Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 101

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Art Appreciation

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on art from the ancient through late nineteenth century and its connections and relationship to art-making, history, culture, ideas and issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
2. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
3. identify ideas and processes related to historical change and cultural development from ancient to current times; (AL2)
4. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Writing Assignments

✓ Pre-Post Assessment

:

Major Topic Outline:

1. History of art and art-making from the ancient periods through the nineteenth century.
2. Development of ideas, style, composition, and form in the creation of art forms.
3. Social, political, and cultural influences and contexts in art from this time period.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                         ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ general elective

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

 First Name: Nora
 Last Name: Brodnicki
 Phone: 3036
 Email: norab

Course Prefix and Number: ART - 102

Credits: 3

Contact hours

 Lecture (# of hours): 33
 Lec/lab (# of hours):
 Lab (# of hours):
 Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Art Appreciation: Modern and Contemporary

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on modern and contemporary art and its connections and relationship to recent art-making/ processes, history, culture, ideas and issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with art from the Modern and Contemporary period and art at Portland galleries and museums;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development from Modern and Contemporary periods;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

     1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

     2. Locate, evaluate, and ethically utilize information to communicate effectively.

     3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

     1. Engage in ethical communication processes that accomplish goals.

     2. Respond to the needs of diverse audiences and contexts.

     3. Build and manage relationships.

MA: Mathematics Outcomes:

     1. Use appropriate mathematics to solve problems.

     2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

     1. Apply analytical skills to social phenomena in order to understand human behavior.

     2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

     1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

     2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

     3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

S   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History and development of Modern art.
2. History and development of Contemporary art.
3. Development of ideas, style, composition, and form in Modern and Contemporary styles.
4. Social, political, and cultural influences and contexts in Modern art.
5. Social, political, and cultural influences and contexts in Contemporary art.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
                                       ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

WOU= A 100, EOU= ART 101, SOU= ART 101

How does it transfer? (Check all that apply)

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 103

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Art Appreciation: Architecture and Design

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on architecture and design and their connections and relationship to recent history, culture, ideas and issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with the artistic elements of architecture and design;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development of architecture and design;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
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As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

S   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History of architecture.
2. History of design.
3. Development of ideas, style, composition, and form in design and architecture.
4. Social, political, and cultural influences and contexts in architecture.
5. Social, political, and cultural influences and contexts in design.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                           ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

SOU= ART 103

How does it transfer? (Check all that apply)

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 115

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Basic Design: 2-Dimensional Design

Course Description:

Acquaints students with the vocabulary of composition and the elements and principles of design. Develop creative composition and analytical skills through projects and critiques. Examine historical and contemporary issues and ideas related to visual composition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of design concepts, elements and principles; (AL1)
2. articulate design concepts in self and group critique of compositions; (AL2)
3. Utilize problem-solving skills in art and design;
4. Create original works of art that explore design and it's connection to ideas, iconography, and/or art; (AL1)
5. identify the historical and contemporary significance of art and design; (AL1)
6. use composition as a tool for self expression; (AL1)
7. demonstrate skilled use of materials for creating make 2-dimensional designs;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
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As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Exploration of the elements & principles of design.
a. Elements: Line, texture, shape, size, light, form, and space.
b. Principles: Reputation, balance, rhythm, harmony, variety, unity.
2. Exploration of positive/negative space.
3. Exploration of space and perspective.
a. Linear perspective – 1, 2, 3-point fixed view.
b. Rolling perspective – bending space.
c. Perspective from above or below – point of view.
4. Compositional ambiguity: figure-ground relationship.
5. Personal, emotional, intellectual communication.
6. Historical development of two-dimensional art and design.
7. Use of the picture plane as a tool of personal creative expression using modern and contemporary examples.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

> 1. Is there an equivalent lower division course at the University?
> 2. Will a department accept the course for its major or minor requirements?
> 3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ OIT (Oregon Institute of Technology)
✓ OSU (Oregon State University)   **✓ UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

ART-115

How does it transfer? (Check all that apply)

✓ required or support for major
✓ general education or distribution requirement

:

Provide evidence of transferability: (minimum one, more preferred)

✓ Other. Please explain.

Dustin's chart

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 116

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Basic Design: Color Theory & Composition

Course Description:

Explore the use of color in art. Create charts, paintings and collages that investigate the elements, principles and theory of color. Examine historical and contemporary issues and ideas of color and composition in the arts.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall
✓ Winter
✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe color theory;
2. describe how color can be used in composition and have knowledge of its historical progression; (AL2)
3. articulate color and design concepts in self and group critiques of compositions; (AL2)
4. utilize problem-solving skills in color, art and design;
5. create original works of art that explore color and its connection to ideas, iconography, and/or design; (AL1)
6. demonstrate skilled use of color for creating make 2-dimensional designs;
7. use composition and color as a tool for self-expression; (AL1)
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Hue, value, and intensity relationships.
2. Use of tinting and shading.
3. Color mixing, complementary color relationships, degree of saturation.
4. Color interaction.
5. Volume, space, advancing, receding hue.
6. Psychological aspects of color.
7. Historical overview of color use in art.
8. Use of color and composition as a personal form of expression; modern and contemporary examples.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

ART-116

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

  First Name: Nora
  Last Name: Brodnicki
  Phone:　　　3036
  Email:　　　norab

Course Prefix and Number: ART - 117

Credits: 4

Contact hours

  Lecture (# of hours): 33
  Lec/lab (# of hours):
  Lab (# of hours):　　　33
  Total course hours:　　66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Basic Design: 3-Dimensional Composition

Course Description:

Examine the elements of form, space, structure, and sculpture. Create works of art using various sculptural processes. Examine historical and contemporary issues and ideas relating to sculpture and 3-dimensional design.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate knowledge of sculpture and 3-dimensional design; (AL2)
2. articulate sculpture and design concepts in self and group critiques of compositions; (AL2)
3. identify and apply the language of visual form;
4. utilize problem-solving skills and 3-dimensional art and design;
5. demonstrate craftsmanship and skills in the use of sculpture materials and the creation of form; (AL1)
6. exhibit knowledge of historical and contemporary art issues and ideas related to 3-dimensional form; (AL2)
7. use 3-dimensional forms as a tool for self-expression; (AL1)
8. display a portfolio of original works of art. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Exploration of visual rhythm, modular repetition, visual unity.
2. Exploration of glyptic process, material limits, positive-negative space.
3. Exploration of visual diversity, common objects & materials, polarity of opposites.
4. Exploration of various elements of structure: Tension, gravity, weight, strength.
5. Exploration of the design process: How material and form are changed through variables.
6. Exploration of visual communication.
7. Historical development of the human form in sculpture.
8. Historical development of form and structure in architecture, sculpture, and design.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

> 1. Is there an equivalent lower division course at the University?
> 2. Will a department accept the course for its major or minor requirements?
> 3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

ART-117

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Reject   Publish

Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 131

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Drawing: Still Life and Landscape

