of pathophysiological processes. Develops strategies for teaching individuals from diverse populations and communicating with other health professionals regarding pathophysiological processes. The second course in the three course Pathophysiological Processes for Nursing series. Prerequisite: NRS 234. Corequisites: NRS 111, NRS 238.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify and interpret current, reliable information about selected pathophysiological processes.
	2. Utilize clinical understanding to choose and analyze targeted nursing assessments, considering clinical manifestations, developmental factors, relevant social determinants of health, and potential complications of various pathophysiological conditions across all age groups.
	3. Educate individuals from various backgrounds and age groups about specific pathophysiological processes of disorders affecting the cardiac, respiratory, renal, neurological and endocrine systems.
	4. Convey information proficiently to fellow healthcare professionals about specific pathophysiological processes, with a particular emphasis on cardiac, respiratory, renal, neurological and endocrine disorders
Outcomes assessment strategies:	Exam, case scenario, Concept Maps

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

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

Department required course activities (optional)	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content)	**Outcome #1: Identify and interpret current, reliable information about selected pathophysiological processes.**
	
	• Cardiac, vascular Disorders
	• Respiratory Disorders,
	• Gastrointestinal Disorders
	• Renal and Bladder Disorders
	• Endocrine Disorders
	• Neurological Disorders
	
	Outcome #2: Utilize clinical understanding to choose and analyze targeted nursing assessments, considering clinical manifestations, developmental factors, relevant social determinants of health, and potential complications of various pathophysiological conditions across all age groups.
	
	• Peripheral vascular disease
	    o Virchow's Triad of factors that predispose to blood clotting (applies to both venous and arterial blood)
	        ▪ hypercoagulability
	        ▪ rough endothelium
	        ▪ stasis of blood
	• Alterations in venous flow
	    o valve incompetence
	    o varicose veins and chronic venous insufficiency
	    o thrombophlebitis and deep vein thrombosis, potential for pulmonary embolism
	• Alterations in arterial flow
	    o definitions: arteriosclerosis, atherosclerosis
	    o atherosclerosis (including endothelial dysfunction)
	    o peripheral arterial disease (PAD)
	    o acute arterial occlusion
	• Hypertension
	    o definitions: systemic vascular resistance, afterload
	    o primary versus secondary hypertension
	• Low blood pressure
	    o orthostatic hypotension
	• Endocardial disorders
	    o rheumatic heart disease
	    o infective endocarditis
	• Pericardial disorders
	    o definitions: pericarditis, pericardial effusion, cardiac tamponade
	• Cardiomyopathy
	    o dilated versus hypertrophic (HCM) versus restrictive (RCM)
	• Heart failure
	    o definitions: preload, ejection fraction
	• Coronary heart disease
	    o myocardial oxygen supply and demand, factors that increase oxygen demand
	    o myocardial ischemia versus myocardial infarction (include variations in clinical manifestations)
	    o stable angina
	    o acute coronary syndromes
	• Valve disorders
	    o definitions: stenosis, regurgitation (also known as incompetence, insufficiency)

- Congenital heart disease
  - acyanotic versus cyanotic
  - acyanotic defects
    - atrial septal defect
    - ventricular septal defect (initially acyanotic)
    - patent ductus arteriosus
    - coarctation of the aorta
  - cyanotic defect
    - tetralogy of Fallot
- Endocardial disorders
  - rheumatic heart disease
  - infective endocarditis
- Pericardial disorders
  - definitions: pericarditis, pericardial effusion, cardiac tamponade
- Cardiomyopathy
  - dilated versus hypertrophic (HCM) versus restrictive (RCM)
- Heart failure
  - definitions: preload, ejection fraction
  - heart failure with reduced ejection fraction (HFrEF; systolic) versus heart failure with preserved ejection fraction (HFpEF; diastolic)
  - compensatory mechanisms and ventricular remodeling
  - left heart failure versus right heart failure
- Introduction to cardiac dysrhythmias/arrhythmias (brief)
  - Note: Specific dysrhythmias/arrhythmias will be taught in acute nursing course. The focus here is on definitions and the general effects.
  - definitions: abnormal impulse generation, conduction defect
  - effect on cardiac output
- Shock: the fundamental concept
  - Note: The fundamental concept of shock is optional content in NRS 232 or 233. Individual programs can also opt to teach a more detailed presentation of shock. Each program can decide whether to teach the various types of shock in one presentation, or teach them in separate units.
- Anemias
  - overview and principles
    - definition of anemia, decreased oxygen-carrying capacity
    - clinical manifestations of anemia from any cause
  - specific types of anemia, with additional type-specific clinical manifestations
    - anemia from decreased RBC production
      - iron deficiency anemia
      - pernicious anemia
      - aplastic anemia
    - anemia of chronic kidney disease (CKD)
    - inherited hemolytic anemias
      - sickle cell anemia
    - anemia from extrinsic RBC destruction or loss
      - acute blood loss
      - hemolytic disease of the fetus and newborn
- Principles of Altered Pulmonary Function
  - Hypoventilation (hypercapnia)
    - Example (e.g., bacterial pneumonia)
  - Hyperventilation

- Example (e.g., hyperventilation from anxiety)
  - Ventilation/perfusion mismatch (V/Q mismatch)
    - Pulmonary embolism
  - Altered mucus clearance
    - Example (e.g., cystic fibrosis)
  - Altered lung compliance
    - Example (e.g., fibrotic interstitial lung diseases)
- Infection or inflammation of the lung
  - Pulmonary tuberculosis (TB)
  - Pneumonias
    - causes of pneumonia
    - clinical manifestations of viral versus bacterial pneumonia
- Overview of obstructive and restrictive pulmonary disorders
  - Definitions of residual volume, obstructive disorders, restrictive disorders
- Obstructive pulmonary disorders
  - Obstruction from conditions of the wall of the lumen
  - Obstruction related to loss of lung parenchyma
  - Obstruction of the airway lumen
- Restrictive pulmonary disorders
  - Lung parenchyma disorders
  - Pleural space disorders
- Principles of endocrine pathophysiology
  - Primary versus secondary endocrine disorders
  - Types of endocrine disorders
    - Hyposecretion of hormones
    - Hypersecretion of hormones
- Diabetes mellitus
  - Prediabetes
  - Type 1 diabetes mellitus, including acute (brief) and long-term complications
  - Type 2 diabetes mellitus, including acute (brief) and long-term complications
  - Gestational diabetes mellitus
- Thyroid hormone disorders
- Adrenocortical hormone disorders
- Disorders of the esophagus, stomach and intestines
  - altered motility and secretion (diarrhea)
  - gastroesophageal reflux disease (GERD)
- Disorders of the pancreas
  - pancreatitis (acute and chronic)
- Disorders of the liver & gallbladder
  - hepatitis (viral types A, B, C and nonviral)
  - nonalcoholic fatty liver disease (NAFLD), including nonalcoholic steatohepatitis (NASH)
  - cirrhosis
  - cholelithiasis and cholecystitis
- Disorders of the bladder and related structures (discussion of lifespan issues and male/female issues)
  - urinary incontinence (definitions of types)
  - definitions: enuresis, urinary retention
  - vesicoureteral reflux
  - cystitis
  - benign prostatic hyperplasia (BPH)
- Intrarenal disorders

	o definition: pyelonephritis
	o renal calculi and obstructive uropathy
	o glomerulonephritis
	o nephrotic syndrome
	• Kidney failure
	    o acute kidney injury (AKI) [formerly known as acute renal failure] (including prerenal, intrarenal, & postrenal etiologies)
	    o chronic kidney disease (CKD) [formerly known as chronic renal failure]
	
	Outcome #3: Educate individuals from various backgrounds and age groups about specific pathophysiological processes of disorders affecting the cardiac, respiratory, renal, neurological and endocrine systems.
	• explaining how the risk factors relate to specific pathophysiological processes,
	• describing selected pathophysiological processes in appropriate terms,
	• explaining how the signs and symptoms relate to specific pathophysiological processes,
	• explaining which signs and symptoms to report to a health professional, and
	• explaining how developmental factors relate to pathophysiology, symptom experience, symptom reporting, and symptom management.
	
	Outcome #4: Convey information proficiently to fellow healthcare professionals about specific pathophysiological processes, with a particular emphasis on cardiac, respiratory, renal, neurological and endocrine disorders.
	
	• using appropriate technical language,
	• clarifying technical details of pathophysiological processes, and
	• prioritizing and reporting pertinent information regarding a patient's status.

Suggested Texts & Materials (specify if any texts or materials are required)	• Capriotti, T.M. (2020) *Pathophysiology: Introductory concepts and clinical perspectives.* (2nd ed.) Philadelphia, PA: FA Davis.
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Nursing	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above	Required	

(i.e. requirement or elective):	
Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – the degree is being revised to include this new course.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

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
Janie Griffin	jgriffin@cgcc.edu	3/5/2024
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director): Janie Griffin MN, RN		

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

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

New Course **Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 236	Credits:	2
Course Title: (75 characters max, including spaces)	Pathophysiological Processes for Nursing 3		

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 22 Lec/lab: 0 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pathophysiology NRS232 (3 credits) and NRS233(3 credits) in Fall and Winter term to be replaced by Pathophysiology NRS234 (2 credits) Fall term; Pathophysiology NRS235 (2 credits) Winter term and Pathophysiology NRS236 (2 credits) Spring term. This will allow the Pathophysiology content to be better aligned with the Nursing Theory and Pharmocology content taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:		☐ placement into:		
course prefix & number: NRS 235	☒ prerequisite	☐ corequisite	☐ pre/co	
course prefix & number: NRS 112, NRS 239	☐ prerequisite	☒ corequisite	☐ pre/co	
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co	

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

Explores pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Develop skills for making clinical decisions using critical thinking in the context of nursing. Covers current, reliable sources of pathophysiology information, and the selecting and interpreting of focused nursing assessments based on knowledge of pathophysiological processes. Develops strategies for teaching individuals from diverse populations and communicating with other health professionals regarding pathophysiological processes. The third course in the three course Pathophysiological Processes for Nursing series. Prerequisite: NRS 235. Corequisite: NRS 112, NRS 239.

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

	Upon successful completion of this course, students will be able to:
Outcomes: (Use observable and measurable verbs)	1. Retrieve and interpret current, trustworthy information concerning chosen pathophysiological processes.
	2. Select and analyze targeted nursing assessments by integrating understanding of clinical presentations, developmental factors, relevant social determinants of health, and potential complications associated with specific pathophysiological conditions in patients of all age groups.
	3. Instruct individuals across different demographics and age groups about chosen pathological disorders: Neurological; Neuropsychological; Immune and Autoimmune; Neoplastic; Reproductive; and Musculoskeletal.
	4. Facilitate clear and comprehensive communication with peers in the healthcare field regarding targeted pathophysiological processes, centering on Neuropsychological Disorders; Immune and Autoimmune Disorders; Neoplastic Disorders; Reproductive Disorders; Musculoskeletal Disorders.
Outcomes assessment strategies:	Exam, Case scenarios, Concept maps

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional)	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content)	**Outcome #1: Retrieve and interpret current, trustworthy information concerning chosen pathophysiological processes.**
	
	• Neurological Disorders
	• Neuropsychological Disorders
	• Immune and Autoimmune Disorders
	• Neoplastic Disorders
	• Reproductive Disorders
	• Musculoskeletal Disorders
	
	Outcome #2: Select and analyze targeted nursing assessments by integrating understanding of clinical presentations, developmental factors, relevant social determinants of health, and potential complications associated with specific pathophysiological conditions in patients of all age groups.
	• Principles of neurological pathophysiology
	   o Clinical effects of increased intracranial pressure
	   o Primary and secondary neurological injury
	   o Clinical effects of upper motor neuron versus lower motor neuron damage
	   o Clinical effects of pyramidal versus extrapyramidal tract disorders
	• Brain disorders
	   o epidural and subdural hematomas and subarachnoid hemorrhage (definitions only)
	   o cerebrovascular disease and stroke (CVA)
	      ▪ transient ischemic attack (TIA)
	      ▪ ischemic stroke (thrombotic, embolic)
	      ▪ hemorrhagic stroke
	   o seizure disorders
	   o Parkinson disease
	• Spinal cord and peripheral nerve disorders
	   o multiple sclerosis (MS)
	   o amyotrophic lateral sclerosis (ALS)
	   o spinal cord injury
	   o peripheral neuropathies
	• CNS infection
	   o meningitis
	• Neuropsychological;
	• Dementia
	   o Definitions: delirium versus dementia
	   o Alzheimer disease
	• Neurobiology of schizophrenia
	• Neurobiology of broad-spectrum mood disorders
	   o Major depression
	   o Bipolar disorder
	• Immune and Autoimmune Disorders
	• Deficient immune response (immunocompromise)

- HIV infection and AIDS
  - Opportunistic infections and Kaposi sarcoma
- Excessive or inappropriate immune response
  - Autoimmunity
    - Rheumatoid arthritis
    - Systemic lupus erythematosus
  - Hypersensitivity
    - Type 1 hypersensitivity: anaphylaxis
- Characteristics of benign and malignant neoplasms.
- Benign versus malignant growth
  - Characteristics of benign versus malignant tumors
  - Tumor nomenclature
- Overview of genetic and epigenetic mechanisms of cancer
  - Proto-oncogenes and tumor suppressor genes
  - Genetic mutations that create oncogenes and disable tumor suppressor genes
  - Epigenetic mechanisms: definition, linkage to environmental and lifestyle risk factors
- Invasion and metastasis
  - Grading and staging of cancers
- Local and systemic effects of tumors
- Reproductive Pathophysiology
- Sexually transmitted infections (STI)
  - Herpes virus infection
  - Human papilloma virus (HPV) infection
  - Gonorrhea and pelvic inflammatory disease (PID)
  - Chlamydia infection
  - Syphilis
- Preeclampsia and eclampsia (include endothelial and immune aspects)
- Polycystic ovary syndrome (PCOS): Definition, signs and symptoms
- Musculoskeletal
- Disorders of joint function
  - Osteoarthritis
- Alterations in bone mass
  - Osteoporosis
- Infections of the bone
  - Osteomyelitis
- Types of bone fractures
  - Transverse
  - Spiral
  - Longitudinal
  - Oblique
  - Comminuted
  - Impacted
  - Greenstick
  - Stress
  - Avulsion
- Complications of bone healing

	o malunion o nonunion **Outcome #3: Instruct individuals across different demographics and age groups about chosen pathological disorders: Neurological; Neuropsychological; Immune and Autoimmune; Neoplastic; Reproductive; and Musculoskeletal.** • explaining how the risk factors relate to specific pathophysiological processes, • describing selected pathophysiological processes in appropriate terms, • explaining how the signs and symptoms relate to specific pathophysiological processes, • explaining which signs and symptoms to report to a health professional, and • explaining how developmental factors relate to pathophysiology, symptom experience, symptom reporting, and symptom management. **Outcome #4: Facilitate clear and comprehensive communication with peers in the healthcare field regarding targeted pathophysiological processes, centering on Neuropsychological Disorders; Immune and Autoimmune Disorders; Neoplastic Disorders; Reproductive Disorders; Musculoskeletal Disorders.** • using appropriate technical language • clarifying technical details of pathophysiological processes • reporting pertinent information about a patient's status
Suggested Texts & Materials (specify if any texts or materials are required)	• Capriotti, T.M. (2020) *Pathophysiology: Introductory concepts and clinical perspectives*. (2nd ed.)
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	☒ Yes ☐ No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	☐ Yes ☒ No	
Name of new certificate(s):		# credit:
Name of new degree(s):	AAS Nursing	# credit: 94

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No

If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – the degree is being revised to include this new course.	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):	

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Janie Griffin	jgriffin@cgcc.edu	3/5/2024

Department Chair (enter name of department chair):

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

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

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION

Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 237	Credits:	2
Course Title: (75 characters max, including spaces)	Clinical Pharmacology for Nursing 1		

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 22 Lec/lab: 0 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pharmacology NRS230 (3 credits) and NRS231(3 credits) in Winter and Spring terms to be replaced by NRS237 (2 credits) Fall term; NRS238 (2 credits) Winter term and NRS239 (2 credits) Spring term. This will allow the Pharmacology course content to better aligned with the Nursing Theory and Pathophysiology content that is taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:

course prefix & number: Admission to the Nursing program	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: NRS 110, NRS 234	☐ prerequisite	☒ corequisite	☐ pre/co

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

Introduces the theoretical background providing safe and effective care related to use of drugs and natural products by individuals throughout their lifespan. Includes the foundational concepts and principles of pharmacology, as well as numerous classes of drugs. Develops skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, understanding pharmacokinetics and pharmacodynamics, interpreting developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching individuals from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Studies drugs by therapeutic or pharmacological class, using an organized framework. The first course in the three course Clinical Pharmacology for Nursing series. Prerequisite: Admission to the Nursing Program. Corequisites: NRS 110, NRS 234.