Course Description:

Introduces basic skills, drawing tools, materials, techniques, elements of composition; line, gesture, color and value. Projects will involve observational drawing with a focus on still life and landscape images. Assignments include drawing, assigned readings, term papers and group critiques of drawing projects. Historical issues of drawing will be examined.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an drawing and design concepts, elements and principles using various drawing media; (AL1)
2. identify local and global issues through the lens of drawing; (AL2)
3. create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and drawing; (AL1)
5. identify the historical and contemporary significance of drawing; (AL1)
6. analyze personal values through self- and group-critique of work;
7. demonstrate an ability to represent still objects and landscapes;
8. create a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

    1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

<p align="center">✓ Portfolios</p>

:

Major Topic Outline:

1. Use of contour line and gesture to describe form.
2. Historical development of drawing techniques and styles.
3. Drawing as a tool for personal expression, modern and contemporary examples.
4. Perspective: linear and aerial.
5. Shape, form, movement, and space in composition.
6. Value in light and shadow.
7. Still life and Landscapes.
8. Varied drawing techniques and mediums.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

    1. Is there an equivalent lower division course at the University?
    2. Will a department accept the course for its major or minor requirements?
    3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**   ✓ **SOU (Southern Oregon University)**

✓ **OSU-Cascade**   ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Drawing courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 132

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Life Drawing (Figure Emphasis)

Course Description:

Introduces basic drawing skills, tools, materials, techniques, elements of composition; line, gesture, and value. Direct observation of reality in relation to volume and form drawn onto a two-dimensional plane with a focus on the human form. Assignments include drawing, assigned readings and group critiques of drawing projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate drawing and design concepts, elements and principles using various drawing media; (AL1)
2. analyze personal values through self- and group-critique of work; (AL2)
3. create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and drawing; (AL1)
5. create works that reflect cultural, historical and/or contemporary ideas; (AL2)
6. draw the human form;
7. create a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
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As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

      1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Portfolios

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Portrait and figure drawing.
5. Varied drawing techniques and skills.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

    1. Is there an equivalent lower division course at the University?
    2. Will a department accept the course for its major or minor requirements?
    3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                    ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Drawing courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

 First Name: Nora
 Last Name: Brodnicki
 Phone: 3036
 Email: norab

Course Prefix and Number: ART - 133

 # Credits: 4

Contact hours

 Lecture (# of hours): 33
 Lec/lab (# of hours):
 Lab (# of hours):   33
 Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Drawing for Comics

Course Description:

Introduces basic drawing skills, drawing tools, materials, techniques, elements of composition; line, gesture, color and value. Projects will involve drawing with a focus on sequential imagery, comics and graphic style. Assignments include drawing, assigned readings and group critiques of drawing projects. This course emphasizes composition, expression and text-related imagery.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of drawing and design concepts, elements and principles;
2. articulate drawing and design concepts in self and group critique of compositions;
3. create original works of art that explore drawing and its connection to ideas, iconography, and/or art;
4. recognize and utilize personal and/ or conceptual elements in relation to art and drawing;
5. identify the historical and contemporary significance of sequential drawing;
6. demonstrate skills in the process and use of various drawing mediums;
7. demonstrate an ability to represent and understanding of comics, design and sequential works;
8. develop and produce a portfolio of college-level of art.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Use of contour, line, and gesture to describe form.
2. Historical development of the picture plane and composition emphasizing perspective and space.
3. Shape, form, movement, space, color, composition.
4. Value and color in light and shadow.
5. Comic book illustration and 2-dimensional sequential art forms.
6. Various drawing techniques and materials.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 162

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Photography II

Course Description:

This course is the second of a sequence of three darkroom photography courses. This course explores camera operation and darkroom processes in developing and printing film. Photography II explores the photo processes and elements of composition, content, and historical/ contemporary references at an intermediate level.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass ART-161

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Access to a black and white 35mm camera with adjustable exposure controls (no digital cameras)

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate a developed personal style;
2. communicate ideas and meaning through creative and artistic use of the camera;
3. demonstrate intermediate skills in techniques that include cyanotype and van dyke brown prints;
4. demonstrate intermediate skills in use of fiber-based prints and bleaching and toning techniques;
4. create an intermediate-level portfolio of photographic works;(AL1)
5. analyze personal values through self- and group-critique of work;(AL2)
6. create works that reflect cultural, historical and contemporary ideas and artistic expressions in photography. (AL 2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Intermediate level camera functions.
2. Intermediate level exposure techniques.
3. Intermediate level B/W printing methods.
4. Print finishing and presentation.
5. Research visual literacy and photographic history.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**

✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Art

Submitter

  First Name: Nora
  Last Name: Brodnicki
  Phone: 3036
  Email: norab

Course Prefix and Number: ART - 163

 # Credits: 3

Contact hours

  Lecture (# of hours):
  Lec/lab (# of hours): 66
  Lab (# of hours):
  Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Photography III

Course Description:

This course is the third of a sequence of three darkroom photography courses. This course explores camera operation and darkroom processes in developing and printing film. Photography III explores the photo processes and elements of composition, content, and historical/ contemporary references at an advanced level.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass ART-161 & ART-162

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Access to a 35mm black and white camera with adjustable exposure controls (no digital cameras)

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate a well-developed personal style;
2. communicate ideas and meaning through creative and artistic use of the camera;
3. demonstrate advanced skills in techniques that include cyanotype, van dyke brown and solarization prints;
3. demonstrate advanced skills in use of fiber-based prints and bleaching and toning techniques;
4. create an advanced-level portfolio of photographic works;(AL1)
5. analyze personal values through self- and group-critique of work;(AL2)
6. create works that reflect cultural, historical and contemporary ideas and artistic expressions in photography. (AL 2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Advanced level camera functions.
2. Advanced level exposure techniques.
3. Creating the fine print.
4. Presentation method.
5. Research visual literacy and photographic history.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**

✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

websites

First term to be offered:

Next available term after approval
:

✓ **general education or distribution requirement**
✓ **general elective**

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Thomas
Last Name: Wasson
Phone: 3037
Email: tomw

Course Prefix and Number: ART - 225

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Computer Graphics I

Course Description:

Introduction to the use of digital graphics programs. Photo manipulation, illustration, and compositing techniques will be explored. Design principles and creative composition will be emphasized. Historical and contemporary issues related to graphic design aesthetics will be considered.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AAS-DMC-Motion Graphics and Computer Animation

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: ART-115

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the concepts and language of Graphic Design;
2. present an understanding of the modern tools of this trade (the industry standard hardware and software applications);
3. demonstrate technical skills in Photoshop, Illustrator, and In-Design;
4. generate creative solutions in the production and completion of Graphic Design works;
5. design works that explore personal expression, iconography, and purpose;
6. identify the historical, cultural, theoretical, and aesthetic evolution of the Graphic Design practice;
7. critically analyze, interpret, and describe design works using relevant design concepts.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to computers and formats.
2. Introduction to Photoshop and Illustrator- Interface, tools, and tabs.
3. Elements of design: line, space, texture, shape, color, value.
4. Principles and concepts in design: harmony, variety, unity, balance, gravity.
5. Introduction to the history of graphic design.
6. Group critiques of finished projects.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