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

	Upon successful completion of this course, students will be able to:
Outcomes: (Use observable and measurable verbs)	1. Select pertinent information about drugs and natural products from current, reliable sources of information.
	2. Evaluate the effectiveness of drug therapy.
	3. Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products.
	4. Identify appropriate nursing interventions to increase the therapeutic benefits and reduce potential negative effects of drug therapy.
	5. Communicate appropriately with other health professionals regarding drug therapy.
Outcomes assessment strategies:	Exam, Poster presentations, Group projects, Medication concept map

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional)	
Course Content – organized by outcomes (list each	**Outcome #1: Select pertinent information about drugs and natural products from current, reliable sources of information.**

outcome followed by an outline of the related content)	• Identification of appropriate reliable sources of information in specific nursing situations
	    o Regulatory agencies and drug approval process
	    o Drug names (generic and trade
	    o Pharmaceutic issues
	• rapid and accurate retrieval of pertinent information from a current drug guide.
	• accurate retrieval of information from a comprehensive drug information source.
	
	Outcome #2: Evaluate the effectiveness of drug therapy.
	• Review the chemical structures of drugs and how they are metabolized in the body:
	    o Pharmacokinetic
	    o Pharmacodynamics
	• Selection and interpretation of basic focused nursing assessments to detect therapeutic effects, adverse effects, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs,
	    o Over the counter drugs
	    o Antidiabetics and hormone therapy
	    o Nonopioid Analgesics
	    o Opioid Analgesics
	    o Antibiotics
	• Surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, genetic polymorphisms, and concurrent pathophysiology, psychopathology, or other factors.
	
	Outcome #3: Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products.
	
	Drugs to focus on: Over the Counter drugs, Antidiabetic drugs, Nonopioid and Opioid Analgesics and Antibiotics:
	• self-management of specific classes of over-the-counter and prescription drugs that are used episodically,
	    o self-management of specific classes of drugs that are taken for chronic conditions,
	    o how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology,
	    o which adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and
	    o how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
	
	Outcome #4: Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.
	
	Focus on drug classes assigned in #2
	• identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and
	• assessment of barriers to adherence to drug therapy, including social determinants of health, with specific classes of drugs.

	Outcome #5: Communicate appropriately with other health professionals regarding drug therapy.
	Focus on drug classes assigned in #2 • using appropriate technical language related to pharmacology, • explaining drug mechanisms of action and their relationship to normal physiology, and • reporting pertinent information about an individual's response to specific classes of drugs or natural products.
Suggested Texts & Materials (specify if any texts or materials are required)	• Burchum & Rosenthal. (2222) *Lehne's Pharmacology for nursing care* (11th ed.) St. Louis: MO: Elsevier. • Skidmore; Roth, L. (2023) *Mosby's 2023 Nursing Drug Reference* (36th ed.) St. Louis, MO: Elsevier
Department Notes (optional)	

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS in Nursing	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No
If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University

	that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – the degree is being revised to include this new course.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	NO

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Janie Griffin	jgriffin@cgcc.edu	3/5/2024

Department Chair (enter name of department chair):
Department Dean/Director (enter name of department dean/director): Janie Griffin, MN, RN

| **New Course** |
| **Career Technical Education (CTE)** |

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 238	Credits:	2

Course Title: (75 characters max, including spaces)	Clinical Pharmacology for Nursing 2		
May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 22 Lec/lab: 0 Lab: 0

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pharmacology NRS230 (3 credits) and NRS231(3 credits) in Winter and Spring terms to be replaced by NRS237 (2 credits) Fall term; NRS238 (2 credits) Winter term and NRS239 (2 credits) Spring term. This will allow the Pharmacology course content to better aligned with the Nursing Theory and Pathophysiology content that is taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:		☐ placement into:		
course prefix & number: NRS 237		☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: NRS 111, NRS 235		☐ prerequisite	☒ corequisite	☐ pre/co
course prefix & number:		☐ prerequisite	☐ corequisite	☐ pre/co

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

Provides the theoretical background for providing safe and effective nursing care related to the use of drugs and natural products by individuals throughout their lifespan. Develops skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, monitoring, and evaluating the effectiveness of drug therapy, teaching individuals from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The second course in the three course Clinical Pharmacology for Nursing series. Prerequisite: NRS 237. Corequisites: NRS 111, NRS 235.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Select pertinent information about drugs and natural products from current, reliable sources of information
	2. Evaluate the effectiveness of drug therapy.
	3. Instruct patients, family members, and individuals from diverse backgrounds, spanning all age groups, on the safe and efficient utilization of pharmaceuticals.
	4. Recognize appropriate nursing interventions aimed at enhancing the therapeutic advantages and mitigating potential adverse effects of drug therapy.
	5. Communicate appropriately with other health professionals regarding drug therapy.
Outcomes assessment strategies:	Exam, Group projections, Poster presentations, Drug concept maps

COURSE CONTENT, ACTIVITIES AND DESIGN

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

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

Department required course activities (optional)	
Course Content – organized by outcomes (list each outcome followed by an	**Outcome #1: Select pertinent information about drugs and natural products from current, reliable sources of information.** • finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases

outline of the related content)	• accessing and interpreting pharmacology-focused articles in current professional journals.

	Outcome #2: Evaluate the effectiveness of drug therapy.
	• selection, interpretation, and prioritization of focused nursing assessments to detect therapeutic effects, adverse effects, and drug-drug, drug-food, and drug-natural product interactions: drug classes
	    • Polypharmacy and Lifespan Consideration
	    • Respiratory Drugs
	    • Autonomic Drugs
	    • Musculoskeletal Drugs
	    • Gastrointestinal Drugs
	    • Antifungals and Antitubercular Drugs
	
	• Monitoring for susceptibility to adverse effects of certain drug classes due to factors such as age, developmental physiology, genetic variations, concurrent medical conditions, psychological factors or environmental exposure.
	
	Outcome #3: Instruct patients, family members, and individuals from diverse backgrounds, spanning all age groups, on the safe and efficient utilization of pharmaceuticals.
	
	Focusing on drug classes assigned in #2
	• personal management of specific classes of over the counter and prescription drugs that are used episodically,
	• personal management of multiple drugs that are taken concurrently for chronic conditions,
	• how the action of specific classes of drugs relates to pathophysiological processes, neurochemical processes, or normal physiology,
	• which adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and
	• how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
	
	Outcome #4: Recognize appropriate nursing interventions aimed at enhancing the therapeutic advantages and mitigating potential adverse effects of drug therapy.
	
	Focusing on drug classes assigned in #2:
	• identify the fundamental nonpharmacological nursing intervention that may augment the efficiency of the class of drugs being emphasized
	• assessment of barriers to adherence to drug therapy, including social determinants of health, with specific classes of drugs, and
	• recognition and basic strategies for reduction of polypharmacy in older adults.
	
	Outcome #5: Communicate appropriately with other health professionals regarding drug therapy, focusing on the assigned drug classes assigned in #2:
	• using appropriate technical language related to pharmacology,
	• explaining drug mechanisms of action and their relationship to normal physiology, and
	• prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or natural products.

Suggested Texts & Materials (specify if any texts or materials are required)	- Burchum & Rosenthal. (2222) *Lehne's Pharmacology for nursing care* (11th ed.) St. Louis: MO: Elsevier. - Skidmore; Roth, L. (2023) *Mosby's 2023 Nursing Drug Reference* (36th ed.) St. Louis, MO: Elsevier
Department Notes (optional)	

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Nursing	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No

If **yes,** the related instruction [form](#), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – the degree is being revised to include this new course.

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):	

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Janie Griffin	jgriffin@gmail.cgcc.edu	3/5/2024

Department Chair (enter name of department chair):
Department Dean/Director (enter name of department dean/director): Janie Griffin MN, RN

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

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION

Department:	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Prefix and Course Number:	NRS 239	Credits:	2

Course Title: (75 characters max, including spaces)	Clinical Pharmacology for Nursing 3		

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

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Discontinuing the Pharmacology NRS230 (3 credits) and NRS231(3 credits) in Winter and Spring terms to be replaced by NRS237 (2 credits) Fall term; NRS238 (2 credits) Winter term and NRS239 (2 credits) Spring term. This will allow the Pharmacology course content to better aligned with the Nursing Theory and Pathophysiology content that is taught in the first 3 terms of the Nursing program. OCNE has developed and approved this curriculum change for any OCNE Nursing Program that feels this is a better fit for the students and the program.

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

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

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ placement into:	☐ placement into:		
course prefix & number: NRS 238	☒ prerequisite	☐ corequisite	☐ pre/co
course prefix & number: NRS 112, NRS 236	☐ prerequisite	☒ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

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

Provides the theoretical background for providing safe and effective nursing care related to the use of drugs and natural products by individuals throughout their lifespan. Develop skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, monitoring, and evaluating the effectiveness of drug therapy, teaching individuals from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects. Communicating appropriately with other health professionals regarding drug therapy. The third course in the three course Clinical Pharmacology for Nursing series. Prerequisite: NRS 238. Corequisites: NRS 112, NRS 236.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify important data on medications and natural components from reputable and current sources.
	2. Assess the efficacy of the different medication
	3. Instruct patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products
	4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy
	5. Communicate appropriately with other health professionals regarding drug therapy
Outcomes assessment strategies:	

COURSE CONTENT, ACTIVITIES AND DESIGN	
Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service-learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.	
Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service-learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.	
Department required course activities (optional)	Exam, Group projects, Poster presentations, Drug concept maps
Course Content – organized by outcomes (list each outcome followed by an outline of the	**Outcome #1: Identify important data on medications and natural components from reputable and current sources.** • access and interpret relevant and current information from drug guide, comprehensive drug databases and electronic resources**.**

related content)	• research the variables that impact and individual's response to medications.
	• access and interpret pharmacology-focused articles in current professional journals.
	
	Outcome #2: Evaluate the effectiveness of drug therapy.
	• Choosing, interpreting, and prioritizing specific nursing assessment to identify therapeutic benefits, adverse reactions, and potential interactions between drugs, food and natural products, Drug classes:
	    o Neurological Drugs
	    o Psychotropic Drugs
	    o Antitubercular Drugs
	    o Antineoplastic Drugs
	    o Immune System-Related Drugs
	    o Vitamins
	• Monitoring for susceptibility to negative effects of specific classes of drugs based on age, developmental physiology, genetic polymorphisms, concurrent pathophysiology, psychopathology, or other factors.
	
	Outcome #3: Instruct patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products
	
	Focusing on assigned drugs classes assigned in #2
	• self-management of specific classes of over the counter and prescription drugs that are used episodically,
	• self-management of multiple drugs that are taken concurrently for chronic conditions,
	• how the action of specific classes of drugs relates to pathophysiological processes, neurochemical processes, or normal physiology,
	• which adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and
	• how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
	
	Outcome #4: Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy,
	
	Focusing on the assigned drug classes in #2
	• identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and
	• assessment of barriers to adherence to drug therapy, including social determinants of health, with specific classes of drugs, and
	• recognition and basic strategies for reduction of polypharmacy in older adults.
	
	Outcome #5: Communicate appropriately with other health professionals regarding drug therapy.
	
	Focusing on assigned drug classes assigned in #2:
	• using appropriate technical language related to pharmacology,
	• explaining drug mechanisms of action and their relationship to normal physiology, and
	• prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or natural products.

Suggested Texts & Materials (specify if any texts or materials are required)	• Burchum & Rosenthal. (2222) *Lehne's Pharmacology for nursing care* (11th ed.) St. Louis: MO: Elsevier. • Skidmore; Roth, L. (2023) *Mosby's 2023 Nursing Drug Reference* (36th ed.) St. Louis, MO: Elsevier
Department Notes (optional)	

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

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

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Nursing	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Required	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No

If **yes,** the related instruction [form](), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes, the Nursing program is a member of the Oregon Consortium for Nursing (OCNE) that allows for direct transfer to OHSU after the completion of receiving AAS degree in Nursing from CGCC to accept students into the final year for their BSN. We also have an articulation agreement with Linfield University that accepts all students who have completed their AAS degree in Nursing from CGCC to enter their BSN program.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	Yes – Nursing AAS – degree is being revised to include this new course.

Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

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
Janie Griffin	jgriffin@cgcc.edu	

Department Chair (enter name of department chair):

Department Dean/Director (enter name of department dean/director): Janir Griffin MN, RN

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next CC agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update course descriptions and outcomes to align with OCNE revised courses		
Current prefix and number	NRS 110	Proposed prefix and number	No change
Current Course Title	Foundations of Nursing – Health Promotion	Proposed Course Title (75 characters max)	Foundation of Health Assessment and Health Promotion
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the learner to the framework of the Oregon Consortium for Nursing Education (OCNE) curriculum. Emphasizes health promotion across the life span and includes learning about self-health as well as patient health practices. Promotes accessing research evidence about healthy lifestyle patterns and risk factors for disease/illness; applying growth and development theory; interviewing patients in a culturally sensitive manner; working as members of a multidisciplinary team giving and receiving feedback about performance; and using reflective thinking about their practice as nursing students. Studies populations including: children, adults, older adults, and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills. Prerequisites: formal admission into the CGCC Nursing Program.	Introduces the framework of the OCNE curriculum. Emphasizes health promotion across the life span and includes learning about self-care as well as patient health practices. accessing evidence about healthy lifestyle patterns and risk factors for disease/illness, applying growth and development theory, interviewing patients in a culturally sensitive manner, identifying members of an interprofessional team, and using reflective thinking about the practice of nursing. Includes classroom and clinical learning experiences with clinical practice of selected nursing skills. Prerequisites: formal admission into the CGCC Nursing Program.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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. Conduct a culturally and age-appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns family functioning. 2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change. 3. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks. 4. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data. 5. Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing. 6. Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.	Upon successful completion of this course, students will be able to: 1. Complete a comprehensive health assessment. 2. Demonstrate clinical judgment by using the nursing process in holistic care planning. 3. Examine health promotion strategies that are person-centered, family-centered, developmentally appropriate, and culturally sensitive to support a patient's health behavior change. 4. Identify communication strategies that establish and maintain therapeutic relationships with the patient/family system. 5. Apply selected nursing, ethical, and legal standards of practice to theory and clinical activities. 6. Demonstrate compliance with institutional policies and procedures

7. Demonstrate use of effective learning strategies in a performance-based curriculum. 8. Demonstrate the importance of fulfilling commitments to the team by timely completion of assignments. 9. Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.	regarding timely completion of assignments. 7. Demonstrate safe practice of fundamental nursing care skills consistent with nursing standards of practice and professional performance.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes)
	
	Objective 1: Complete a comprehensive health assessment.
	• Healthy People 2020
	  o Leading Health Indicators
	  o Health literacy/Health education
	• Assessment tools
	  o Physical fitness
	  o Lifestyle assessment
	  o Health style: a self-test
	  o Spiritual Health Assessment
	  o Social Support Systems Review
	  o Fundamentals of physical assessment and history taking
	• Health Behavior Change
	  o Change theory/stages of change.
	  o Value clarification re health behavior change
	  o Techniques to support behavior change.
	  o Therapeutic communication
	  o Concepts of Motivational interviewing
	
	Objective #2: Demonstrate clinical judgment by using the nursing process in holistic care planning.
	• Tanners model of Clinical judgement
	• Steps in the Nursing process
	• Health Promotion and Assessment across the lifespan
	• Health assessment components unique to different age groups
	• Documentation of health history and assessment
	• Objective and subjective data collection
	• A sampling of health belief and health behavior change models.
	  o Prochaska model "Stages of Health Behavior Change"
	  o Becker's Health Belief Model
	  o Pender's health belief Model
	  o Self-Efficacy: Bandura and Lorig
	  o Gollwitzer's Implementation Intentions Theory
	
	Objective #3: Examine health promotion strategies that are person-centered, family-centered, developmentally appropriate, and culturally aware to support a patient's health behavior change.
	• Nurses Role in Health promotion
	• Health Risk Assessment
	• Examining Risk Behaviors
	  o Family Risk Genograms

- o Patient Risk Assessments: modifiable and non-modifiable risk factors, such as genetics and lifestyle factors, culture, and age.
- o Self-assessment
- o Assessment tools specific to age groups, with a focus on family members
- o Overview of HP 2020 "The HP issues" including health care access and health care disparities

Objective #4: Identify communication strategies that establish and maintain therapeutic relationships with the patient/family system.
- Communication strategies
  - o Apply professional communication skills and behaviors.
  - o Practice motivational interviewing techniques to help individuals and their families to promote health and wellness.
  - o Communication issues that are specific to different age groups and their families or care givers
  - o Case studies

Objective #5: Apply selected nursing, ethical, and legal standards of practice to theory and clinical activities.
- Professional Nursing Concepts
  - o Introduction to Evidence Based practice.
  - o Nursing Values
  - o Discuss ethical principles guiding professional behavior such as caring, advocacy, and respect.
  - o Discuss the different components of professionalism including leadership, mandatory reporting, nurse practice acts.
  - o "Do No Harm"

Objective #6: Demonstrate compliance with institutional policies and procedures regarding timely completion of assignments.
- Compliance with policies
  - o Review Student Nursing Handbook and program requirements.
  - o Participate in group and discussions and assigned activities practice and performance.
  - o Review the Oregon Nurse practice act.
  - o Review CGCC student policies, support.
  - o Follow clinical facility policies in the health care setting.

Objective #7: Demonstrate safe practice of fundamental nursing care skills consistent with nursing standards of practice and professional performance.
- Safe Nursing Practice
  - o Basic care giving skills – practice in lab and simulation.
  - o Medication administration; Six Rights
  - o Clinical experience under the guidance and supervision of a clinical faculty
  - o Patient centered care, "Think like a Nurse"

Suggested Texts & Materials updates (specify if any texts or materials are required):	• Makic, M. B. F. & Martinez-Kratz, M. (2023). *Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). St. Louis, MO: Elsevier. • Jarvis, Carolyn (2022). *Pocket Companion Physical Examination and health assessment* (9th ed). St. Louis, MO: Elsevier. • Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). *Lewis's Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Elsevier. • Pagana, K. D., Pagana, T. J. & Pagana, T.N. (2022) *Mosby Manual of Diagnostic and Laboratory Tests* (7th ed.). St. Louis, MO: Elsevier. • Treas, L. S., Wilkinson, J. M., Barnett, K. L., & Smith, M. H. (2018). *Basic nursing: Thinking, doing, and caring* (3rd ed.). Philadelphia, PA: F. A. Davis.
Department Required Course Activities (optional)	The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service-learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry-based instruction, differentiated instruction (learning centers), graphic organizers, etc.
Department Notes (optional)	(update as needed)

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

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

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

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Nursing and Health Professions	Submitter name: Phone: Email:	Janie Griffin X 6140 jgriffin@cgcc.edu
Course prefix and number	NRS 110	Course title	Foundations of Nursing – Health Promotion and Health Assessment

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	4	Lecture	4
Lab	15	Lab	12
Lecture/Lab		Lecture/Lab	2
Total weekly contact hours	19	Total weekly contact hours	18
Total credits	9	Total credits	9

Reason for change:	Class/lab learning activities with discussion added to allow for interactive student participation using case-based scenarios in compliance with OCNE curriculum changes.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.	
☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?		
☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

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

SECTION #2 DEPARTMENT REVIEW

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	1/25/24

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

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

NEXT STEPS:

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

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update course description and outcomes to align with OCNE revisions		
Current prefix and number	NRS 111	Proposed prefix and number	No change
Current Course Title	Foundations of Nursing in Chronic Illness I	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 assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in major multiple ethnic groups. Explores the patient's and family's "lived experience" of the condition. Includes use of clinical practice guidelines and research evidence to guide clinical judgments in care of individuals with chronic conditions. Explores multidisciplinary team roles and responsibilities in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Examines cultural, ethical, legal and health care delivery issues through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. Includes classroom and clinical learning experiences. Prerequisites: NRS 110, NRS 232.	Expands on assessment and common interventions with the focus on patients with common chronic illnesses across the life span in multiple ethnic groups. Explores the patient's and family's "lived experience" of the condition. Applies clinical practice guidelines and research evidence to guide clinical judgments in the care of individuals with chronic conditions. Explores multidisciplinary team roles and responsibilities in the context of delivering safe, high-quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Examines cultural, ethical, legal, and health care delivery issues through case scenarios and clinical practice. Includes classroom and clinical learning experiences. Practices selected core nursing skills as part of the clinical portion. Corequisites: NRS 235, NRS 238.

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: NRS 110, NRS 232	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: NRS 235, NRS 238	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data. 2. Provide safe and effective, developmentally, and culturally appropriate care to patients with chronic illness. 3. Develop and implement a patient-centered and family-oriented plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau.	Upon successful completion of this course, students will be able to: 1. Perform a comprehensive health assessment that prioritizes patient- family- centered care, integrates developmental and cultural sensitivities and effectively utilizes the derived data for interpretation and action. 2. Identify and use safe, effective, developmental, and patient care preference interventions for patients with chronic illness. 3. Develop, implement, and evaluate a patient-centered plan of care for a patient with a chronic illness that incorporates assessment data, patient care preference, evidence-based intervention strategies, patient developmental/cognitive considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of

4. Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability.	exacerbation, trajectory, and plateau.
	4. Identify the ANA Code of Ethics and nursing values in the care of persons with a chronic illness.
5. Identify roles and functions of members of the health care team in order to provide care for the chronically ill.	5. Identify roles and functions of members of the health care team to provide care for the chronically ill.
6. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.	6. Identify and utilize therapeutic communication skills in the development of therapeutic relationships with patients and their support system.
7. Recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.	7. Recognize potential legal and ethical issues related to patient care across the lifespan.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Perform a comprehensive health assessment that prioritizes patient- family- centered care, integrates developmental and cultural sensitivities and effectively utilizes the derived data for interpretation and action.** • mental and functional status, ADLs and IADLs, • coping/adaptive strategies used by patient/family, • lived experience of chronic illness, including recognition of stigma and its impact on vulnerability, and maintaining health, • impact of the condition on family functioning, and • specific lab value interpretation and medication concerns such as polypharmacy. **Outcome #2: Identify and use safe, effective, developmental, and patient care preference interventions for patients with chronic illness, including:** • safely and effectively assisting patients with ADLs & IADLs, • identifying and providing for comfort needs (physical and emotional), • teaching patients/families about interventions for managing symptoms, and • teaching patients about self-assessment and self-management in highly prevalent chronic conditions. Focus on Chronic illness • Asthma • Chronic Obstructive Pulmonary Disease (COPD) • Hypertension • Coronary Heart Disease • Heart Failure • Post-acute stroke • Alzheimer's and other dementias • Parkinson's Disease • Multiple sclerosis • Arthritis • Osteoporosis • Post-trauma chronic alterations e.g., spinal cord injuries • Diabetes mellitus - Type I & II • Obesity

Outcome #3: Develop, implement, and evaluate a patient-centered plan of care for a patient with a chronic illness that incorporates assessment data, patient care preference, evidence-based intervention strategies, patient developmental/cognitive considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau.

- Multidimensional aspects of chronicity, including aspects of health promotion and quality of life
- Body image, stigma, social isolation, chronicity vs. acute illness
- Illness differentiated from disabling condition
- Progressive & stable conditions, including transitions across the lived experience
- Concepts of medication administration
    o Medication reconciliation
    o Polypharmacy
- Health disparities
- Family coping, adaptation, caregiver burden/stress
- Family members with special health care needs
- Planning within the patient, family context
- Case Management/Coordination
- Implications of the environment in the delivery of care
- Use of health care system or resources
- Community resources
- Care assignment
- Age and culturally sensitive health teaching
- Wellness and health promotion activities
- Assessment and skills to teach individuals with low health literacy

Outcome #4: Identify the ANA Code of Ethics and nursing values in the care of persons with a chronic illness.

-

Outcome #5: Identify roles and functions of members of the health care team in order to provide care for the chronically ill.

Review the roles and responsibility of:
- Care Provider- medical specialist.
- Family member
- Home Health Aid
- Home Health Nurse
- Hospice Nurse
- Social worker
- Care Giver
- Spiritual support

Outcome #6: Identify and utilize therapeutic communication skills in the development of therapeutic relationships with patients and their support system.

Professional interactions:
- Techniques of interviewing
- Confidentiality

	• Legal responsibility to report
	• Professional Boundaries
	
	Outcome #7: Recognize potential legal and ethical issues related to patient care across the lifespan.
	  1. Pain management with medications and alternative treatment.
	  2. Health care decision making - health care team vs family rights.
	  3. Legal age of consent
	  4. Health care providers legal responsibility regarding "end of life" documents.
	  5. Death with Dignity- assisted suicide and Oregon Law

Suggested Texts & Materials updates (specify if any texts or materials are required):	• Makic, M. B. F. & Martinez-Kratz, M. (2023). *Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). St. Louis, MO: Elsevier. • Treas, L. S., Wilkinson, J. M., Barnett, K. L., & Smith, M. H. (2018). *Basic nursing: Thinking, doing, and caring* (3rd ed.). Philadelphia, PA: F. A. Davis.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3/8/2024
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director): Janie Griffin		

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin EX 6140 jgriffin@cgcc.edu
Course prefix and number	NRS 111	Course title	Foundations of Nursing in Chronic Illness I

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	2	Lecture	3
Lab	12	Lab	9
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	14	Total weekly contact hours	12
Total credits	6	Total credits	6

Reason for change:	To align with OCNE course requirements

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

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

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

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

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

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

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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
Janie Griffin	jgriffin@cgcc.edu	3/9/2024

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

Department Dean (enter name of department dean): Janie Griffin MN, RN

NEXT STEPS:

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

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update course to align with OCNE course revisions		
Current prefix and number	NRS 112	Proposed prefix and number	No change
Current Course Title	Foundations of Nursing in Acute Care I	Proposed Course Title (75 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span who require acute care, including normal childbirth. Considers disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences. Prerequisites: NRS 111, NRS 230, NRS 233.	This course introduces the learner to the application of clinical judgment for care of culturally diverse patients across the lifespan who are experiencing prevalent acute conditions or acute exacerbations of chronic conditions. Legal and ethical aspects of care are incorporated to guide evidence-based, patient-centered nursing care. Includes classroom and clinical learning experiences. Corequisites: NRS 236, NRS 239.

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: NRS 111, NRS 230, NRS 233	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

Placement into:				
prefix & number: NRS 236, NRS 239	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes. 2. Develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes. 3. Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings. 4. Apply ANA Code of Ethics and nursing values to care of patients. 5. Use therapeutic communication skills in the development of relationships with patients, families, & the care team. 6. Identify roles of the nurse within the healthcare team as well as roles of all members of the healthcare team, patients, and families. 7. Discuss need for delegation of patient care with experienced nurses. 8. Demonstrate professional behaviors in all interactions with members of the healthcare team, including peers, faculty, and staff.	Upon successful completion of this course, students will be able to: 1. Use developmentally and culturally appropriate knowledge and skills to conduct assessments of patients across the lifespan in acute care settings. 2. Interpret data, including assessments, patient goals, and knowledge of illness trajectory to plan culturally sensitive, patient-centered care. 3. Demonstrate safe, evidence-based nursing interventions to manage acute conditions or problems. 4. Assess patient response to acute interventions. 5. Identify relevant clinical practice guidelines and evidence-based literature to guide decision-making in the acute care environment. 6. Demonstrate professional and effective communication with patients and members of the health care team.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Use developmentally and culturally appropriate knowledge and skills to conduct assessments of patients across the lifespan in acute care settings.**
	
	• Review effective cross -cultural communication techniques
	• Review developmental stages of communication
	• Introduce case studies-to allow student to practice culturally appropriate and sensitive interviews and assessment
	• Review cultural factors that impact patient assessment and delivery of healthcare across the life-span
	
	Outcome #2: Interpret data, including assessments, patient goals, and knowledge of illness trajectory to plan culturally sensitive, patient-centered care.
	
	Review relevant data needed to develop a plan of care for patients with:
	• Acute Coronary Syndrome (STEMI, N-STEMI, Myocardial Infarction, and unstable angina)
	• Heart Failure (acute exacerbation)
	• Acute infections
	  o Pneumonia
	  o Bronchiolitis (peds)
	• Asthma (acute exacerbation)
	• Thyroid disorders
	• Adrenal disorders
	• Pituitary disorders
	• Acute hospitalization of diabetic patient (note DKA and HHS will be covered in Acute 2)
	• Urinary obstruction
	• UTI/Pyelonephritis
	• Acute glomerulonephritis
	• Benign Prostatic Hyperplasia (BPH) /Transurethral Resection of the Prostate (TURP)
	• Altered mental status
	  o Seizure
	  o Substance overdose
	• Stroke (acute management)
	• complicated childbirth
	• Postpartum care
	• Neonatal care (birth to discharge
	
	Outcome #3: Demonstrate safe, evidence-based nursing interventions to manage acute
	
	Conditions or problems.
	• Pain management
	  o Positioning
	  o Relaxation techniques
	  o Heat and cold therapy
	  o Pharmacological interventions based on the WHO analgesic
	• Infections
	• Sepsis- early -detection and treatment
	• Acute Myocardial Infarctions) AMI

- Acute stroke
- Acute Respiratory exacerbation
- Diabetic Ketoacidosis

Outcome #4: Assess patient response to acute interventions.
- Vital signs
- Respiratory assessment
- Cardiac assessment-ECG
- Key signs to observe for response to pain management
- Fluid and electrolytes

Outcome #5: Identify relevant clinical practice guidelines and evidence-based literature to guide decision-making in the acute care environment.
- Institutional protocols and guidelines
- Professional organizations Government agencies
- Clinical decisions support tools: Electronic Health Record, - decision making algorithms
- Systematic reviews and Meta Analysis
- Peer review journals
- Interdisciplinary Collaboration

Outcome #6: Demonstrate professional and effective communication with patients and members of the health care team.
- Therapeutic interaction
- Empathy and caring
- Listening
- Cultural and ethnic considerations
- Professional Boundaries

Suggested Texts & Materials updates (specify if any texts or materials are required):	*Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). St. Louis, MO: Elsevier. *Lewis's Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Elsevier. *Varcarolis' foundations of psychiatric mental health nursing: A clinical approach* (9th ed.). St. Louis, MO: Saunders.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3/8/2024
Department Chair (enter name of department chair):		
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 curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Nursing & Health Occupations	Submitter name: Phone: Email:	Janie Griffin EX 6140 jgriffin@cgcc.edu
Course prefix and number	NRS 112	Course title	Foundations of Nursing in Acute I

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	2	Lecture	3
Lab	12	Lab	9
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	14	Total weekly contact hours	12
Total credits	6	Total credits	6

Reason for change:	To align with OCNE course requirements and provide time to cover all the theory content

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.	
☒ Yes ☐ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

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

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

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean 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
Janie Griffin	jgriffin@cgcc.edu	3/9/2024

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

Department Dean (enter name of department dean): Janie Griffin MN, RN

NEXT STEPS:

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

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update the course with the OCNE course revisions		
Current prefix and number	NRS 221	Proposed prefix and number	No change
Current Course Title	Nursing in Chronic Illness II and End-of-Life Care	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
Builds on NRS 111 Foundations of Nursing in Chronic Illness I. Expands the student's knowledge related to family care giving, symptom management and end of life concepts. Focuses on these concepts as a basis for nursing interventions with patients and families. Explores ethical issues related to advocacy, self-determination, and autonomy. Develops complex skills associated with the assessment and management of concurrent illnesses and conditions within the context of patient and family preferences and needs. Explores skills related to enhancing communication and collaboration as a member of an interprofessional team and across health care settings. Exemplars include patients with chronic mental illness and addictions as well as other	Builds on NRS 111, Foundations of Nursing in Chronic Illness 1. Expands the student's clinical judgement related to chronic disease management, including symptom management, family care giving concerns, palliative care, and end of life concepts. Include patient focus in chronic physical and mental health conditions, disabilities affecting functional status, as well as issues impacting family relationships. Explores ethical issues related to advocacy, self-determination, and autonomy as well as diversity, equity and justice. Covers legal considerations related to nursing practice with chronic health populations, such as those at end-of-life and experiencing mental health disorders. Provides demonstrations of cognitive, affective, and psychomotor skills associated with the assessment and management of increasingly complex comorbidities within the

chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences. Prerequisites: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.	context of patient and/or family centered care. Expands on the concepts of enhancing therapeutic communication and collaboration as a member of an interprofessional team and across health care settings. Includes classroom and clinical learning experiences. Prerequisite: NRS 111.

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: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: NRS 111	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, and interpret health data. 2. Apply evidence-based nursing practices in support of patient and family in self-health care management across the lifespan. 3. Incorporate measures to enhance quality of life in the plan of care by: facilitating	Upon successful completion of this course, students will be able to: 1. Create a comprehensive culturally appropriate plan of care with patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status and including issues impacting family relationships. 2. Applies evidence-based nursing practices in support of patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status to facilitate self-health care management across the lifespan.

patient in developing their personal definition of quality of life; and addressing patient needs for preparedness and predictability. 4. Identify and use community resources to provide support for the patient and family caregiving. 5. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g., schools, day care, adult foster care, etc.) by negotiating with others to modify care; and advocating for patients. 6. Utilize nursing- and interprofessional-based knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions at the end of life. 7. Analyze the impact of health care delivery system issues, policy and financing on individual and family health care needs for chronic illness and end of life care.	3. Incorporate measures to enhance quality of life for patients with chronic physical and mental health conditions, and disabilities affecting functional status in the plan of care. 4. Identify appropriate community resources to provide support for patients, family and caregivers. This may include assistance in navigating health care settings and developing collaborative interprofessional relationships for the provision of care. 5. Communicate with agencies when patients are experiencing transitions of care, promoting continuity by advocating for patients and collaborating with others to provide patient-centered care. 6. Utilize nursing- and interprofessional-based knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions towards the end of life. 7. Analyze the impact of health care delivery system issues, policy, and financing on individual and family health care needs for chronic physical and mental health conditions, and end of life care.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Create a comprehensive culturally appropriate plan of care with patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status and including issues impacting family relationships.** Concepts of Complex Chronic Illness: consider when developing a plan • Chronic illness trajectories • Co-morbidities – including acute exacerbations of chronic illnesses • Trauma-informed care • Adverse Childhood Experiences (ACEs) • Access to healthcare/community resources • Family-centered issues in care planning • Transitions to levels of care • Self-management • Psychosocial adjustment **Outcome #2: Applies evidence-based nursing practices in support of patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status to facilitate self-health care management across the lifespan.** Symptom Management in Chronic Illness • Exploring common symptoms and developing interventions: fatigue, dyspnea, hypoxia, anxiety, depression, pain, agitation, GI effects • Patient quality of life issues • Mental status changes, including delirium • Interprofessional team communication Case management and care coordination • Transitions across various settings of care • Continuity of care in complex situations (e.g., homelessness)

- Care transitions, including anticipatory guidance
- Access to care/resource stewardship
- Understanding systems perspective of healthcare, patient navigation

Outcome #3: Incorporate measures to enhance quality of life for patients with chronic physical and mental health conditions, and disabilities affecting functional status in the plan of care.