At PSU-Art 120, At OIT-Elective.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Thomas
Last Name: Wasson
Phone:　　　3037
Email:　　　tomw

Course Prefix and Number: ART - 226

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):　66
Lab (# of hours):
Total course hours:　66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Computer Graphics II

Course Description:

Continue exploring the processes of digital graphics programs. More advanced aspects of image compositing, bit mapping, layering, and using channels in Photoshop. More advanced aspects of vector graphics creation and document creation in Illustrator and InDesign. Creative problem solving, design applications and contemporary issues will be explored. Historical reference and current trends in digital media will continue to be examined.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: ART-225

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and employ the concepts and language of Graphic Design;
2. Demonstrate an understanding of the modern tools of this trade and the industry standard hardware and software applications;
3. Use an intermediate working knowledge of Photoshop, Illustrator, and In-Design;
4. Identify Graphic Design's significance to social, cultural, political, and economic change;
5. Generate creative solutions in the production and completion of Graphic Design works;
6. Design works that explore personal expression, iconography, and purpose;
7. Critically analyze, interpret, and describe design works using relevant design concepts;
8. Identify the historical, cultural, theoretical, and aesthetic evolution of the Graphic Design practice.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Historical aspects of Graphic Design.
2. Intermediate concepts in Photoshop,Illustrator and InDesign.
3. Evolution of Design principles in computer graphics.
4. Visual communication.
5. Group critiques of finished projects.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?

3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

At PSU-Art120, At OIT-Elective

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Art

Submitter

First Name: Thomas
Last Name: Wasson
Phone: 3037
Email: tomw

Course Prefix and Number: ART - 227

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Computer Graphics III

Course Description:

Advanced use of multi-digital formats to create images, compositions and documents. Develop a design portfolio. Design principles, creative problem solving, historical and contemporary issues in graphics and aesthetics will be analyzed.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: ART-225 & ART-226

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify advanced concepts and language of Graphic Design;
2. demonstrate advanced knowledge of the tools of this trade, and the industry standard hardware and software applications;
3. demonstrate advanced knowledge of Photoshop, Illustrator, and InDesign;
4. critically analyze Graphic Design's significance to social and economic change;
5. design works that explore personal expression, iconography, and purpose;
6. critically interpret the historical, cultural, theoretical, and aesthetic evolution of the Graphic Design practice;
7. identify career options in the field of Graphic Design;
8. critically analyze, interpret, and describe design works using relevant design concepts;
9. present a professional Graphic Design Portfolio.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Advanced principles of typography.
2. Design industry standards and expectations.
3. Visual communication.
4. Package design.
5. Advertising design.
6. Document design.
7. Portfolio and Professional Presentation.
8. Group critiques of finished projects.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a

new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

At PSU-Art120, At-OIT-Elective

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 250

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Beginning

Course Description:

Broad general introduction to ceramics. Explore different methods of working with clay, including pinching, coiling, slab construction, and throwing on the wheel. Introduction to glazing and firing methods. Research into the ancient history of ceramics. Develop fundamental skills and clay experience to foster artistic growth.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an introductory understanding of techniques and materials (AL1)
2. identify and describe ancient ceramic works and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Pre-Post Assessment

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on ancient to 10th century.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **SOU (Southern Oregon University)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**

✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= ART 255/ ART 256

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Specify term: FALL

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 251

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Beginning

Course Description:

Broad general introduction to ceramics. Explore different methods of working with clay, including pinching, coiling, slab construction, and throwing on the wheel. Introduction to glazing and firing methods. Research into the history of ceramics from the 10th through the 19th centuries. Develop fundamental skills and clay experience to foster artistic growth.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an introductory understanding of techniques and materials; (AL1)
2. identify and describe ceramic works from the Medieval era through the 19th century and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Pre-Post Assessment

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on the 10th century through the 19th century.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= ART 255/ ART 256

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites at the institutions

First term to be offered:

Specify term: WINTER

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 252

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Beginning

Course Description:

Broad general introduction to ceramics. Explore different methods of working with clay, including pinching, coiling, slab construction, and throwing on the wheel. Introduction to glazing and firing methods. Research ceramics from the early 20th century to the present. Develop fundamental skills and clay experience to foster artistic growth.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an introductory understanding of techniques and materials; (AL1)
2. identify and describe ceramic works from the early 20th century to the present and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Pre-Post Assessment

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on early modern up through contemporary styles.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                 ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= ART 255/ ART 256

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Specify term: SPRING

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 253

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Intermediate

Course Description:

Further develop ceramic skills, artistry and ideas. Continued exploration of working with clay, including pinching, coiling, slab construction and throwing on the wheel. Continue to learn about glazing and firing. Research ancient history of ceramics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass ART-250, ART-251, or ART-252 or instructor consent

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an intermediate understanding of techniques and materials; (AL1)
2. identify and describe ancient ceramic works and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium. (AL1)

AAQT/ASQT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Projects**

✓ **Thesis/Research Project**

✓ **Pre-Post Assessment**

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on ancient to 10th century.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research.
6. Students individualize their focus and further develop their skills by focusing on a problem, idea or series of works.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **SOU (Southern Oregon University)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**

✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 254

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Intermediate

Course Description:

Further develop skills and ideas to foster artistic growth. Explore different methods of working with clay, including pinching, coiling, and slab construction and throwing on the wheel. Continue to learn about glazing and firing. Research ceramics from the 10th through 19th centuries.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass ART-250, ART-251, or ART-252 or instructor consent

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an intermediate understanding of techniques and materials; (AL1)
2. identify and describe ceramic works from the 10th through the 19th centuries and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply intermediate ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Pre-Post Assessment

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on 10th century to 19th century.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research.
6. Students may focus on a specific topic or series of project or way of working to further foster their skills and development with the materials.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 255

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Ceramics/Intermediate

Course Description:

Further develop skills and ideas to foster artistic growth. Explore working with clay: pinching, coiling, and slab construction and throwing on the wheel. Continue to learn about glazing and firing. Research ceramics from the 20th century through the present.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass ART-250, ART-251, or ART-252 or instructor consent

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works in clay that demonstrate an intermediate understanding of techniques and materials; (AL1)
2. identify and describe ceramic works from the early 20th century through the present and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply intermediate ceramic techniques, terminology and ideas;
6. apply artistic ideas using clay as the primary medium. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Pre-Post Assessment

:

Major Topic Outline:

1. Technical information: The understanding of clay, glazes, materials, and firing methods.
2. Design and aesthetics: Teach and demonstrate uses of material, participation in critiques.
3. History of ceramics: Study from books and internet sources historical ceramic work, focus on ancient to 10th century.
4. Creative process: Stimulation and development during course projects, reinforced by verbal and written information.
5. Student Involvement: Making ceramic works, loading kilns, glazing, clean up and research.
6. Students individualize their focus by developing projects, series, and/or ideas that foster the development of their artistic skills and use of materials.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: ART

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab@clackamas.edu

Course Prefix and Number: ART - 257

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Metalsmithing/Jewelry

Course Description:

This course examines basic techniques in metalsmithing and jewelry-making. Students will learn basic techniques and processes of metalsmithing such as sawing, cold connection, soldering, metal inlay, fabrication, forming, surface treatments and casting. The focus of this class will be placed on creating forms for body adornment. Critiques, discussions and presentations are included in this course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. create personal works of small sculpture and/ or jewelry; (AL1)
2. identify and describe small metal works and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic small metals techniques, terminology and ideas;
6. apply artistic ideas and cultural concepts to the use of metal as the primary medium. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

       1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Portfolios

✓ Other Assessment Tools: art

Major Topic Outline:

1. Pierced Pendant- sawing, piercing, filing, surface treatment.
2. Etched and Die formed Broach- soldering, jump ring making, hydraulic press die forming, photo etching.
3. Cold Forge Bracelet- cold forging.
4. Hollow ring-construction and fabrication.
5. Cast Ring- Wax working, Lost wax casting.
6. Marriage of Metal– puzzle soldered inlay.
7. Small metals and their connection to art, cultural and historical ideas.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ PSU (Portland State University)

✓ OIT (Oregon Institute of Technology)

✓ UO (University of Oregon)

Identify comparable course(s) at OUS school(s)

ART 258, ART 259

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

review of outlines on website

First term to be offered:

Specify term: Spring

Clackamas Community College

Online Course/Outline Submission System

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[Reject] [Publish]

Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 281

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Beginning

Course Description:

Introduces basic painting tools, materials, techniques, and elements of composition, color, gesture, and value. Projects will involve observational painting with a focus on Still Life and its relationship to volume and form on a two-dimensional plane. Assignments include painting, drawing, assigned readings and group critiques of painting projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of still objects in this medium;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

C   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

      1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

<p align="center">✓ Portfolios</p>

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Organic form and still life.
5. Varied painting techniques and craft.
6. Explore manners and style of painting.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

    1. Is there an equivalent lower division course at the University?
    2. Will a department accept the course for its major or minor requirements?
    3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**	✓ **PSU (Portland State University)**
	✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**	✓ **UO (University of Oregon)**
✓ **OSU-Cascade**	✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

☑ Show changes since last approval in red　　[Print]　[Edit]　[Delete]　[Back]
[Reject]　[Publish]

Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone:　　　3036
Email:　　　norab

Course Prefix and Number: ART - 282

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):　　33
Total course hours:　66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Beginning

Course Description:

Introduces basic painting tools, materials, techniques, and elements of composition, color, gesture, and value. Direct observation of reality in relation to volume and form on a two-dimensional plane with a focus on the human form. Assignments include painting, readings and critique of projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of the human form in this medium;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

C   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Portfolios**

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Portrait and figure drawing.
5. Varied painting techniques and craft.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                         ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 283

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Beginning

Course Description:

Introduces basic painting tools, materials, techniques, and elements of composition, color, gesture, and value. Projects will involve observational painting with a focus on landscape and its relationship to volume and form on a two-dimensional plane. Assignments include painting, drawing, assigned readings and group critiques of painting projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of landscape in this medium;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

C   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

<div align="center">

✓ **Portfolios**

</div>

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Landscape.
6. Varied painting techniques and craft.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                         ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 284

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Intermediate

Course Description:

Utilizes intermediate painting concepts, materials and techniques, with emphasis on composition, color, gesture, and value. Projects will involve observational painting with a focus on Still Life and its relationship to volume and form on a two-dimensional plane. Assignments include paintings, readings, and critique of projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ART-283 or Student Petition

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an advanced understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of still objects in this medium;
8. display a portfolio of original works of art.

AAQT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Portfolios**

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Organic form and still life.
5. Varied painting techniques and craft.
6. Explore manners and styles of painting.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 285

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Intermediate

Course Description:

Utilizes intermediate painting concepts, materials and techniques with emphasis on composition, color, gesture and value. Projects will involve observational painting with a focus on the human form and its relationship to volume and form on a two-dimensional plane. Assignments include paintings, readings, and critique of projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ART-283 or instructor's consent

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an intermediate understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of landscape in this medium;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

    1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

    2. Locate, evaluate, and ethically utilize information to communicate effectively.

    3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

    2. Respond to the needs of diverse audiences and contexts.

    3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

    2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

    1. Apply analytical skills to social phenomena in order to understand human behavior.

    2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

    1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

    2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

    3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Portfolios

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Human figure.
5. Varied painting techniques and craft..
6. Explore manners and styles of painting.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

> 1. Is there an equivalent lower division course at the University?
> 2. Will a department accept the course for its major or minor requirements?
> 3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                                  ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 286

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Painting/Intermediate

Course Description:

Utilizes intermediate painting concepts, materials and techniques with emphasis on composition, color, gesture and value. Projects will involve observational painting with a focus on landscape and its relationship to volume and form on a two-dimensional plane. Assignments include painting, drawing, assigned readings and group critiques of painting projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ART-283 or instructor's consent

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an intermediate understanding of painting concepts, elements and principles; (AL1)
2. articulate painting and design concepts in self and group critique of compositions; (AL2)
3. create original works of art that explore painting and its connection to ideas, iconography, and/or art; (AL1)
4. recognize and utilize personal and/ or conceptual elements in relation to art and painting; (AL1)
5. identify the historical and contemporary significance of painting; (AL1)
6. demonstrate advanced skills in the process of painting (brushes, acrylic paints, other paint materials);
7. demonstrate an ability to represent and understanding of landscape in this medium;
8. display a portfolio of original works of art.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Portfolios**

:

Major Topic Outline:

1. Use of contour, color and value to describe form.
2. Shape, form, movement, space, color, composition.
3. Value and color in light and shadow.
4. Landscape.
6. Varied painting techniques and craft.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                            ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Painting is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

College and university websites have information about Painting courses.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 291

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Sculpture

Course Description:

Introduction to the processes and concepts of sculpture; the elements of form and space will be explored. Clay, plaster, mold making, carving, and assemblage will be introduced. Reference to historical and aesthetic content will be presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and describe works from the history of sculpture; (AL2)
2. create sculptural works;(AL1)
3. create works that communicate a concept or idea; (AL1)
4. demonstrate group and self-critiquing skills; (AL2)
5. safely and correctly use of tools and materials to create sculptural works.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

<div align="center">

✓ **Projects**

</div>

:

Major Topic Outline:

1. Exploration of line, example makes a wire sculpture based on a common object.
2. Exploration of plane, example; create a sculpture by layering planes and by opposing planes.
3. Exploration of mass, example; make a clay study from a life model.
4. Human form and proportion, example head study or figure study from life model.
5. Assemblage and mixed media.
6. Positive\negative form, make a mold from a clay study, pour a positive casting in the mold.
7. Introduction to historical, modern and current sculptural forms.
8. Introduction to sculptural history and connections to culture.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**	✓ **PSU (Portland State University)**
	✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**	✓ **UO (University of Oregon)**
✓ **OSU-Cascade**	✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Specify term: FALL

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 292

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Sculpture (Figure Emphasis)

Course Description:

Explores the human form in traditional and contemporary techniques and concepts. Use of clay, armatures, combining mediums, flexible molds and other sculpture media will be explored. Concepts of aesthetics in formal composition will be explored through projects, lectures, and critiques. The human figure and other life forms in the history of sculpture will be examined.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and describe works from the history of sculpture in relation to the human figure and other life forms; (AL2)
2. create sculptural works; (AL1)
3. create works that communicate a concept or idea; (AL1)
4. create forms that exhibit personal creative expression; (AL1)
5. demonstrate group and self-critiquing skills; (AL2)
6. demonstrate skill in the use of tools and processes;
7. demonstrate and articulate safety issues and precautions as well as shop etiquette.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

:

Major Topic Outline:

1. Use of armatures.
2. Figure study from life model.
3. Mold making techniques.
4. Preparation, use and types of clay.
5. Alternative materials use of figure study.
6. Exploration of assemblage and mixed media.
7. Formal critiques of projects.
8. Development of personal expression.
9. Historical and contemporary issues related to sculpture and the human form.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**　✓ **PSU (Portland State University)**
　　　　　　　　　　　　　　　　　　✓ **SOU (Southern Oregon University)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**

✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

ART 2901, ART 291, ART 292

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

✓ **general elective**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites at these institutions

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: ART - 293

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Sculpture (Metal Emphasis)

Course Description:

The processes and concepts of sculpture including the elements of form, space and visual communication will be examined with emphasis on current issues. Use of clay and plaster in relation to metal sculpture. Welding, casting, and assemblage will be explored. Historical and contemporary ideas and aesthetic content will be examined.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify ideas and elements considered in historical and contemporary sculpture; (AL2)
2. create finished art work for a portfolio; (AL1)
3. apply conceptualization, communication, and aesthetic content skills; (AL1)
4. create forms that exhibit personal creative expression; (AL1)
5. apply skills of personal and public critical evaluation; (AL2)
6. demonstrate skill in the use of tools and processes related to construction of metal forms;
7. describe and adhere to safety issues and shop etiquette.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

:

Major Topic Outline:

1. Introduction to the lost wax process.
2. Introduction to welding and metal fabricating.
3. Focus on development of concepts based on types of materials, space, and scale.
4. Visual communication, installation and site specific sculptural forms.
5. Critical evaluation of finished projects.
6. Historical and contemporary use of found objects, mixed media, installation.
7. Current trends in sculpture and design.
8. Historical information on sculpture and design.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

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> 1. Is there an equivalent lower division course at the University?
> 2. Will a department accept the course for its major or minor requirements?
> 3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

ART 290, ART 291, ART 292

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

I checked websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Reject   Publish

Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3918
Email: amy.ellis

Course Prefix and Number: ASL - 102

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: American Sign Language

Course Description:

Second term of a three-term introductory course. Emphasis will be on increasing communicative abilities. Course will focus on language functions such as making requests, describing others, and/or telling a short story. Grammar and vocabulary will also be emphasized throughout the course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-101 with a C or better.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. carry out basic communicative exchanges which permit heavy reliance on learned signs,
2. occasionally expand these exchanges through simple re-combinations of their elements,
3. spontaneously apply at least 10 learned sign sequences to new situations,
4. have a base sign vocabulary of 100 signs,
5. translate and present a simple paragraph from English into ASL using idioms,
6. identify six different types of classifiers and apply them to learned signs (affixes-prefix, infix classifier and suffix classifiers) and specials (vehicle, animal, and person classifiers), size and shape specifiers, singular and plural classifiers, determiner and possessor classifiers, indicator and presumption classifiers;
7. demonstrate the ability to assimilate the classifier handshapes in the subject-verb (simple ASL) and object-subject-verb agreements.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Refining skills in expressive and receptive signing.
2. Enlarging vocabulary.
3. Developing fluency.
4. Begin Idioms.
5. Introduction and usage of reference points.
6. Continued development an use of classifiers.
7. Examine in more depth, the structure and syntax of the language.
8. Development of ASL linguistics.
9. The deaf community as an American subculture.
10. Continue vocabulary lists:
a. Action words.
b. Quality/condition.
c. Verbs.
11. Song project.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Lanuguage

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3918
Email: amy.ellis

Course Prefix and Number: ASL - 103

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: American Sign Language

Course Description:

Third term of a three-term introductory course. Emphasis will be on developing conversational competence. Course includes basic ASL vocabulary and grammar used for basic communication such as opening conversations, clarifying, giving reasons, narrating family history, correcting, and elaborating.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-102 with C or better.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. conduct basic communicative exchanges which permit considerable but not exclusive reliance on memorized signs,
2. expand these exchanges through simple re-combinations of their elements,
3. spontaneously apply at least 15 learned sign sequences to new situations,
4. demonstrate a learned vocabulary of at least 150 signs,
5. translate and present a simple 3 minute song or 1 page story from English to ASL,
6. describe the basic aspects of deaf culture and entertainment including the history of ABC stories.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Refining skills in expressive and receptive signing.
2. Increasing vocabulary.
3. Developing fluency.
4. Continued development and usage of classifiers.
5. Continued development of ASL linguistics and translating to ASL structure.
6. Examine, in depth, the implications of deafness.
7. Examine the history of the education of deaf children from Aristotle to the present.
8. Expand Vocabulary.
a. Verbs.
b. Feelings.
c. Household.
d. Countries.
9. ABC Story Project.
10. Research paper with topic relating to deafness.
12. Research summary presentation.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a

new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3921
Email: amy.ellis

Course Prefix and Number: ASL - 201

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-year American Sign Language I

Course Description:

Review and expansion of American Sign Language vocabulary and structure in order to perfect expressive skill. Emphasizes active communication in sign language.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-103 with C or better.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. spontaneously apply language and engage in ASL conversations by creatively combining learned material; (AL1)
2. demonstrate the formation/execution of finger-spelling and individual signs along with appropriate non-manual signs and behaviors, contrastive structure, and role-shifting during scheduled demonstrations and in-class conversations;
3. demonstrate in conversations and on quizzes/tests the ability to read signs and finger-spelling, accompanied by appropriate body language and facial expressions, as executed by other students and the instructor;
4. critically analyze values, beliefs, history and culture of the deaf as revealed through the use of complex communicative exchanges which permit heavy reliance on learned signs and classifiers; (AL2) (CL1)
5. using a base vocabulary of at least 500 signs, apply interpreted and reverse-interpreted sign sequences of a given song/story to new situations and be able to identify and analyze the concepts applicable to the respective situations; (AL2) (CL1)
6. demonstrate appropriate skill in reading signs and finger spelling accompanied by appropriate body language and facial expressions executed by other students and the instructor in conversations and quizzes/tests.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Presentations**