- describe the etiology, symptoms, experiences, and stigmas of those affected
- therapeutic communication
- facilitating patient centered care that is sensitive to the patient's personal, social, cultural, and spiritual interpretation of illness and the impact on patient/family

Outcome #4: Identify appropriate community resources to provide support for patients, family and caregivers. This may include assistance in navigating health care settings and developing collaborative interprofessional relationships for the provision of care.

Health Care Systems and Financing
- Analyze the impact of chronic illness on the U.S. health care system
- Supplemental Security Income (SSI)
- Centers for Medicare and Medicaid Services (CMS)
- Current state and federal health care plans: Medicare, Medicaid/Oregon Health Plan
- Coordinated Care Organizations (CCOs)
- Triple/Quadruple Aim (IHI)

Outcome #5: Communicate with agencies when patients are experiencing transitions of care, promoting continuity by advocating for patients and collaborating with others to provide patient-centered care.

- Intro to palliative and hospice care
- Assessment of family capacity to provide care
- Anticipatory care planning
- Interprofessional symptom management, complementary therapies
- Cultural, spiritual, and psychosocial issues
- Developmental considerations
- Communication
- Loss, grief, and bereavement

Outcome #6: Utilize nursing- and interprofessional-based knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions towards the end of life by:

- describing the epidemiology of dying: where, when, how people die
- using developmentally and culturally appropriate communication with patients and families experiencing serious chronic or end of life illnesses
- incorporating palliative care approaches and symptom management interventions

Outcome #7: Analyze the impact of health care delivery system issues, policy, and financing on individual and family health care needs for chronic physical and mental health conditions, and end of life care,

	• comparing basic funding mechanisms • identifying decision-making issues for chronic care based on funding resources • assessing appropriateness of resources in meeting the patient/family needs
Suggested Texts & Materials updates (specify if any texts or materials are required):	• *Lewis's Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Elsevier. • *Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). St. Louis, MO: Elsevier
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3/9/3024
Department Chair (enter name of department chair): Janie Griffin		
Department Dean/Director (enter name of department dean/director): Janie Griffin MN, RN		

NEXT STEPS:

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update course to align with the OCNE course revision		
Current prefix and number	NRS 222	Proposed prefix and number	No change
Current Course Title	Nursing in Acute Care II and End-of-Life Care	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
Builds on NRS 112 Foundations of Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death, and require strong noticing and rapid decision-making skills. Uses evidence base to support appropriate focused assessments, and effective, efficient nursing interventions. Integrates life span and developmental factors, cultural variables, and legal aspects of care to frame the ethical decision-making employed in patient choices for treatment or palliative care for disorders with an acute trajectory. Utilizes case scenarios that incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. Prerequisite: NRS 221.	Builds upon Nursing 112 Nursing in Acute Care 1, with a focus on more complex conditions in patients across the lifespan. Develops the application of clinical judgment, with a focus on culturally diverse patients who are experiencing acute, complex, rapidly changing, multisystem conditions and situations. Incorporates the legal and ethical aspects of care for guiding evidence-based, patient-centered nursing care. Includes classroom and clinical learning experiences. Prerequisite: NRS 112.

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: NRS 221	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: NRS 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Conduct evidence-based assessment, using age, and developmentally and culturally appropriate communication skills. 2. Develop and use evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of patient and family. 3. Collaborate with health care team members to provide comfort and symptom management. 4. Develop discharge plans in collaboration with patient, family, health care team members, and service providing agencies. 5. Reflect on experiences in caring for patients with acute conditions.	Upon successful completion of this course, students will be able to: 1. Use developmentally and culturally appropriate knowledge and skills to discern assessment data in patients across the lifespan with complex, rapidly changing, or multisystem conditions. 2. Synthesize data, including assessments, patient goals, changing clinical status, and knowledge of illness trajectory to plan and prioritize culturally sensitive, patient-centered care. 3. Demonstrate safe, evidence-based nursing interventions in dynamic situations. 4. Revise plan of care based on patient response to acute interventions. 5. Integrate clinical practice guidelines and evidence-based literature in decision-making in the acute care environment. 6. Distinguish the professional role of the nurse within the healthcare team.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Use developmentally and culturally appropriate knowledge and skills to discern assessment data in patients across the lifespan with complex, rapidly changing, or multisystem conditions.**
	
	• Recognize personal Biases
	• Factors to consider:
	    ○ Language
	    ○ Beliefs and values
	    ○ Traditions
	• Use of cultural assessment tools
	• Interpreters, Cultural liaisons
	• Open communication – family engagement
	• Different cultural healing practices
	• Addressing Health disparities
	
	Outcome #2: Synthesize data, including assessments, patient goals, changing clinical status, and knowledge of illness trajectory to plan and prioritize culturally sensitive, patient-centered care.
	
	• Objective data
	• Subjective data
	Short- and long-term heath goals
	Focus on disorders of:
	• Endocrine
	• Cardiac
	• Renal
	• Neurological
	• Complex gestational parent & newborn complications
	
	Outcome #3: Demonstrate safe, evidence-based nursing interventions in dynamic situations.
	
	"Think Like a Nurse":
	• Acute and rapid assessment
	• Prioritization
	• Airway management
	• Fluid resuscitation
	• Medication administration
	• Pain management
	• Mobility and fall prevention
	• Communication and collaboration
	• Documentation
	
	Outcome #4: Revise plan of care based on patient response to acute interventions.
	
	• What to assess and how often
	• Optimizing outcomes
	• Promoting patient recovery and well being
	• Collaboration with health care team
	• Legal responsibilities
	• Stress and possibility of errors

	Outcome #5: Integrate clinical practice guidelines and evidence-based literature in decision-making in the acute care environment. • Accessing resources- which one and how to reliable source • Appraising evidence • Consult clinical practice guidelines • Policies and procedure manual • Incorporating patient preferences • Continuing education and updating • Documentation and audit **Outcome #6: Distinguish the professional role of the nurse within the healthcare team.** • Patient Advocacy • Clinical Care • Health Promotion and Education • Care Coordinator • Advance Practice • Ethical decisions making • Leadership and Collaboration • Healthcare policy and Advocacy
Suggested Texts & Materials updates (specify if any texts or materials are required):	• Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). *Lewis's Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Elsevier. • (NRS 110, Fall 2023) McKinney, E., James, S., Murray, S., Nelson, K., & Ashwill, J. (2022) *Maternal-Child Nursing* (6th ed.). • (NRS 221, Fall 2024) Halter, M. J. (2022). *Varcarolis' foundations of psychiatric mental health nursing: A clinical approach* (9th ed.). St. Louis, MO: Saunders. -
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	☒	Start of next academic year (summer term)
	☐	Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3.14.24

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

Department Dean/Director (enter name of department dean/director): Janie griffin MN. RN

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Nursing & Health Occupations	Submitter name Phone Email	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Reason for Revision	To update the course to align with the OCNE course revisions		
Current prefix and number	NRS 224	Proposed prefix and number	No change
Current Course Title	Integrative Practicum	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
Formalizes the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Provides Faculty/Clinical Teaching Associate/Student Triad Model context that allows the student to experience the nursing role in a selected setting, balancing demands of professional nursing and lifelong learner. Incorporates analysis and reflection throughout the clinical experience to provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience. Prerequisites: NRS 221, NRS 222.	Provides students with opportunities to apply theories and skills learned in previous nursing courses. It is designed to refine the clinical judgments, knowledge and skills necessary for safe and effective registered nurse practice, using a variety of evidence-based teaching and learning models. Opportunities for analysis and reflection throughout the clinical experience and provides the student with evaluative criteria against which they can judge their own progress towards achieving course outcomes. Includes immersive clinical experience, seminar, self-directed study, focusing on the transition from the student role to the professional nursing practice role. Prerequisites: NRS 221, NRS 222.

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: NRS 221, NRS 222	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: NRS 221, NRS 222	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Make sound clinical judgments based on an increasingly complex knowledge base, best practice evidence, and experience in care of selected populations. 2. Set priorities in the provision of care with attention to patient needs and preferences, available resources and ethical aspects of patient care. 3. Practice self-reflection and self-analysis to identify areas for improvement. 4. Advocate for and provide individualized care for patients and families. 5. Evaluate and improve own leadership skills through collaboration with the health care team. 6. Delegate or assign responsibilities appropriately, taking into consideration the other's scope of practice or training. 7. Integrate concepts of resource utilization, quality improvement, and systems to enhance care delivery across the continuum of care. 8. Articulate a personal view of nursing practice that exemplifies quality and safety in care. 9. Demonstrate competent performance when evaluated against national standards and criteria.	Upon successful completion of this course, students will be able to: 1. Make sound clinical judgments based on an increasingly complex knowledge base, best practice evidence and experience in care of selected populations. 2. Create priorities in the provision of care with attention to individual patient needs and preferences, available resources and ethical aspects of patient care. 3. Demonstrate self-reflection and self-analysis to identify strengths and areas for improvement. 4. Plan individualized, trauma-informed care for patients and families. 5. Collaborate with the health care team to facilitate optimal patient care. 6. Explain the concept of continuous quality improvement to enhance care delivery across the continuum of care. 7. Integrate program theories and skills into practice to enhance professional role development and transition from student to nurse.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1: Make sound clinical judgments based on an increasingly complex knowledge base, best practice evidence and experience in care of selected populations.** • Do No Harm • Organizational skills • Knowledge base- ongoing for life of nursing career • Decisions making, synthesizing patient information for multiple resources. • "Clinical judgement" what is it? • "Impostor: feeling • Applying knowledge and skills • "You are not alone" **Outcome #2: Create priorities in the provision of care with attention to individual patient needs and preferences, available resources, and ethical aspects of patient care.** • Advocacy for patients and self and the nursing profession • Ethics committees • Ethical dilemmas and moral distress • Trauma-informed care • Health equity • Diversity, equity, inclusion, & belonging • Patient case load - manage patient care with few ques and prompting • Develop effective and applicable care plans for assigned patient • Time management • Collaborative nursing care with preceptor • Use reliable resources when developing plan of care for patients **Outcome #3: Demonstrate self-reflection and self-analysis to identify strengths and areas for improvement.** • Journal of clinical experience • Self-evaluation • Continuous improvement **Outcome #4: Plan individualized, trauma-informed care for patients and families.** • Promoting, resilience, hope and empowerment • Creating a safe environment • Building trust and rapport • Empowerment and choice • Trauma informed interventions • Crisis Intervention **Outcome #5: Collaborate with the health care team to facilitate optimal patient care.** • Role in the healthcare team • Shared decision -making • Effective communication • Delegation **Outcome #6: Explain the concept of continuous quality improvement to enhance care delivery across the continuum of care.** • Multifaceted healthcare systems • Organizational literacy

	• Nurses role in Legislative reforms to advance healthcare equity and patient rights **Outcome #7: Integrate program theories and skills into practice to enhance professional role development and transition from student to nurse.** • Capstone project • 160 hours – precepted clinical experience • Professional portfolio
Suggested Texts & Materials updates (specify if any texts or materials are required):	• Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). *Lewis's Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO: Elsevier. • Marquis, B. & Huston, C. (2021). *Leadership roles and management functions in nursing theory and application.* Philadelphia, PA: Wolter Kluwer.
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

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

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3/8/3024
Department Chair (enter name of department chair): Janie Griffin		
Department Dean/Director (enter name of department dean/director): Janie Griffin MN,RN		

NEXT STEPS:

	CC date 3.14.29
	CC decision _____
	CC vote _____

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Janie Griffin	Email: jgriffin@cgcc.edu	Phone: 541-506-6140	Department: Health

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Nursing	Proposed Title:	No change
Current Credits:	94	Proposed Credits:	No change
Overview and rationale for proposed changes:	The Nursing program offers Pathophysiology 1 Fall term and Pathophysiology 2 in winter term, each for 3 credits. Pharmacology I is offered in the Winter and Pharmacology II in Spring, each for 3 credits. This schedule does not align with the theory content being taught in NRS 110, NRS 111 and NRS 112. It is difficult to teach nursing theory and care when the students do not have a foundation of disease processes or medication on which to base the plan of care. By moving to Pharmacology and pathophysiology into each term of the first year along with the theory classes faculty can coordinate what disorder is being taught each week supported by pathophysiological process of the disorder and the meds used to treat the disorder with the nursing interventions being discussed. Each course supports the other and helps to pull it all together for the students. There will be no additional course credit for the students just spread out over three terms evenly.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove: NRS 230, NRS 231, NRS 232, NRS 233 2. Add: NRS 234, NRS 235, NRS 236, NRS 237, NRS 238, NRS 239 3. Title Change: NRS 110 4. Update prerequisites to reflect new Common Course Numbering 25.5% change		
Is this a statewide degree?	☒ Yes ☐ No	If so, have the changes been approved by the consortium?	☒ Yes ☐ No

Are there any career pathway(s) or related certificates attached to this degree?	☐ Yes ☒ No	If yes, list title of career pathway(s) or related certificate(s)			
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No			Date of Advisory Committee meeting:	12/6/24
Requested Implementation Term	Summer, 2024				

SECTION #2 REVISION AREAS

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

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

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

Course Number	Course Title or Placement level	Requisites	Credits
BI 211	Principles of Biology^	MTH 95 or equiv place; Pre/co: WR 121 or WR 121Z; Pre/co: CH 100 or higher	5
BI 231	Human Anatomy & Physiology I*^	BI 112 or BI 211	4
BI 232	Human Anatomy & Physiology II*^	BI 231 with grade of "C" or better	4
BI 233	Human Anatomy & Physiology III*^	BI 232 with grade of "C" or better	4
BI 234	Microbiology*^	BI 112 or BI 211	5
FN 225	Nutrition	WR 121 or WR 121Z or higher; BI 101 or BI 211	4
MTH 95	Intermediate Algebra or higher (excluding MTH 98) *	MTH 65 or equiv placement; placement into WR 115	4
PSY 201A	Introduction to Psychology	Placement into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4

Course Number	Course Title or Placement level	Requisites	Credits
PSY 215	Human Development	Recommended: PSY 201A or 202A. Prereq: place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
WR 121 or WR 121Z	Composition I#	IRW 115 or WR 115 or equiv placement	4
WR 122 or WR 122Z	Composition II#	WR 121 or WR 121Z	4
Electives: Any college-level (100 or 200 numbered) transferable non-studio Humanities, Social Science, or Natural Science electives. Students may need to take elective credits in order to meet the minimum of 45 credits required			
Course Completion and GPA Requirement by end of summer term in year of application: Completion of a minimum of 45 quarter college credits of courses from the prerequisite list must be completed by the end of summer term in the year of application. Application to the Nursing Program requires a minimum GPA of 3.0 for all completed prerequisite/preparatory courses. If a course has been taken more than once, the most recent grade received will be the course considered.			
Credits need to have been taken within the past 7 years—no exceptions. ^ *Virtual labs are not accepted for lab science courses.* # *WR 121/121Z and either WR 122/122Z or WR 227/227Z (must include research component). A student must have at least 8 credits of Writing.*			
PROPOSED PREREQUISITES **(No change, leave blank.)**			
Course Number	Course Title or Placement level	Requisites	Credits
BI 211	Principles of Biology^	MTH 95 or equiv place; Pre/co: WR 121 or WR 121Z; Pre/co: CH 100 or higher	5
BI 231	Human Anatomy & Physiology I*^	BI 112 or BI 211	4
BI 232	Human Anatomy & Physiology II*^	BI 231 with grade of "C" or better	4
BI 233	Human Anatomy & Physiology III*^	BI 232 with grade of "C" or better	4
BI 234	Microbiology*^	BI 112 or BI 211	5
FN 225	Nutrition	WR 121 or WR 121Z or higher; BI 101 or BI 211	4
MTH 95	Intermediate Algebra or higher (excluding MTH 98) *	MTH 65 or equiv placement; placement into WR 115	4
PSY 201A or PSY **201Z**	Introduction to Psychology	Placement into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
PSY 215	Human Development	Recommended: PSY **201Z or 202Z**. Prereq: place into MTH 65 or MTH 98; pre/co WR 121 or WR 121Z	4
WR 121 or WR 121Z	Composition I#	IRW 115 or WR 115 or equiv placement	4
WR 122 or WR 122Z	Composition II#	WR 121 or WR 121Z	4

Electives: Any college-level (100 or 200 numbered) transferable non-studio Humanities, Social Science, or Natural Science electives. Students may need to take elective credits in order to meet the minimum of 45 credits required
Course Completion and GPA Requirement by end of summer term in year of application: Completion of a minimum of 45 quarter college credits of courses from the prerequisite list must be completed by the end of summer term in the year of application. Application to the Nursing Program requires a minimum GPA of 3.0 for all completed prerequisite/preparatory courses. If a course has been taken more than once, the most recent grade received will be the course considered.
Credits need to have been taken within the past 7 years—no exceptions.   *^ Virtual labs are not accepted for lab science courses.*   *# WR 121/121Z and either WR 122/122Z or WR 227/227Z (must include research component). A student must have at least 8 credits of Writing.*

DEGREE OUTCOMES
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

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

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

Students who successfully complete this degree will be able to:

1. Base personal and professional actions on a set of shared core nursing values.
2. Develop insight through reflection, self-analysis, and self-care.
3. Engage in intentional learning.
4. Demonstrate leadership in nursing and health care to meet client needs.
5. Collaborate as part of a health care team.
6. Practice within the broader health care system.
7. Practice relationship-centered care, based on empathy, caring and respect for the autonomy of the client.
8. Communicate effectively and therapeutically.
9. Make sound clinical judgments while maintaining patient and personal safety.
10. Utilize the best available evidence.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
FALL YR ONE (16 credits)			FALL YR ONE (17 credits)		
NRS 110	Foundations of Nursing - Health Promotion Formal admission to Nursing Program	9	NRS 110	**Foundations of Health Assessment and Health Promotion (TITLE CHANGE)** Formal admission to Nursing Program	9
NRS 232	**Pathophysiological Processes I (REMOVE)** Pre/co: NRS 110	**3**	**NRS 234**	**Pathophysiological Processes for Nursing 1 (ADD)** Admission to Nursing Program Coreq: NRS 110, NRS 237.	**2**
			NRS 237	**Clinical Pharmacology for Nursing 1 (ADD)** Coreq: NRS 110, NRS 234. Admission to Nursing Program	**2**
MTH 95	Intermediate Algebra or higher (excluding MTH 98) or any MTH/STAT course with a prerequisite of MTH 65 or higher MTH 65	4	MTH 95	Intermediate Algebra or higher (excluding MTH 98) or any MTH/STAT course with a prerequisite of MTH 65 or higher MTH 65	4
WINTER YR ONE (16 credits)			WINTER YR ONE (14 credits)		
NRS 111	Foundations of Nursing in Chronic Illness I NRS 110, NRS 230	6	NRS 111	Foundations of Nursing in Chronic Illness I Coreq: NRS235, NRS238	6
NRS 233	**Pathophysiological Processes II (REMOVE)** NRS 232	**3**	**NRS 235**	**Pathophysiological Processes for Nursing 2 (ADD)** Pre: NRS 234. Coreq: NRS 111, NRS 238	**2**
NRS 230	**Clinical Pharmacology I (REMOVE)** Pre/co: NRS 110	**3**	**NRS 238**	**Clinical Pharmacology for Nursing 2 (ADD)** Pre: NRS 237. Coreq: NRS 111, NRS 235	**2**

	General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
SPRING YR ONE (17 credits)			SPRING YR ONE (18 credits)		
NRS 112	Foundations of Nursing in Acute Care I NRS 111, NRS 230, NRS 233	6	NRS 112	Foundations of Nursing in Acute Care I Coreq: NRS 236, NRS 239	6
			NRS236	**Pathophysiological Processes for Nursing 3 (ADD)** Pre: NRS 235. Coreq: NRS 112, NRS 239	2
NRS 231	**Clinical Pharmacology II (REMOVE)** NRS 230	**3**	**NRS239**	**Clinical Pharmacology for Nursing 3 (ADD)** Pre: NRS 238. Coreq: NRS 112, NRS 236	2
WR 227 or WR 227Z	Technical Writing WR 121 or WR 121Z	4	WR 227 or WR 227Z	Technical Writing WR 121 or WR 121Z	4
	General Education Electives[2] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives[2] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
FALL YR TWO (16 credits)			FALL YR TWO (16 credits)		
NRS 221	Nursing in Chronic Illness II & End-of-Life Care Completion of first year of OCNE Nursing curriculum or admission by advanced placement	9	NRS 221	Nursing in Chronic Illness II & End-of-Life Care NRS 111	9
	General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3
WINTER YR TWO (16 credits)			WINTER YR TWO (16 credits)		
NRS 222	Nursing in Acute Care II & End-of-Life Care NRS 221	9	NRS 222	Nursing in Acute Care II & End-of-Life Care NRS 112	9
	General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		General Education Electives [1] Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4

	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	3
SPRING YR TWO (13 credits)			SPRING YR TWO (13 credits)		
NRS 224	Integrative Practicum NRS 221, NRS 222	9	NRS 224	Integrative Practicum NRS 221, NRS 222	9
	Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4		Nursing Program Electives Place into MTH 65 or MTH 98; pre/co: WR 121 or WR 121Z	4
	Credit Total	94		**Credit Total**	94

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

ELECTIVE LIST

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

Current Electives			Proposed Electives		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	Any General Education elective	Varied		Any General Education elective	varied

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

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	3.6.24

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

Next steps:

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Tyson Aldrich/ Bryan Despain	Email: taldrich@cgcc.edu	Phone: 360-913-4942	Department: Tech & Trades: Aviation Maintenance

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Aviation Maintenace Technology	Proposed Title:	No Change
Current Credits:	108	Proposed Credits:	104
Overview and rationale for proposed changes:	We are changing the math requirements of the program from MTH 110 to MTH 105. MTH 110 exceeds the requirement of the program. MTH 105 meets certificate requirements and aids in student success.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove: MTH 110 or Higher; 4 credits of Gen Ed 2. Add: MTH 105 or Higher 3. Decreasing overall credits from 108 to 104 11.1% change		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Aviation Maintenance Technology Aviation Airframe Aviation Powerplant

Does the revision impact other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: The Math department has been made aware of the requested change from MTH 110 to MTH 105.	Has the revision been validated by the Advisory Committee?	☐ Yes ☒ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No		Date of Advisory Committee meeting:	FAA Recommended
Requested Implementation Term	Summer 2024			

SECTION #2 REVISION AREAS	
Does the revision involve changing degree prerequisites?	☐ Yes ☒ No

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

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

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra	Placement into MTH 65	4
IRW 115 *or* WR 115	Critical Reading and Writing *or* Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115	5 4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

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

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are

recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

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

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

Students who successfully complete this degree will be able to:

1. Service, maintain, troubleshoot and repair airplanes and rotorcraft.
2. Perform proficient, entry-level aviation maintenance skills.
3. Apply knowledge of FAA regulations and industry standards.
4. Apply math and physics principals in solving problems associated with aviation maintenance.
5. Communicate effectively verbally and in writing.
6. Use critical thinking and problem solving skills to identify and resolve aviation maintenance issues.
7. Work effectively in a team and/or group setting.
8. Sit for the Federal Aviation Administration (FAA) certification exams (written, oral and practical) for the airframe and powerplant (A&P) airman certificate.

PROPOSED DEGREE OUTCOMES

Students who successfully complete this degree will be able to:

1. No Change
2.

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Fall Term (16 Credits)			Fall Term (16 Credits)		
AMT 191	Aviation Maintenance: General 101 MTH 65, (IRW 115 or WR 115), or equiv placement	6	AMT 191	Aviation Maintenance: General 101 MTH 65, (IRW 115 or WR 115), or equiv placement	6
AMT 192	Aviation Maintenance: General 102 AMT 191	6	AMT 192	Aviation Maintenance: General 102 AMT 191	6
MTH 110 or higher	**Technical Math (REMOVE)** MTH 65 or equiv place; Rec: concur EET 111	**4**	**MTH 105 or Higher**	**Math in Society (ADD)** MTH 65 or MTH 98 or equivalent placement; place into WR 115	**4**
Winter Term (16 Credits)			Winter Term (16 Credits)		
AMT 193	Aviation Maintenance: General 103 AMT 192	6	AMT 193	Aviation Maintenance: General 103 AMT 192	6
AMT194A	Aviation Maintenance: General 104A AMT 193	3	AMT194A	Aviation Maintenance: General 104A AMT 193	3
AMT 194B	Aviation Maintenance: General 104B AMT 194A	3	AMT 194B	Aviation Maintenance: General 104B AMT 194A	3
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Term (22 Credits)			Spring Term (22 Credits)		
AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6	AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6
AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6	AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6
AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6	AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6
PSY 101	Psychology and Human Relations place into MTH 65 or MTH 98; pre/co: WR121 or WR 121Z	4	PSY 101	Psychology and Human Relations place into MTH 65 or MTH 98; pre/co: WR121 or WR 121Z	4
Summer Term (15 Credits)			Summer Term (15 Credits)		
AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6	AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6
AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6	AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6
AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3	AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3

Fall Term (12 Credits)			Fall Term (12 Credits)		
AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6	AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6
AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6	AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6
	General Education Elective (REMOVE) Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	**4**			
Winter Term (15 Credits)			Winter Term (15 Credits)		
AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6	AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6
AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6	AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6
AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3	AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3
Spring Term (8 Credits)			Spring Term (8 Credits)		
	General Education Elective: Arts & Letters Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4		General Education Elective: Arts & Letters Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4
	General Education Elective (Math, Science, & Computer Science) Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4		General Education Elective (any discipline area) Place into MTH 65 or MTH 98; pre/co WR121 or WR 121Z	4
	Credit Total	108		**Credit Total**	104

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

Current Electives			Proposed Electives		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
	NONE				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Tyson M Aldrich/ Bryan Despain	taldrich@cgcc.edu	03/05/2024
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Robert Clark		

Next steps:

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

	CC date 3.14.24
	CC decision _____
	CC vote _____

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Tyson M Aldrich/ Bryan Despain	Email: taldrich@cgcc.edu	Phone: 360-913-4942	Department: Tech & Trades: Aviation Maintenance

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Aviation Maintenance Technology	Proposed Title:	No Change
Current Credits:	96	Proposed Credits:	No Change
Overview and rationale for proposed changes:	We are changing the math requirements of the program from MTH 110 to MTH 105. MTH 110 exceeds the requirement of the program. MTH 105 meets certificate requirements and aids in student success.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove: MTH 110 or Higher 2. Add: MTH 105 or Higher 8.3% change		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	Aviation Maintenance Technology		
Will the proposed changes affect the base degree or certificate?		☒ Yes ☐ No	
If yes, how?	The math in the AAS will also change to MTH 105 or higher		
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?	☐ Yes ☐ No

Does the revision impact other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: The Math department has been made aware of the requested change from MTH 110 to MTH 105.	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No		Date of Advisory Committee meeting:	FAA Recommended
Requested Implementation Term		Summer 2024		

SECTION #2 REVISION AREAS				
Does the revision involve changing certificate requisites?			☒ Yes ☐ No	
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)				
CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)				
Course Number	Course Title or Placement level	Requisites (if any)		Credits
MTH 65	Beginning Algebra	Placement into MTH 65		4
IRW 115 *or* WR 115	Critical Reading and Writing *or* Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115		5 4
PROPOSED PREREQUISITES (No change, leave blank.)				
Course Number	Course Title or Placement level	Requisites (if any)		Credits
	No change			
CERTIFICATE OUTCOMES All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.				

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

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

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

Students who complete this certificate will be able to:

1. Service, maintain, troubleshoot and repair airplanes and rotorcraft.
2. Perform proficient, entry-level aviation maintenance skills.
3. Apply knowledge of FAA regulations and industry standards.
4. Think critically, problem solve, and communicate effectively.
5. Apply math and physics principles in solving problems associated with aviation maintenance.
6. Work effectively in a team and/or group setting.
7. Sit for the Federal Aviation Administration (FAA) certification exams (written, oral and practical) for the airframe and powerplant (A&P) airman certificate.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No Change

RELATED INSTRUCTION

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

If yes, complete the Related Instruction Template which may be found on the curriculum website.

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

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

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

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall Term (16 Credits)			Fall Term (16 Credits)		
AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6	AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6
AMT 192	Aviation Maintenance: General 102 AMT 191	6	AMT 192	Aviation Maintenance: General 102 AMT 191	6
MTH 110 or higher	**Technical Math (REMOVE)** MTH 65 or equivalent placement; Rec: concur EET 111	**4**	**MTH 105 or Higher**	**Math in Society (ADD)** MTH 65 or MTH 98 or equivalent placement, placement into WR 115	**4**
Winter Term (16 Credits)			Winter Term (16 Credits)		
AMT 193	Aviation Maintenance: General 103 AMT 192	6	AMT 193	Aviation Maintenance: General 103 AMT 192	6
AMT194A	Aviation Maintenance: General 104A AMT 193	3	AMT194A	Aviation Maintenance: General 104A AMT 193	3
AMT 194B	Aviation Maintenance: General 104B AMT 194A	3	AMT 194B	Aviation Maintenance: General 104B AMT 194A	3
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Term (22 Credits)			Spring Term (22 Credits)		
AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6	AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6
AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6	AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6
AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6	AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6
PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4	PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4
Summer Term (15 Credits)			Summer Term (15 Credits)		
AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6	AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6
AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6	AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6
AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3	AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3

Fall Term (12 Credits)			Fall Term (12 Credits)		
AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6	AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6
AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6	AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6
Winter Term (15 Credits)			Winter Term (15 Credits)		
AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6	AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6
AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6	AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6
AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3	AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3
	Credit total	96		Credit total	96

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

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

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Tyson M Aldrich/ Bryan Despain	taldrich@cgcc.edu	3/5/2024

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

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

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

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Tyson M Aldrich/Bryan Despain	Email: taldrich@cgcc.edu bdespain@cgcc.edu	Phone: 360-913-4942	Department: Tech & Trades: Aviation Maintenance

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Aviation Airframe	Proposed Title:	No Change
Current Credits:	69	Proposed Credits:	No Change
Overview and rationale for proposed changes:	We are changing the math requirements of the program from MTH 110 to MTH 105. MTH 110 exceeds the requirement of the program. MTH 105 meets certificate requirements and aids in student success.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Delete MTH 110 or higher 2. Add MTH 105 or higher 3. Update related instruction template 11.6% change		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Aviation Maintenance Technology AAS		
Will the proposed changes affect the base degree or certificate?		☒ Yes ☐ No	
If yes, how?	The math in the AAS will also change to MTH 105 or higher		

Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?		☐ Yes ☐ No
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved: The Math department has been made aware of the requested change from MTH 110 to MTH 105.	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No		Date of Advisory Committee meeting:	FAA Recommended
Requested Implementation Term	Summer 2024			

SECTION #2 REVISION AREAS				
Does the revision involve changing certificate requisites?				☐ Yes ☒ No

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

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

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

PROPOSED PREREQUISITES
(No change, leave blank.)

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

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

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Does the revision involve changing certificate outcomes?	☐ Yes ☒ No

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

Students who complete this certificate will be able to:

1.	Service, maintain, troubleshoot and repair airframe structures, systems and components.
2.	Perform proficient, entry-level aviation maintenance on aircraft systems, including landing gear systems, instrument and navigation systems, fuel systems and aircraft electrical systems.
3.	Apply knowledge of FAA regulations and industry standards.
4.	Think critically, problem solve, and communicate effectively.
5.	Apply math and physics principals in solving problems associated with aviation maintenance.
6.	Work effectively in a team and/or group setting.
7.	Sit for the Federal Aviation Administration (FAA) certification exams (written, oral and practical) for airframe.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No Change

RELATED INSTRUCTION	
Does the revision involve changing or adding Related Instruction?	☒ Yes ☐ No
If yes, complete the Related Instruction Template which may be found on the curriculum website.	

Additional Comments Or Changes
See accompanying RI Template.