:

Major Topic Outline:

1. locating things around the house
2. describing and identifying things
3. vocabulary reviews
4. classifiers
5. idioms
6. reference points
7. fact sheet translation and presentation project
8. translate/interpret figurative/idiomatic English phrases into ASL
9. partner song project

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**

✓ WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

ASL 201 (PSU, SOU, WOU)
ASL 211 (OSU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Course Transferability web site
https://www.transferology.com/

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Lanuguage

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3921
Email: amy.ellis

Course Prefix and Number: ASL - 202

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-year American Sign Language II

Course Description:

Continuation of ASL 201. Emphasizes active communication in sign language. Increased emphasis on exploring, analyzing the rules, and presenting stories and literature in sign language.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-201 with C or better.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. engage creatively in interactive, task-oriented social situations, requiring him/her to exchange personal information, or identify and describe things; (AL1)
2. initiate and respond to 300 signs, using classifiers when appropriate;
3. demonstrate the subtle differences between the signs for such things as "cook" and "school";
4. demonstrate the different methods of signing numbers (horizontal vs. vertical) depending on intended use;
5. discuss, in writing, the differences in syntax between signing a verb, such as "teach" and a noun, such as teacher;
6. maintain face-to-face conversations with fellow classmates, tutors, and instructor, using and interpreting appropriate body language and facial expressions;
7. critically analyze some aspect of deaf culture and show how this analysis can promote a positive, healthy attitude toward the deaf; (CL2),(CL1)
8. interpret a children's book using role shifting;
9. discuss and analyze examples of deaf poetry, showing how these examples uniquely reflect deaf culture; (CL1)
10. demonstrate appropriate skill in reading signs and finger spelling accompanied by appropriate body language and facial expressions executed by other students and the instructor in conversations and quizzes/tests;
11. demonstrate appropriate use of ASL concepts and idiomatic expressions in stories and prolonged conversational situations;
12. demonstrate an understanding of deaf culture that reflects a positive, healthy attitude towards persons who are deaf;
13. demonstrate, in an interactive context, the various pragmatic strategies including
a. confirming and correcting information,
b. asking for clarification,
c. agreeing, declining or hedging,
d. appropriate ways of getting and directing attention in various situations;
14. identify and apply the affix (prefix, infix, and suffix) classifiers to noun signs;
15. demonstrate appropriate handshape assimilations of the suffix classifiers for the noun-verb signs.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Exchanging personal information.
2. Describing and identifying things.
3. Signing numbers.
4. Classifiers.
5. Body language and facial expressions.
6. Idioms.
7. Grammar of ASL/translations.
8. Deaf culture and poetry.
9. Children's stories.
10. Pragmatics.
11. Syntax.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OIT (Oregon Institute of Technology)**

✓ **OSU (Oregon State University)**　　　✓ **UO (University of Oregon)**
　　　　　　　　　　　　　　　　　　　　　　✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

UO: ASL 202
WOU: ASL 202D

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Gen Ed chart

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: Amy
Last Name: Ellis
Phone: 2921
Email: amy.ellis

Course Prefix and Number: ASL - 203

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-year American Sign Language III

Course Description:

Continuation of ASL-202. Emphasizes active communication in sign language. Increased emphasis on exploring, analyzing the rules, discussing, developing, and presenting literature and poetry in sign language.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-202 with C or better.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. spontaneously apply language and engage others in ASL conversations by creatively combining learned material; (AL1)
2. critically analyze values, beliefs, history and culture of the deaf as revealed through the use of complex communicative exchanges which permit heavy reliance on learned signs using reference points and idiomatic expressions; (AL2) (CL1)
3. apply interpreted and reverse interpreted sign sequences of a given story or to new situations with a base vocabulary of at least 500 additional signs in order to identify and analyze the concepts applicable to a scenario; (AL2) (CL1)
4. demonstrate line-by-line translation of English into written ASL by means of textual glossing;
5. present a signed interpretation of a poem;
6. demonstrate consecutive and simultaneous interpretation of simple discourse;
7. demonstrate general strategies for interpretation, including semantic and syntactic circumlocution;
8. discuss current ethical issues involved in interpretation.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
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- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined
meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Presentations**

:

Major Topic Outline:

1. deaf culture—values, beliefs, and history
2. idioms
3. interpreted and reverse-interpreted sign sequences
4. translation and textual glossing
5. poetry
6. types of interpretation
7. strategies for interpretation
8. ethical issues involved in interpretation

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to
the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a
new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain
how the course will transfer by answering these questions.

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2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the
nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **OSU (Oregon State University)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

ASL 203 (PSU, SOU, WOU)
ASL 213 (OSU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Course Transferability web site
https://www.transferology.com/

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire

Course Prefix and Number: BA - 104

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Business Math

Course Description:

Apply mathematics to a variety of problems and situations found in the business world, including: mark-ups and mark-downs; statistical analysis; simple interest; present value and future value of single sums and annuities; and gains, losses and valuations of stocks, bonds, mutual funds, and other investments. Also included are accounting applications of depreciation, inventory valuation, and financial ratio analysis.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Business AAS & Certificates

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

Demonstrate and apply basic business math and analysis skills for problem solving in business, accounting, and retail venues, to include working with fractions, decimals, percentages, ratios, interest, taxation, and financial reporting.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Review and Application of Math for Problem Solving (Fractions, Decimals, and Percentages, as applied to Business, Accounting and Retail).
2. Banking, Promissory Notes, Simple and Discounted Interest.
3. Trade Discounts, Markups and Markdowns, Installment Sales.
4. Payroll and Payroll Taxes.
5. Present/Future value, Annuities and Sinking Funds.
6. Basic Accounting and Financial Statement Concepts.
7. Various Types of Taxes.
8. Basics of Business Statistics.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**

✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire

Course Prefix and Number: BA - 211

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Financial Accounting I

Course Description:

Develop skills in the basic principles of accrual-basis financial accounting for service and merchandising companies, including the accounting cycle, managing inventory, reconciling cash, internal controls, ratio analysis, and financial statement reporting. Emphasis is on procedure.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Business AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-101

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: Passing grade in BA-104 and BA-111