SECTION #3 COURSE BY COURSE COMPARISON

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

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall Term (16 Credits)			Fall Term (16 Credits)		
AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6	AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6
AMT 192	Aviation Maintenance: General 102 AMT 191	6	AMT 192	Aviation Maintenance: General 102 AMT 191	6
MTH 110 or higher	**Technical Math (REMOVE)** MTH 65 or equivalent placement; Rec: concur EET 111	**4**	**MTH 105 or Higher**	**Math in Society (ADD)** MTH 65 or MTH 98 or equivalent placement, placement into WR 115	**4**
Winter Term (16 Credits)			Winter Term (16 Credits)		
AMT 193	Aviation Maintenance: General 103 AMT 192	6	AMT 193	Aviation Maintenance: General 103 AMT 192	6
AMT194A	Aviation Maintenance: General 104A AMT 193	3	AMT194A	Aviation Maintenance: General 104A AMT 193	3
AMT 194B	Aviation Maintenance: General 104B AMT 194A	3	AMT 194B	Aviation Maintenance: General 104B AMT 194A	3
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Term (22 Credits)			Spring Term (22 Credits)		
AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6	AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6
AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6	AMT 261	Aviation Maintenance: Airframe 1 AMT 195	6
AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6	AMT 262	Aviation Maintenance: Airframe 2 AMT 261	6
PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4	PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4
Summer Term (15 Credits)			Summer Term (15 Credits)		
AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6	AMT 263	Aviation Maintenance: Airframe 3 AMT 262	6
AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6	AMT 264	Aviation Maintenance: Airframe 4 AMT 263	6
AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3	AMT 281	Aviation Maintenance: Airframe Return to Service AMT 264	3
	Credit total	69		Credit total	69
ELECTIVE LIST					

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
	none				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Tyson M Aldrich/Bryan Despain	taldrich@cgcc.edu	03/05/2024
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Robert Clark		

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

Template for Related Instruction in Certificates

					Related instruction Hours in:			
61 to 108 credits		*Aviation Airframe*						
Enter course information in light yellow areas (totals will be automatically calculated)								

Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relations	**Total RI**
Example: BKT	*101*	*Basket Weaving Basics*	*4*	*120*	*6*	*12*	*8*	*26*
courses used for embedded related instruction								
AMT	191	AM: General 101	6	180	31.50			*31.50*
AMT	192	AM: General 102	6	180	21.00			*21.00*
AMT	193	AM: General 103	6	180	48.00			*48.00*
AMT	194A	AM: General 104a	3	90	4.00			*4.00*
AMT	194B	AM: General 104b	3	90	16.00			*16.00*
				0				*No RI*
courses used for stand-alone related instruction								
WR	121Z	Composition I	4	120		120.00		*120.00*
PSY	101	Psych & Human Relations	4	120			120.00	*120.00*
MTH	105Z	Math in Society	4	120	120.00			*120.00*
		Totals	**36**	**1080**	**240.50**	**120.00**	**120.00**	**480.50**
Minimum for 2 yr certificate:					96.00	96.00	96.00	**480.00**
Remaining to meet Min. Requirement:					0.00	0.00	0.00	0.00
							YES	NO
All courses identified as embedded related instruction are approved by the curriculum committee for RI?								
Related instruction instructor qualification forms are filed with the Vice President of Instructional Services?								

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Tyson M Aldrich/Bryan Despain	Email: taldrich@cgcc.edu bdespain@cgcc.edu	Phone: 360-913-4942	Department: Tech & Trades: Aviation Maintenance

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Current Title:	Aviation Powerplant	Proposed Title:		No Change
Current Credits:	69	Proposed Credits:		No Change
Overview and rationale for proposed changes:	We are changing the math requirements of the program from MTH 110 to MTH 105. MTH 110 exceeds the requirement of the program. MTH 105 meets certificate requirements and aids in student success.			
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Delete MTH 110 or higher 2. Add MTH 105 or higher 11.6% change			
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?		☐ Yes ☒ No
If yes, what is the base degree?	Aviation Maintenance Technology AAS			
Will the proposed changes affect the base degree or certificate?				☒ Yes ☐ No
If yes, how?	The math in the AAS will also change to MTH 105 or higher			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?		☐ Yes ☐ No

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No	The Math department has been made aware of the requested change from MTH 110 to MTH 105.		Date of Advisory Committee meeting:	FAA Recommended
Requested Implementation Term		Summer 2024			

SECTION #2 REVISION AREAS				
Does the revision involve changing certificate requisites?			☐ Yes	☒ No
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)				
CURRENT PREREQUISITES **(Required whether or not prerequisites are being changed.)**				
Course Number	Course Title or Placement level	Requisites (if any)		Credits
MTH 65	Beginning Algebra	Placement into MTH 65		4
IRW 115 *or* WR 115	Critical Reading and Writing *or* Introduction to Expository Writing	ABE 75 or ABE 70 or GED 70 or equiv placement Placement into WR 115		5 4
PROPOSED PREREQUISITES **(No change, leave blank.)**				
Course Number	Course Title or Placement level	Requisites (if any)		Credits
	No Change			
CERTIFICATE OUTCOMES All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.				
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)				
Does the revision involve changing certificate outcomes?			☐ Yes	☒ No

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

Students who complete this certificate will be able to:

1. Service, maintain, troubleshoot and repair powerplant systems and components.

2. Perform proficient, entry-level aviation maintenance skills on powerplant systems, including engine electrical and instrument systems, lubrication systems, ignition and staring systems, propellers, and fire protection systems.

3. Apply knowledge of FAA regulations and industry standards

4. Think critically, problem solve, and communicate effectively

5. Apply math and physics principals in solving problems associated with aviation maintenance

6. Work effectively in a team and /or group setting

7. Sit for the Federal Aviation Administration (FAA) certification exams (written, oral, and practical) for powerplant.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No Change

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

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

See accompanying RI Template.

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Certificate Information	Proposed Certificate Information

Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall Term (16 Credits)			Fall Term (16 Credits)		
AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6	AMT 191	Aviation Maintenance: General 101 IRW 115 or WR 115 or equivalent placement	6
AMT 192	Aviation Maintenance: General 102 AMT 191	6	AMT 192	Aviation Maintenance: General 102 AMT 191	6
MTH 110 or higher	**Technical Math (REMOVE)** MTH 65 or equivalent placement; Rec: concur EET 111	**4**	**MTH 105 or Higher**	**Math in Society (ADD)** MTH 65 or MTH 98 or equivalent placement, placement into WR 115	**4**
Winter Term (16 Credits)			Winter Term (16 Credits)		
AMT 193	Aviation Maintenance: General 103 AMT 192	6	AMT 193	Aviation Maintenance: General 103 AMT 192	6
AMT194A	Aviation Maintenance: General 104A AMT 193	3	AMT194A	Aviation Maintenance: General 104A AMT 193	3
AMT 194B	Aviation Maintenance: General 104B AMT 194A	3	AMT 194B	Aviation Maintenance: General 104B AMT 194A	3
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
Spring Term (10 Credits)			Spring Term (10 Credits)		
AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6	AMT 195	Aviation Maintenance: General 105 AMT 194 or (AMT 194A and AMT 194B)	6
PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4	PSY 101	Psychology and Human Relations pre/co: WR121 or WR 121Z	4
Fall Term (12 Credits)			Fall Term (12 Credits)		
AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6	AMT 271	Aviation Maintenance: Powerplant 1 AMT 195	6
AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6	AMT 272	Aviation Maintenance: Powerplant 2 AMT 271	6
Winter Term (15 Credits)			Winter Term (15 Credits)		
AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6	AMT 273	Aviation Maintenance: Powerplant 3 AMT 272	6
AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6	AMT 274	Aviation Maintenance: Powerplant 4 AMT 273	6
AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3	AMT 282	Aviation Maintenance: Airframe Return to Service AMT 274	3
	Credit total	69		**Credit total**	69
ELECTIVE LIST					

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
	none				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Tyson M Aldrich/Bryan Despain	taldrich@cgcc.edu	03/05/2024
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Robert Clark		

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

Template for Related Instruction in Certificates

61 to 108 credits		Aviation Powerplant			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relations	**Total RI**
Example: BKT	*101*	*Basket Weaving Basics*	*4*	*120*	*6*	*12*	*8*	*26*
courses used for embedded related instruction								
AMT	191	AM: General 101	6	180	31.50			*31.50*
AMT	192	AM: General 102	6	180	21.00			*21.00*
AMT	193	AM: General 103	6	180	48.00			*48.00*
AMT	194A	AM: General 104a	3	90	4.00			*4.00*
AMT	194B	AM: General 104b	3	90	16.00			*16.00*
				0				*No RI*
courses used for stand-alone related instruction								
WR	121Z	Composition I	4	120		120.00		*120.00*
PSY	101	Psych & Human Relations	4	120			120.00	*120.00*
MTH	105Z	Math in Society	4	120	120.00			*120.00*
		Totals	**36**	**1080**	**240.50**	**120.00**	**120.00**	**480.50**
Minimum for 2 yr certificate:					96.00	96.00	96.00	480.00
Remaining to meet Min. Requirement:					0.00	0.00	0.00	0.00
							YES	NO
All courses identified as embedded related instruction are approved by the curriculum committee for RI?								
Related instruction instructor qualification forms are filed with the Vice President of Instructional Services?								

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Tech & Trades: EM-Tech	Submitter name Phone Email	Kalie Brunton 541-256-6167 kbrunton@cgcc.edu
Reason for Revision	The proposed change is to clarify the expansion of this course to include electromechanical systems incorporating fluid power elements, PLCs, and industrial applications. Includes creating stronger outcomes that more accurately represent modern industrial applications incorporating PLCs as control elements in industrial control systems making use of motors, fluid power, and mechanical elements. Updates requisites.		
Current prefix and number	EET 273	Proposed prefix and number	No change
Current Course Title	Electronic Control Systems	Proposed Course Title (75 characters max)	Industrial Control
Current Repeatability	0	Proposed Repeatability	No change

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

Current Description (required whether being revised or not)	Proposed Description
Covers electronic control systems, open-loop and closed-loop, proportional, integral, derivative, PI, and PID control modes, power control devices, relays, transistors, thyristors, and sensors. Includes temperature control, DC motor control, and stepper motor control. Includes lab exercises in temperature control and motor control circuits. Prerequisite: EET 222. Audit available.	Covers open-loop and closed-loop control of electromechanical systems using proportional, integral, and derivative control modes, pulse width modulation, absolute and relative (incremental) encoding, transfer functions, proportional valves, hysteresis, servo and stepper motors, and sensors. Prerequisite: EET219. Audit available.

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

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

☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: EET 222	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: EET 219	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Use transfer functions to predict the correct operation of control systems. 2. Operate, troubleshoot, and evaluate the performance of basic open loop and closed loop control systems. 3. Operate and troubleshoot switch mode power supplies, converters, and motor drives. 4. Understand the use of the microprocessor and microcontroller in control systems. 5. Understand the PID control system.	Upon successful completion of this course, students will be able to: 1. Identify primary, control, and final elements in a control system, explain their theory of operation, and contrast their applications. 2. Compare and contrast implementations of open and closed loop systems for control of process variables. 3. Build and troubleshoot systems with motors, proportional valves, PLCs, and sensors using instrumentation tools to observe system characteristics. 4. Gather, plot, interpret, and communicate data from analysis and experiments.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1:** Identify primary, control, and final elements in a control system, explain their theory of operation, and contrast their applications. • primary o switches and sensors o instrumentation • control o programmable logic controller (PLC) o microprocessor/microcontroller

	○ motor drive
	    ○ proportional, integral, and derivative control
	  • final
	    ○ actuators
	    ○ motor
	    ○ valve
	    ○ heater
	
	Outcome #2: Compare and contrast implementations of open and closed loop systems for control of process variables.
	  • control loop elements and performance characteristics
	    ○ rise time
	    ○ settling time
	    ○ over/undershoot
	    ○ hysteresis
	    ○ sensitivity
	    ○ accuracy
	  • open vs closed loop applications
	    ○ process variable
	    ○ controlled variable
	    ○ setpoint
	    ○ feedback
	    ○ system monitoring
	    ○ disturbance response
	
	Outcome #3: Build and troubleshoot systems with motors, proportional valves, and sensors using instrumentation tools to observe system characteristics.
	  • Instrumentation: oscilloscope, DMM, function generator, power supply
	  • systems: linear and rotational position and speed, flow, temperature, pressure, and level
	
	Outcome #4: Gather, plot, interpret, and communicate data from analysis and experiments.
	  • Record and plot data from lab findings, interpret
	  • Use graphs to present system response

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) • *Introduction to Instrumentation* by Dan Davidchik
Department Required Course Activities (optional)	(update as needed)
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Please provide details, who was contacted and the resolution.

Course is included in the USACE Level 2 certificate – necessitating an update

Course has been proposed for inclusion in the Ag Tech AS and AAS degrees. Once Ag Tech is finalized Ag Tech students will be permitted to enroll without the EET219 prereq.

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Kalie Brunton	kbrunton@cgcc.edu	3/5/2024

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

Department Dean/Director (enter name of department dean/director): Robert Wells-Clark

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

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	Tech & Trades: EM-Tech	Submitter name: Phone: Email:	Kalie Brunton 541-256-6167 kbrunton@cgcc.edu
Course prefix and number	EET 273	Course title	Industrial Control

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

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	2	Lecture	4
Lab	3	Lab	3
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	5	Total weekly contact hours	7
Total credits	3	Total credits	5

Reason for change:	The proposed change is to clarify the expansion of this course to include electromechanical systems incorporating fluid power elements, PLCs, and industrial applications. Includes creating stronger outcomes that more accurately represent modern industrial applications incorporating PLCs as control elements in industrial control systems making use of motors, fluid power, and mechanical elements. Updates requisites.

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

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

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

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

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

☒ Yes ☐ No	If yes, please explain and describe how the impact was resolved	Potential inclusion of this course into new Ag Tech AS and AAS.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☒ Yes ☐ No	If yes, please describe	Once Ag Tech degree is finalized Ag Tech students will be permitted to enroll without the EET 219 prereq.
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

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

Submitter	Email	Date
Kalie Brunton	kbrunton@cgcc.edu	3/5/2024

Department Chair (enter name of department chair): Jim Pytel
Department Dean/Director (enter name of department dean/director): Robert Wells-Clark

NEXT STEPS:

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

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Kalie Brunton	Email: kbrunton@cgcc.edu	Phone:541-256-6167	Department: Technology and Trades

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

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	98	Proposed Credits:	100
Overview and rationale for proposed changes:	EET 273 expanded from 3 to 5 credits to include electromechanical systems incorporating fluid power elements, PLCs, and industrial applications. Includes creating stronger outcomes that more accurately represent modern industrial applications incorporating PLCs as control elements in industrial control systems making use of motors, fluid power, and mechanical elements. Updates requisites.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Revise title and credits for EET 273 2. Remove EET 242 as an option to UAS 101 3. Increase overall credits from 98 to 100 2.0 – 7.1% change		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☐ Yes ☒ No	If yes, list title of career pathway(s) or related certificate(s)	

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☒ No		Date of Advisory Committee meeting:	June 23
Requested Implementation Term		Summer 2024		

SECTION #2 REVISION AREAS

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

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

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

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65 completed with a "B" or higher	Beginning Algebra II	placement into MTH 65	4
WR 115 or IRW 115	Introduction to Expository Writing or Critical Reading and Writing	Placement into WR 115 or IRW 115	4 5

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits
	No change		

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

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

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

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

Students who successfully complete this degree will be able to:
1. Qualify for employment in the electro-mechanical field as technicians.
2. Service/repair electro-mechanical systems and assist engineers with the design of electromechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.
3. Apply basic operations management practices and principles in an advanced manufacturing environment.
4. Control computer-driven devices through programming in the C language.
PROPOSED DEGREE OUTCOMES
Students who successfully complete this degree will be able to:
1. No change

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Fall Yr 1 (15 credits)			Fall Yr 1 (15 credits)		
EET 111	Electrical Circuit Analysis 1 MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5	EET 111	DC Circuits MTH 65 with "B" or better; WR 115 or IRW 115, or equiv placement	5
MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5	MEC 123	Industrial Mechanical Systems IRW 115 or WR 115 or equiv placement; placement into MTH 65 or MTH 98	5
SAF 188	Industrial Safety and OSHA 10 none	1	SAF 188	Industrial Safety and OSHA 10 none	1

Course	Title / Prerequisites	Credits
MTH 110	Technical Math (or higher) MTH 65 or equiv placement	4

Winter Yr 1 (18 credits)

Course	Title / Prerequisites	Credits
EET 112	Electrical Circuit Analysis 2 EET 111	5
EET 180	Industrial Computing MTH 65 or equiv place	3
MEC 120	Hydraulics and Pneumatics MTH 65 or equiv	5
CG 209	Job Finding Skills none	1
WR 121 or WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4

Spring Yr 1 (17 credits)

Course	Title / Prerequisites	Credits
EET 113	Electrical Circuit Analysis 3 EET 112 or dept approval	5
EET 141	Motor Control EET 112	5
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv place	3
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4

Fall Yr 2 (19 credits)

Course	Title / Prerequisites	Credits
EET 251	Digital Electronics 1: Programmable Logic Devices EET 113	5
EET 221	Semiconductor Devices and Circuits 1 EET 113	5
RET 223	Power Generation none	5
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4

Winter Yr 2 (17 credits)

Course	Title / Prerequisites	Credits
EET 219	Programmable Logic Controllers EET 251	3
EET 231	Semiconductor Devices and Circuits 2 EET 221	5
EET 252	Digital Electronics 2: Programmable Logic Devices EET 251	5

	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
Spring Yr 2 (12 credits)			**Spring Yr 2 (14 credits)**		
EET 242 or UAS 101	**Microcontroller Systems (REMOVE OPTION)** EET 222, EET 252 *or* Introduction to Uncrewed Aircraft Systems Place into IRW 115 or WR 115, MTH 65 or MTH 98.	5	UAS 101	Introduction to Uncrewed Aircraft Systems Place into IRW 115 or WR 115, MTH 65 or MTH 98.	5
EET 273	Electronic Control Systems EET 222	3	**EET 273**	**Industrial Control (TITLE CHANGE & INCREASE CREDITS)** EET 219	**5**
	General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4		General Education Elective place into MTH 65 or MTH 98. Pre/co: WR 121 or WR 121Z	4
	Credit Total	98		**Credit Total**	100

ELECTIVE LIST

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

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

SECTION #4 DEPARTMENT REVIEW

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

Submitter	Email	Date
Kalie Brunton	kbrunton@cgcc.edu	6 Mar 24

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

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

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Kalie Brunton	Email: kbrunton@cgcc.edu	Phone: 541-256-6167	Department: Technology and Trades

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

SECTION #1 OVERVIEW			
Current Title:	USACE Level 2 – Operators and Electricians	Proposed Title:	No change
Current Credits:	37	Proposed Credits:	39
Overview and rationale for proposed changes:	EET 273 expanded from 3 to 5 credits to include electromechanical systems incorporating fluid power elements, PLCs, and industrial applications. Includes creating stronger outcomes that more accurately represent modern industrial applications incorporating PLCs as control elements in industrial control systems making use of motors, fluid power, and mechanical elements. Updates requisites.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Revise credits for EET 273 2. Increase overall credits from 37 to 39		
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If yes, what is the base degree?	Electro-Mechanical Technology AAS		
Will the proposed changes affect the base degree or certificate?			☒ Yes ☐ No
If yes, how?	Same changes are being made to the base degree.		

Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?		☐ Yes ☐ No	
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:		Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No			Date of Advisory Committee meeting:	June 2023
Requested Implementation Term	Summer 2024				

SECTION #2 REVISION AREAS			
Does the revision involve changing certificate requisites?		☐ Yes ☒ No	
Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using multiple measures result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using multiple measures include: WR 115, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)			
CURRENT PREREQUISITES **(Required whether or not prerequisites are being changed.)**			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	Completion of the USACE Level 1 certificate with a minimum 2.00 GPA		30
PROPOSED PREREQUISITES **(No change, leave blank.)**			
Course Number	Course Title or Placement level	Requisites (if any)	Credits
	No change		
CERTIFICATE OUTCOMES All certificate outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.			
Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)			

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

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

Students who complete this certificate will be able to:

1. Use electrical instrumentation safely.
2. Read and interpret schematics, ladder logic diagrams, data sheets and other electrical documentation.
3. Apply generator theory to manage reactive power requirements and conduct generator synchronization.
4. Install, troubleshoot and maintain electrical control circuits, including power electronic devices.
5. Communicate technical data effectively.
6. Program, network and interface programmable controllers with sensor inputs and actuator outputs.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No change

RELATED INSTRUCTION

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

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

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
Fall Yr 1			Fall Yr 1		
RET 223	Power Generation none	5	RET 223	Power Generation none	5
EET 251	Digital Electronics 1: Programmable Logic Devices EET 113	5	EET 251	Digital Electronics 1: Programmable Logic Devices EET 113	5
Winter Yr 1			Winter Yr 1		
EET 252	Digital Electronic 2: Programmable Logic Devices EET 251	5	EET 252	Digital Electronic 2: Programmable Logic Devices EET 251	5
EET 219	Programmable Logic Controllers EET 251	3	EET 219	Programmable Logic Controllers EET 251	3
Spring Yr 1			Spring Yr 1		
MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv placement	3	MEC 124	Mechatronic Systems in Advanced Manufacturing IRW 115 or WR 115, MTH 65 or equiv placement	3
Fall Yr 2			Fall Yr 2		
EET 221	Semiconductor Devices and Circuits 1 EET 113	5	EET 221	Semiconductor Devices and Circuits 1 EET 113	5
Winter Yr 2			Winter Yr 2		
EET 231	Semiconductor Devices and Circuits 2 EET 221	5	EET 231	Semiconductor Devices and Circuits 2 EET 221	5
EET 180	Industrial Computing MTH 65 or equiv place	3	EET 180	Industrial Computing MTH 65 or equiv place	3
Spring Yr 2			Spring Yr 2		
EET 273	**Electronic Control Systems (TITLE CHANGE & DECREASE CREDITS)** EET 222	**3**	**EET 273**	**Industrial Control (TITLE CHANGE & INCREASE CREDITS)** EET 219	**5**
	Credit total	**37**		**Credit total**	**39**
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	**Course Title / Requisites**	**Credits**	**Course Number**	**Course Title / Requisites**	**Credits**
	NONE				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Kalie Brunton	kbrunton@cgcc.edu	6 Mar 24
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Robert Wells-Clark		

Next steps:

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

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Robert Wells-Clark	Email: wclark@cgcc.edu	Phone: 541-514-1589	Department: Technology and Trades: Advanced Manufacturing

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Advanced Manufacturing and Fabrication	Proposed Title:	No change
Current Credits:	98	Proposed Credits:	91
Overview and rationale for proposed changes:	Changing the math requirement from MTH 98 to MTH 105Z better fits with the needs of the students enrolled in the program and fulfills Gen Ed requirements for students, allowing the total credit load to be lessened. For students interested in transfer opportunities, MTH 105Z is a transferable college-level math course. WR115 is being removed as it will be removed from the course catalog next year, and there will not be room with future changes to this degree map to avoid a substantive change form with accreditation.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove: MTH 98, WR 115, 4 credits of Gen Ed electives 2. ADD: MTH 105Z, WR 121L 3. Requisite revisions to address new courses. 4. Decrease of overall credits from 98 to 91 credits. 17.3% change		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Advanced Manufacturing Technology Manufacturing

Does the revision impact other areas of instruction?	☒ Yes ☐ No	Explanation of issues and how they are being resolved: Course schedule alignment with Math and the courses offered in the Math Department. Met with Pam Morse and coordinated schedules.	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No		Date of Advisory Committee meeting:	03/01/2024
Requested Implementation Term		Summer 2024		

SECTION #2 REVISION AREAS

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

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

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

Course Number	Course Title or Placement level	Requisites	Credits
	Place into WR 115	Multiple measures placement	
	Place into MTH 98	Multiple measures placement	

PROPOSED PREREQUISITES
(No change, leave blank.)

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

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

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)		
Does the revision involve changing degree outcomes?	☐ Yes	☒ No

CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)
Students who successfully complete this degree will be able to:
1. Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.
2. Demonstrate knowledge of basic CNC operations and G Code.
3. Generate product designs and blueprints using CAD software.
4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.
5. Apply basic metallurgical concepts and basic materials science as they pertain to metals to create better production results in manufacturing processes.
6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.
7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.
PROPOSED DEGREE OUTCOMES
Students who successfully complete this degree will be able to:
1. No change

SECTION #3 COURSE BY COURSE COMPARISON
List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.
If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.   If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.   If you are removing a course, identify the course with (remove) and bold the text.   If the course title is changed, identify the course with (title change) and bold the text.   If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.   If you need more lines to accommodate the courses, right click and insert rows.
The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
Fall Yr 1 (17 credits)			Fall Yr 1 (13 credits)		
MFG 150	Basic Manufacturing Processes Pre/co: MFG 195	3	MFG 150	Basic Manufacturing Processes Pre/co: MFG 195	3
MFG 155	Blueprint Reading and Design Pre/co: MFG 195	3	MFG 155	Blueprint Reading and Design Pre/co: MFG 195	3
MFG 195	Welding 195 none	3	MFG 195	Welding 195 none	3
MTH 98	**Quantitative Math (REMOVE)** place in IRW 115 or WR 115; place in MTH 98	**4**	**MTH 105 or MTH 105Z or higher**	**Math in Society (ADD)** MTH 65 or MTH 98 or equiv placement; placement into WR115	**4**
WR 115	**Introduction to Expository Writing (REMOVE)** place into WR 115	**4**			
Winter Yr 1 (15 credits)			Winter Yr 1 (15 credits)		
MFG 151	Fabrication Processes 1 MFG 150	3	MFG 151	Fabrication Processes 1 MFG 150	3
MFG 156	Integrated Manufacturing 1 MFG 155	3	MFG 156	Integrated Manufacturing 1 MFG 155	3
MFG 280	Aluminum GTAW Fabrication Processes 1 MFG 195, MFG 150	3	MFG 280	Aluminum GTAW Fabrication Processes 1 MFG 195, MFG 150	3
MFG 281	Aluminum GTAW Fabrication Processes 2 Co-requisite MFG 280	3	MFG 281	Aluminum GTAW Fabrication Processes 2 Co-requisite MFG 280	3
MFG 285	Stainless Steel GTAW Fabrication Processes 1 MFG 195, MFG 150	3	MFG 285	Stainless Steel GTAW Fabrication Processes 1 MFG 195, MFG 150	3
Spring Yr 1 (15 credits)			Spring Yr 1 (15 credits)		
MFG 152	Fabrication Processes 2 MFG 151	3	MFG 152	Fabrication Processes 2 MFG 151	3
MFG 157	Integrated Manufacturing 2 MFG 156	3	MFG 157	Integrated Manufacturing 2 MFG 156	3
MFG 282	Aluminum GTAW Fabrication Processes 3 MFG 281	3	MFG 282	Aluminum GTAW Fabrication Processes 3 MFG 281	3
MFG 286	Stainless Steel GTAW Fabrication Processes 2 MFG 285	3	MFG 286	Stainless Steel GTAW Fabrication Processes 2 MFG 285	3
MFG 287	Stainless Steel GTAW/TIG Fabrication Co-requisite MFG 286	3	MFG 287	Stainless Steel GTAW/TIG Fabrication Co-requisite MFG 286	3

Fall Yr 2 (17 credits)			Fall Yr 2 (18 credits)		
MFG 201	Tube and Pipe Fabrication 1 MFG 150 and MFG 155	3	MFG 201	Tube and Pipe Fabrication 1 MFG 150 and MFG 155	3
MFG 210	Introduction to Computer Aided Design and Tolerancing MFG 155	3	MFG 210	Introduction to Computer Aided Design and Tolerancing MFG 155	3
MFG 220	Production Manufacturing 1 MFG 157	3	MFG 220	Production Manufacturing 1 MFG 157	3
WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4	WR 121Z	Composition I IRW 115 or WR 115 or equiv placement	4
			WR 121L	**Corequisite for Composition I** Coreq: WR 121Z	1
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
Winter Yr 2 (17 credits)			Winter Yr 2 (13 credits)		
MFG 202	Tube Fabrication MFG 201	3	MFG 202	Tube Fabrication MFG 201	3
MFG 211	CAD Design for CNC Manufacturing 1 MFG 210	3	MFG 211	CAD Design for CNC Manufacturing 1 MFG 210	3
MFG 221	Production Manufacturing 2 MFG 220	3	MFG 221	Production Manufacturing 2 MFG 220	3
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
	General Education Elective (REMOVE) Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	**4**			
Spring Yr 2 (17 credits)			Spring Yr 2 (17 credits)		
MFG 203	Pipe Fabrication and Welding MFG 201	3	MFG 203	Pipe Fabrication and Welding MFG 201	3
MFG 212	CAD Design for CNC Manufacturing 2 MFG 211	3	MFG 212	CAD Design for CNC Manufacturing 2 MFG 211	3
MFG 222	Production Manufacturing 3 MFG 221	3	MFG 222	Production Manufacturing 3 MFG 221	3
MFG 290	Student Production Manufacturing Lab 1 Pre/co: MFG 212, 222	4	MFG 290	Student Production Manufacturing Lab 1 Pre/co: MFG 212, 222	4
	General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4		General Education Elective Place into MTH 65 or MTH 98; Pre-Co WR 121 or WR 121Z	4
	Credit Total	**98**		**Credit Total**	**91**

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.					
If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title & Requisites	Credits	Course Number	Course Title & Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW

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

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

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

Department Dean/Director (enter name of department dean/director): Robert Wells-Clark

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

Columbia Gorge Community College

CERTIFICATE REVISION

Submitted by: Robert Wells-Clark	Email: Robert Clark	Phone: 541-514-1589	Department: Technology and Trades

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Current Title:	Advanced Manufacturing Technology		Proposed Title:	No change
Current Credits:	43		Proposed Credits:	39
Overview and rationale for proposed changes:	The math for this certificate is embedded in the coursework. Students who matriculate in to the Advanced Manufacturing and Fabrication AAS can integrate the needed math in the less credit heavy second year of the program.			
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Remove MTH 98 requirement 2. Reduce overall credits from 43 to 39 3.			
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?		☐ Yes ☒ No
If yes, what is the base degree?	Advanced Manufacturing and Fabrication AAS			
Will the proposed changes affect the base degree or certificate?				☐ Yes ☒ No
If yes, how?				
Is this a statewide certificate?	☐ Yes ☒ No	If yes, have the changes been approved by the consortium?		☐ Yes ☐ No

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved: Math department has been notified and is ok as we are moving many students to MTH105.	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☒ Yes ☐ No		Date of Advisory Committee meeting:	03/01/2024
Requested Implementation Term		Summer, 2024		

SECTION #2 REVISION AREAS

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

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

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

Course Number	Course Title or Placement level	Requisites (if any)	Credits
Placement into MTH 98	Placement into Quantitative Math	none	
Placement into IRW 115 or WR 115	Placement into Critical Reading & Writing or Introduction to Expository Writing	none	

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits
	none		

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

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

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

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

Students who complete this certificate will be able to:

1. Produce welds to AWS D1.2, 1.2 and 1.6 in standard fillet and grooves using GMAW, SMAW and GTAW processes
2. Demonstrate knowledge of basic CNC operations and G Code.
3. Manufacture product from conceptualization to reality through research and development.
4. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing
5. Apply basic metallurgical concepts and basic materials science as they pertain to metals, creating better production results in manufacturing processes
6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No changes

RELATED INSTRUCTION

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

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

Additional Comments Or Changes

SECTION #3 COURSE BY COURSE COMPARISON

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

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

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

Current Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
Fall (13 credits)			Fall (9 credits)		
MFG 150	Manufacturing Processes Pre/co: MFG 195	3	MFG 150	Manufacturing Processes Pre/co: MFG 195	3
MFG 155	Blueprint Reading Pre/co: MFG 195	3	MFG 155	Blueprint Reading Pre/co: MFG 195	3
MFG 195	Welding Technology 1 Pre: none	3	MFG 195	Welding Technology 1 Pre: none	3
MTH 98	**Quantitative Math (REMOVE)** place into IRW 115 or WR 115 and MTH 98	**4**			
Winter (15 credits)			Winter (15 credits)		
MFG 151	Fabrication Processes 1 Pre: MFG 150	3	MFG 151	Fabrication Processes 1 Pre: MFG 150	3
MFG 156	Integrated Manufacturing 1 Pre: MFG 155	3	MFG 156	Integrated Manufacturing 1 Pre: MFG 155	3
MFG 280	Aluminum GTAW/TIG Welding Pre: MFG 150, MFG 195	3	MFG 280	Aluminum GTAW/TIG Welding Pre: MFG 150, MFG 195	3
MFG 281	Aluminum GTAW/TIG Fabrication Processes 1 Coreq: MFG 280	3	MFG 281	Aluminum GTAW/TIG Fabrication Processes 1 Coreq: MFG 280	3
MFG 285	Stainless Steel GTAW/TIG Welding Pre: MFG 150, MFG 195	3	MFG 285	Stainless Steel GTAW/TIG Welding Pre: MFG 150, MFG 195	3
Spring (15 credits)			Spring (15 credits)		
MFG 152	Fabrication Processes 2 Pre: MFG 150	3	MFG 152	Fabrication Processes 2 Pre: MFG 150	3
MFG 157	Integrated Manufacturing 2 Pre: MFG 156	3	MFG 157	Integrated Manufacturing 2 Pre: MFG 156	3
MFG 282	Aluminum GTAW/TIG Fabrication Processes 2 Pre: MFG 281	3	MFG 282	Aluminum GTAW/TIG Fabrication Processes 2 Pre: MFG 281	3
MFG 286	Stainless Steel GTAW/TIG Fabrication 1 Pre: MFG 285	3	MFG 286	Stainless Steel GTAW/TIG Fabrication 1 Pre: MFG 285	3
MFG 287	Stainless Steel GTAW/TIG Fabrication 2 Pre: MFG 286	3	MFG 287	Stainless Steel GTAW/TIG Fabrication 2 Pre: MFG 286	3
	Credit total	**43**		**Credit total**	**39**
ELECTIVE LIST Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			Proposed Electives		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
	none				

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Robert Wells-Clark	rclark@cgcc.edu	3.1.24
Department Chair (enter name of department chair): Jim Pytel		
Department Dean/Director (enter name of department dean/director): Robert Wells-Clark		

Next steps:

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

CC date   2.29.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts, Communication and Culture	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision	Aligning with new statewide Common Course Numbering (CCN) content standards, titles, descriptions, outcomes, and numbers		
Current prefix and number	ENG 104	Proposed prefix and number	ENG 104Z
Current Course Title	Introduction to Literature - Fiction	Proposed Course Title (75 characters max)	Introduction to Fiction
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
Enhances enjoyment of various forms of fictional prose, increases understanding of the conventions of fiction and various forms of storytelling, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. Provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Introduces a variety of types of fiction, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. 2. Articulate ways in which the text contributes to self-understanding. 3. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment. 4. Understand the text within the context of a literary tradition or convention. 5. Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text.	Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1: Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.** • Present students with the idea of Contextuality: how the era, culture and other forces shape literary texts. • Present to students the history of oppression and exclusion of marginalized voices and communities in literature as well as the cultural forces (censorship, war, patriarchy, racism, sexism, etc.) that shape literary texts. • Encourage students to develop their own relationships and text-based

	interpretations that center the personal relevance of individual texts.
	 • Create the opportunity for students to increase their understanding of others through empathetic reading.
	