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Describe the accounting cycle process for service and merchandising corporation;
2. Prepare accrual-basis financial accounting transactions, to including journal entries, adjustments, and reconciliations;
3. Create financial statements;
4. Assess the health and prospects of an organization with ratio analysis;
5. Comprehend and apply inventory costing methods, cash management procedures, and internal controls.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Accounting and the business environment.
2. Recording business transactions.
3. The adjusting process.
4. Completing the accounting cycle.
5. Merchandising operations.
6. Merchandise inventory.
7. Internal controls and cash.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)** ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

PSU, OSU, and SOU: BA 211
OIT: ACC 201

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire

Course Prefix and Number: BA - 255

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Advanced Topics in Accounting

Course Description:

Build upon knowledge obtained from the Principles of Accounting courses to comprehend and gain practice in more advanced and specialized areas of accounting, which may include Government and Nonprofit Accounting, Auditing and Fraud, and/or Data Analytics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Business AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-212

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: Passing grade in BA-213

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

Comprehend and apply the appropriate specialized procedures and techniques that are used in an advanced area of Accounting.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Government and Nonprofit Accounting example:
1. Introduction to accounting and financial reporting for governmental and nonprofit organizations
2. Modified accrual accounting
3. Accounting for general and special revenue funds
4. Accounting for other fund types: capital projects, debt service, and permanent
5. Proprietary and fiduciary funds
6. Government-wide statements, capital assets, long-term debt
7. Accounting for private nonprofit organizations
8. College and university accounting
9. Accounting for hospitals and healthcare providers

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Specify term: Spring 2018

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire

Course Prefix and Number: BA - 256

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Income Tax Accounting

Course Description:

Detailed review of the federal tax structure, as it relates to the preparation of individual tax returns. This course briefly overviews partnership and corporate tax returns.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Business AAS & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: BA-211 and BA-212 or financial accounting experience

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Prepare basic federal income tax returns for individuals, including sole proprietors;
2. Distinguish the different types of taxes, as well as the differences between tax deductions and tax exemptions;
3. Critically evaluate effective tax planning actions that can minimize individual liability.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of the tax structure.
2. Tax determination, payments, and reporting procedures.
3. Gross income inclusions.
4. Gross income exclusions and adjustments to income.
5. Personal itemized deductions.
6. Other itemized deductions.
7. Self-employment.
8. Depreciation and amortization.
9. Rental activities.
10. Property: basis and nontaxable exchanges.
11. Property: capital gains and losses, and depreciation recapture.
12. Withholding, payroll, and estimated taxes.
13. Business entitles.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ PSU (Portland State University)

✓ OIT (Oregon Institute of Technology)
✓ OSU (Oregon State University)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ general elective
:

First term to be offered:

Specify term: Fall 2018

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Jennifer
Last Name: Bown
Phone: 3348
Email: jenb

Course Prefix and Number: BI - 165D

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Natural History of the Western Deserts

Course Description:

A lecture and lab course studying plants, animals, geology, ecology and environmental issues of western deserts. This intensive nine-day field course travels through western desert regions.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: One term of college-level science

Requirements: Student Petition

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. design and run scientific field experiments, analyze and interpret the results and apply them to broader desert ecological topics; (SC1) (SC2) (SC3)
2. through observation and journaling, explore various desert ecosystems and evaluate their fragile nature; (SC1) (SC2) (SC3)
3. collaboratively compare and discuss strategies for plant and animal survival in desert ecosystems;
4. observe geologic features, apply observations to fundamental geologic principles and formulate hypothesis on processes that formed the landscape;
5. collect and analyze field data to understand the relationship between geology and biology of the region, including hydrology and soil development;
6. describe the history of humans in the region and evaluate their impacts on deserts; (SC3)
7. create scientifically accurate field journals, using correct taxonomic language, to document field observations, experiments, and hypothesis. (SC1) (SC2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

P   1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

>   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Presentations**

✓ **Thesis/Research Project**

✓ **Journal Writing**

:

Major Topic Outline:

1. Fundamental geographic and ecological differences between desert ecosystems found in North America.
2. Introduction and examination of basic plants and animal communities of the Great Basin, Sonoran and Mojave deserts.
3. Survival strategies of plants and animals living in desert regions.
4. Geologic identification and formation of common desert features.
5. Geological history of western deserts including mining's impacts both environmentally and economically.
6. History of humans in western desert regions and their impact on those desert communities.
7. Evaluation of non-native species and their impact on desert ecosystems.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

UO (BI 1AAT), OSU (BI LDT)

How does it transfer? (Check all that apply)

✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Website and published course equivalency tables

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: James
Last Name: Nurmi
Phone: 3813
Email: jamesn

Course Prefix and Number: BI - 204

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Elementary Microbiology

Course Description:

A lab class with environmental focus. This class explores microscopic life and its importance in the environment and in industry. We also learn about the causes and implications of waterborne pathogens. Labs will provide practice with aseptic techniques and introduce tools and current methodologies used in the study of microorganisms.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): 1-yr certificate in Water & Environmental Technology and/or AAS in Water & Environmental Technology

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply the scientific methods by identifying unknown bacteria via experimental analysis, analyzing mathematical data, and writing and presenting an oral scientific report; (SC1) (SC2) (SC3)
2. explain the major developments in microbiology as a branch of biology, and significant discoveries in early and modern microbiology; (SC3)
3. describe the various cellular processes, including an understanding of the function of enzymes, methods of transport, aerobic respiration and fermentation; (SC1)
4. explain the role of microbial nutrition and growth, including nutritional requirements, common culture medias used in the laboratory, and methods of cultivating important groups of bacteria; (SC1)
5. demonstrate an ability to work individually and collaboratively to critically evaluate the science of epidemiology, including emerging infectious disease, and modes of transmission; (SC2)
6. demonstrate the ability to comprehend and communicate basic scientific principles and concepts important to an understanding of major topics relating to emerging infectious diseases, bioremediation, water quality and wastewater treatment. (SC1) (SC2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

P   2. Locate, evaluate, and ethically utilize information to communicate effectively.

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

        2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

P   1. Use appropriate mathematics to solve problems.

P   2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

        1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

        2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

        1. Apply analytical skills to social phenomena in order to understand human behavior.

        2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Microorganisms and the Biological World (Microbes and You).
a. A historical perspective.
b. Groups of microorganisms.
c. Biogenesis.
d. Epidemiology and its use.
e. Emerging infectious diseases.
2. Chemical Principles.
a. Inorganic compound structures and bonding.
b. Acids, bases, and salts.
c. Organic compounds and structures.
d. Nucleic acids.
3. Observing Organisms Through a Microscope.
a. Microscope use and function.
b. Staining techniques:
b1. Simple stains.
b2. Differential stains.
c. Bacterial shapes.
4. Functional Anatomy of Prokaryotic Cells.
a. Morphology of bacterial cells.
b. Structures and functions associated with bacterial cells.
c. Cell wall structures of Gram negative and Gram positive cells.
d. Selective toxicity of prokaryotes related to Cell Differences.
e. Plasma membranes and antimicrobial activity.
f. Cellular transport mechanisms.
5. Functional Anatomy of Eukaryotic Cells.
a. Morphology of eukaryotic cells.
b. Structures and functions associated with eukaryotic cells.
c. Eukaryotic organelles.
6. Enzymes.
a. Catabolic and anabolic reactions.
b. Characteristics and functions of enzymes.
c. Effect of coenzymes, inhibitors, temperature, pH and concentration on enzyme activity.
d. Selective toxicity of enzyme inhibitors.
7. Microbial Metabolism.
a. Glycolysis.
b. Cellular respiration.
c. Aerobic respiration and the Krebs cycle.
d. Electron transport chain.
e. ATP generation.
f. Anaerobic respiration and fermentation.
g. Lactic acid fermentation.
h. Metabolic diversity.
8. Biochemical Testing (Analyzing and Classifying Unknown Bacteria).