	 Outcome #2: Identify how literary devices and various formal elements contribute meaning to a text.
	 • Present and provide multiple opportunities for students to actively use elements of literature and literary devices in their reading, discussion and writing.
	     ○ Literary elements: plot, character, setting, point of view, tone, theme, narration….
	     ○ Devices: imagery, diction, irony, ambiguity, and others.
	
	 Outcome #3: Build interpretations based on relevant evidence.
	 • Guide students through strategies of close reading, annotation and textual analysis.
	 • Provide multiple opportunities to practice MLA format for integration and citation of textual quotes.
	     ○ Create safe spaces where all students can contribute their unique analysis and where they feel supported in challenging and changing their initial interpretations.

Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) The Writing and Literature Dept. requires that 60% of all texts/materials be authored/created by marginalized authors including but not limited to women. We have no other requirements. The field of literature is too vast to single out any handful of recommended texts. However, we strongly encourage the use of OER materials in lieu of textbooks. Purchasing novels and short story/poetry collections is fine, as there is lifelong value in owning these books. We have not located any OER materials for ENG 104, but our department has a grant and is in the process for developing an OER ENG 104 anthology. It will be ready for publication in June and we can supply that info then.
Department Required Course Activities (optional)	(update as needed) Strategies that have worked well in ENG 104 include short lecture, videos, small group or OL forum discussion, group projects, peer review/workshops, journals, mini essays, essays and multimedia or creative final projects. The Writing and Literature department strongly recommends culturally sensitive instruction and anti-racist pedagogy.
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	02/12/2024

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

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

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.

ENG 104Z Introduction to Fiction

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
English
Course Number and Prefix: ENG 104Z
Course Title: Introduction to Fiction
Course Credits: 4
Course Description: The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.
Course Learning Outcomes: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.   2. Identify how literary devices and various formal elements contribute meaning to a text.   3. Build interpretations based on relevant evidence.
Review Cycle: We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, and changes needed from the 24 two- and four-year schools in the state.   Every third year, we recommend 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 two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise based on the data gathered from the previous two years.   We advise that as many members of the original subcommittee be invited to participate in these discussions as possible since historical memory and original context will be useful in informing future decisions.

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts, Communication and Culture	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision		Aligning with new statewide Common Course Numbering (CCN) content standards, titles, descriptions, outcomes, and numbers	
Current prefix and number	ENG 105	Proposed prefix and number	ENG 105Z
Current Course Title	Introduction to Literature - Drama	Proposed Course Title (75 characters max)	Introduction to Drama
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
Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Introduces texts with the power to shock, inspire, enlighten, and delight; drama can be an empowering and transformative journey toward keener engagement with the world, local community, and an intended path. Provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Includes a variety of types of drama, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

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

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

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

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. 2. Articulate ways in which the text contributes to self-understanding. 3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. 4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. 5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.	Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) **Outcome #1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.** • Present students with the idea of Contextuality: how the era, culture and other forces shape literary plays in periods ranging from Classical to Elizabethan to Postmodernism. • Present students with the history of oppression and exclusion of marginalized voices and communities in literature as well as the cultural forces (censorship, war, patriarchy, racism, sexism, etc.) that shape plays.

	• Encourage students to develop their own relationships and text-based interpretations that center the personal relevance of individual texts. Create the opportunity for students to increase their understanding of others through empathetic reading, including out loud reading of the plays. **Outcome #2: Identify how literary devices and various formal elements contribute meaning to a text.** • Present and provide multiple opportunities for students to actively explore genres of Tragedy, Comedy, Romance, Satire and allegory. • Identify and utilize theatrical elements such as monologue, dialogue. soliloquy, chorus, and choragus. • Explore literary elements of setting, scenes, acts, plot, climax, characters (protagonist, antagonist and antihero), theme, Irony, symbolism, imagery diction and tone. • Explore poetic elements of dramatic literature including blank verse, free verse, Iambic pentameter, couplet and prose verse **Outcome #3: Build interpretations based on relevant evidence.** • Guide students through strategies of close reading, annotation and textual analysis. • Provide multiple opportunities to practice MLA format for integration and citation of textual quotes. o Create safe spaces where all students can contribute their unique analysis and where they feel supported in challenging and changing their initial interpretations.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) The Writing and Literature Dept. requires that 60% of all texts/materials be authored/created by marginalized authors including but not limited to women. We strongly encourage the use of OER materials in lieu of textbooks. However, it is difficult to find modern and contemporary plays via OER. Purchasing individual plays is encouraged, as there is lifelong value in owning these texts. We recommend a mix of classical, Renaissance and Modern plays that showcase diverse ideas and voices.
Department Required Course Activities (optional)	(update as needed) Strategies that have worked well in ENG 105 include short lecture, videos, small group or OL forum discussion, group projects, peer review/workshops, journals, mini essays, essays and multimedia or creative final projects. The Writing and Literature department strongly recommends culturally sensitive instruction and anti-racist pedagogy.
Department Notes (optional)	(update as needed)

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

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

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	02/12/2024
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert (interim)		

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.

ENG 105Z Introduction to Drama

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
English
Course Number and Prefix: ENG 105Z
Course Title: Introduction to Drama
Course Credits: 4
Course Description: The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105Z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.
Course Learning Outcomes: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.   2. Identify how literary devices and various formal elements contribute meaning to a text.   3. Build interpretations based on relevant evidence.
Review Cycle: We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, and changes needed from the 24 two- and four-year schools in the state.   Every third year, we recommend 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 two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise based on the data gathered from the previous two years.   We advise that as many members of the original subcommittee be invited to participate in these discussions as possible since historical memory and original context will be useful in informing future decisions.

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Arts, Communication and Culture	Submitter name Phone Email	Leigh Hancock
Reason for Revision	Aligning with new statewide Common Course Numbering (CCN) content standards, titles, descriptions, outcomes, and numbers		
Current prefix and number	ENG 106	Proposed prefix and number	ENG 106Z
Current Course Title	Introduction to Literature - Poetry	Proposed Course Title (75 characters max)	Introduction to Poetry
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
Enhances enjoyment of poetry, increases understanding of poetic elements, conventions and forms, and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Poetry delves into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. Provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Includes a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develops skills in discussion, literary analysis, and critical thinking. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.
Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98.   Prerequisite/concurrent: WR 121.

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

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts. 2. Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc. 3. Explicate poems in writing and speech and provide adequate support/evidence for such explications. 4. Recognize the multiple possibilities of interpretations of poems and the validity thereof. 5. Articulate ways in which the text contributes to self-understanding. 6. Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.	Upon successful completion of this course, students will be able to: 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence.

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

 Outcome #1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.

 • Explore the idea of Contextuality: how era, culture and environment shape poetry in diverse cultures throughout history.
 • Present students with the history of oppression and exclusion of marginalized voices and communities in literature as well as other cultural forces (censorship, war, patriarchy, racism, sexism, etc.) that shape poems.
 • Create the opportunity for students to increase their understanding of others through empathetic reading, including out loud reading of poems from |

	diverse and marginalized voices. ● Encourage students to develop their own relationships and text-based interpretations that center the personal relevance of poetic texts. **Outcome #2: Identify how literary devices and various formal elements contribute meaning to a text.** ● Evaluate the use of poetic devices (meter, rhythm, rhyme, imagery, persona, etc.) and their impact on formal and free verse poetry ● Investigate the relationship between form (devices and elements) and function (meaning) **Outcome #3: Build interpretations based on relevant evidence.** ● Guide students through strategies of close reading, annotation and textual analysis. ● Create safe space where all students can contribute their unique analysis, verbally and in writing, and challenge/revise their initial interpretations. ● Challenge the implicit biases all readers bring to a text. ● Interrogate the myth that each poem has a single meaning ● Provide opportunities for students to practice scholarly research on poems and poetic ● Practice MLA format for integration and citation of textual quotes.
Suggested Texts & Materials updates (specify if any texts or materials are required):	(update as needed) The Writing and Literature Dept. requires that 60% of all texts/materials be authored/created by marginalized authors including but not limited to women. We strongly encourage the use of OER materials in lieu of textbooks. There are many options including ENG 106 (Pressbook), Intro to Poetry, and many others. We recommend a mix of formal and free verse poems from diverse cultures, time periods and voices.
Department Required Course Activities (optional)	(update as needed) Strategies that have worked well in ENG 106 include short lecture, videos, small group or OL forum discussion, group projects, peer review/workshops, journals, mini essays, essays and multimedia or creative final projects. The Writing and Literature department strongly recommends culturally sensitive instruction and anti-racist pedagogy.
Department Notes (optional)	(update as needed)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Please provide details, who was contacted and the resolution.	

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	2/12/2024

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.

ENG 106Z Introduction to Poetry

For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
English
Course Number and Prefix: ENG 106Z

Course Title: Introduction to Poetry

Course Credits: 4

Course Description: The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106Z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Course Learning Outcomes:
1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
2. Identify how literary devices and various formal elements contribute meaning to a text.
3. Build interpretations based on relevant evidence.

Review Cycle: We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, and changes needed from the 24 two- and four-year schools in the state.

Every third year, we recommend 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 two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise based on the data gathered from the previous two years.

We advise that as many members of the original subcommittee be invited to participate in these discussions as possible since historical memory and original context will be useful in informing future decisions.

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts, Communication & Culture	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
Current prefix and number	WR 115	Proposed prefix and number	No change
Current Course Title	Introduction to Expository Writing	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 college level skills in reading critically, exploring ideas, and writing. Covers composing essays which support a thesis through structure appropriate to both thesis reader, and covers revision for clarity and correctness. Prerequisites: placement into WR 115. Audit available.	Introduces college level skills in reading critically, exploring ideas, and writing. Covers composing essays which support a thesis through structure appropriate to both thesis reader, and covers revision for clarity and correctness. Prerequisites: placement into WR 115. Corequisite: WR 115L Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)						
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.						
☒ Placement into: WR 115						
prefix & number:		☒	Prerequisite	☐ Corequisite	☐	pre/con
prefix & number:		☐	Prerequisite	☐ Corequisite	☐	pre/con

Proposed prerequisites, corequisites and concurrent				
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.				
☒ Placement into: WR 115				
prefix & number: WR 115L		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Read to determine a writer's purpose and perspective. 2. Write for a variety of purposes, audiences and contexts. 3. Write coherent essays that develop ideas in support of a thesis. 4. Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own.	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)
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?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Please provide details, who was contacted and the resolution.

Programs that need WR 115L would absorb the credit into their elective groupings.

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	3.14.24

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Arts, Communication & Culture	Submitter name Phone Email	Leigh Hancock lhancock@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
Current prefix and number	WR 121Z	Proposed prefix and number	No change
Current Course Title	Composition I	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
Engages students in the study and practice of critical thinking, reading, and writing. Focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Provides the opportunity to apply key rhetorical concepts flexibly and collaboratively throughout the writing and inquiry processes. Prerequisite: IRW 115 or WR 115 or equivalent placement. Audit available.	Engages students in the study and practice of critical thinking, reading, and writing. Focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Provides the opportunity to apply key rhetorical concepts flexibly and collaboratively throughout the writing and inquiry processes. Prerequisite: IRW 115 or WR 115 or equivalent placement. Corequisite: WR 121L. Audit available.

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: IRW 115 or WR 115 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: IRW 115 or WR 115 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121L	☐ Prerequisite	☒ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply rhetorical concepts through analyzing and composing a variety of texts. 2. Engage texts critically, ethically, and strategically to support writing goals. 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres. 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.	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)
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?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☒ Yes ☐ No
Please provide details, who was contacted and the resolution.	
Programs that need WR 121L would absorb the credit into their elective groupings.	

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Leigh Hancock	lhancock@cgcc.edu	3.14.24
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.

Columbia Gorge Community College

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

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
Current prefix and number	MTH 95	Proposed prefix and number	No change
Current Course Title	Intermediate Algebra	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 functions graphically and symbolically with an emphasis on function notation. Investigates functions, equations, and graphs involving linear, quadratic, rational, radical, and absolute value expressions. Integrates technology throughout. Graphing technology required – contact instructor for more details. Prerequisites: MTH 65 or equivalent placement; placement into WR 115. Audit available.	Introduces functions graphically and symbolically with an emphasis on function notation. Investigates functions, equations, and graphs involving linear, quadratic, rational, radical, and absolute value expressions. Integrates technology throughout. Graphing technology required – contact instructor for more details. Prerequisites: MTH 65 or equivalent placement; placement into WR 115. Corequisite: MTH 95L Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.

Placement into:					
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent					
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.					
Placement into:					
prefix & number: MTH95L		☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Formulate and solve problems in one variable using quadratic, rational and radical equations as models. 2. Formulate and solve problems in one or more variables using linear models. 3. Recognize the connection between graphs and algebra and solve problems both symbolically and graphically. 4. Recognize the graph of a function and use function notation. 5. Communicate results mathematically and in writing.	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)
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?	☐ Yes
	☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

There is only one program that it would impact without the ability to be flexible - the Paramedic program. All other programs would absorb the credits into their elective groupings. A one credit co-requisite course in combination with a three credit GenEd art class as equivalency to a 4 credit GenEd elective.

Implementation term	☒ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3.14.24

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.

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
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 WR 121Z. 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. Prerequisite/concurrent: WR 121 or WR 121Z. Corequisite: MTH 105L Audit available.

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

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

Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: MTH 65 or MTH 98 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
prefix & number: MTH 65 or MTH 98 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 105L	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. 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: No change

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Please provide details, who was contacted and the resolution.

Programs that need MTH 105Z would absorb the credit into their elective groupings. A one credit co-requisite course in combination with a three credit GenEd art class as equivalency to a 4 credit GenEd elective should they chose to do so.

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3.14.24

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.

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

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

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

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
Current prefix and number	MTH 111Z	Proposed prefix and number	No change
Current Course Title	Precalculus I: Functions	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
Prepares students for trigonometry or calculus, focusing on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. Explores topics symbolically, numerically, and graphically in real-life applications and interpreted in context. Emphasizes skill building, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Prerequisite: MTH 95 or equivalent placement. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Prepares students for trigonometry or calculus, focusing on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. Explores topics symbolically, numerically, and graphically in real-life applications and interpreted in context. Emphasizes skill building, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Prerequisite: MTH 95 or equivalent placement. Prerequisite/concurrent: WR 121 or WR 121Z. Corequisite: MTH 111L Audit available.

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

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: MTH 95 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
prefix & number: MTH 95 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: MTH 111L	☐ Prerequisite	☒ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology. 2. Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types. 3. Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior. 4. Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results. 5. Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.	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)

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

SECTION #2 IMPACT ON OTHER DEPARTMENTS

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

Please provide details, who was contacted and the resolution.

Programs that need MTH 111Z would absorb the credit into their elective groupings. A one credit co-requisite course in combination with a three credit GenEd art class as equivalency to a 4 credit GenEd elective should they chose to do so.

Implementation term	☐ Start of next academic year (summer term)
	☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3.14.24

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.

CC date   3.14.24
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

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

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Mathematics	Submitter name Phone Email	Pam Morse 541-308-8218 pmorse@cgcc.edu
Reason for Revision	The department has decided that the corequisite course should be mandatory. Students will be able to opt out.		
Current prefix and number	STAT 243Z	Proposed prefix and number	No change
Current Course Title	Elementary Statistics I	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
Focuses on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121 or WR 121Z. Audit available.	Focuses on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. Prerequisites: MTH 65 or MTH 98 or equivalent placement. Prerequisite/concurrent: WR 121 or WR 121Z. Corequisite: STAT 243L. Audit available.

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

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

☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
☐ Placement into:			
prefix & number: MTH 65 or MTH 98 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121.			
prefix & number: MTH 65 or MTH 98 or equivalent placement	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 121 or WR 121Z	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: MTH105L	☐ Prerequisite	☒ Corequisite	☐ pre/con

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

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

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference. 2. Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations. 3. Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments. 4. Identify, conduct, and interpret appropriate parametric hypothesis tests. 5. Assess relationships in quantitative bivariate data.	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)
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?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

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

Implementation term	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year)
Allow 2-3 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."		
Submitter	Email	Date
Pam Morse	pmorse@cgcc.edu	3.14.24
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.