a. Biochemical testing.
b. Bergey's classification manual.
9. Dynamics of Microbial Growth.
a. Physical factors needed for microbial growth.
b. Chemical/Nutrient requirements.
c. Chemically defined media.
d. Bacterial growth curve.
10. The Control of Microbial Growth.
a. Microbial death rates.
b. Physical methods of microbial control.
c. Chemical methods of microbial control.
d. Methods of antibiotic resistance.
e. Antimicrobial drugs.
11. Principles of Disease and Epidemiology in Society.
a. Pathology, Infection, and Disease.
b. Classifying Infectious disease.
c. Water borne infectious diseases.
12. Environmental Microbiology.
a. Bioremediation.
b. Degradation of synthetic organic chemicals in soil and water.
c. Degradation of inorganic chemicals in soil and water.
d. The role of microorganisms in water quality.
e. Bacterial role in activated sludge and wastewater treatment.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

see Dustin's List

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
✓ **other (provide details)**: see Dustin's List

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

see Dustin's List

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
Last Name: Flippo
Phone: 3363
Email: iflipp

Course Prefix and Number: CJA - 122

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Criminal Law

Course Description:

This course examines the elements, purpose and functions of criminal, traffic, juvenile and liquor laws. Studies historical development, philosophy of law, and constitutional provisions. Examines definition and classification of crime, application of administration of justice, legal research, study of case law, methodology and concepts of law as a social force.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. determine what is crime/causation;
2. identify the culpable mental states and statutory construction;
3. analyze important court decisions impacting law enforcement, criminal investigation, sentencing and punishment;
4. identify Ballot Measure 11 crimes and its effect on charging decisions and sentencing;
5. determine appropriate criminal charges based on scenario situations;
6. cite trends in national and local crime statistics.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to the courts and criminal procedures.
2. Classification of crimes, jurisdiction, venue, proof and criminal elements.
3. Crime/causation, the culpable mental states, and statutory construction.
4. Property crimes, investigation, sentence and punishment.
5. Weapon, drug, traffic and inchoate crimes.
6. Crimes against persons, investigation, sentence and punishment.
7. Ballot Measure 11 crimes.
8. Sex crimes, investigation, sentence and punishment (including Ballot measure 11 effects).
9. Oregon crime statistics.
10. Constitutional rights and protections.
11. Criminal trial and sentencing.
12. Juvenile justice.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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    1. Is there an equivalent lower division course at the University?

      2. Will a department accept the course for its major or minor requirements?
      3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
Last Name: Flippo
Phone: 3363
Email: iflipp

Course Prefix and Number: CJA - 134

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Correctional Institutions

Course Description:

Analyzes prisons, jails and other correctional institutions. Discusses punishment history and rationale. Identifies the functions of the custodial staff and describes institutional procedures: reception, classification, program assignment and release. Studies prison management systems and examines juvenile facilities.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-130 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. relate different punishment philosophies to corrections practices,
2. associate facility architecture with institutional history and function,
3. recognize the effects of incarceration upon different categories of offenders,
4. describe intake, programming, classification, and release processes;
5. describe everyday life inside correctional facilities,
6. identify causes of disturbances within facilities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. History, methods, and philosophy of punishment in corrections.
2. Physical characteristics of facilities.
3. Administration/personnel of prisons, jails, and detention facilities.
4. Inmate classification and programming.
5. Inmate characteristics and institutional life.
6. Institutional disturbances.

Does the content of this class relate to job skills in any of the following areas:

1.	Increased energy efficiency	No
2.	Produce renewable energy	No
3.	Prevent environmental degradation	No
4.	Clean up natural environment	No
5.	Supports green services	No

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
Last Name: Flippo
Phone: 3363
Email: iflipp

Course Prefix and Number: CJA - 200

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Community Policing In a Culturally Diverse Society

Course Description:

Examines interrelationships and role expectations of agencies and public policy. Provides information on how law enforcement professionals work effectively with diverse cultural groups. Explores racial and community tension, minority group crime, racial profiling, hate crimes, community policing, police misconduct and alternative lifestyles encountered in law enforcement.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-110 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. define terms associated with community policing;
2. describe problem-oriented policing strategies;
3. discuss the meanings of culture and diversity, and impact on law enforcement;
4. describe how diversity affects employment within the Criminal Justice field;
5. discuss the importance of police/community relations and the impact of corruption on community trust;
6. investigate the role of the media and the impact of news on community perception.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Community oriented policing (COP)--Goldstein's theory.
2. Transitioning to community policing.
3. Police corruption and agency responsibility.
4. Impact of cultural diversity on law enforcement.
5. Training in cultural understanding for law enforcement.
6. Cultural specifics (contact with various groups) for law enforcement.
7. Response strategies for crimes motivated by hate and bias.
8. Effective strategies for maintaining cultural sensitivity.
9. Broken windows—a study of COP projects.
10. Practical case examination of local COP efforts.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

PSU/SOU: Lower division elective/transfer; WOU: CJ 331

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

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:

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
Last Name: Flippo
Phone: 3363
Email: iflipp

Course Prefix and Number: CJA - 203

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Crisis Intervention

Course Description:

Examines crisis intervention as it applies to emergency service workers. Includes the psychodynamics of family crisis; alcohol/drug related problems; suicide; sexual assault victims; domestic violence; mentally disturbed individuals; neglected, battered, and abused children.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-110 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. define the elements of a crisis;
2. discuss the history of crisis intervention and its various aspects;
3. analyze the various models of Crisis Intervention;
4. apply the appropriate response to a variety of crises situations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Childhood crisis.
2. Intoxicated persons.
3. Substance abuse.
4. Violent field situations.
5. Management of sexual assault victims.
6. Neglected, battered and abused children.
7. Suicide.
8. Multi-casualty situations.
9. Crisis worker stress and burnout.
10. Ethical and professional issues of crisis intervention.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

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new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

PSU, SOU and WOU: Lower Division Elective/transfer

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Scott
Last Name: Healy
Phone: 3693
Email: scotth

Course Prefix and Number: CJA - 222

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Procedural Law

Course Description:

Discusses the constitutional and statutory provisions related to arrest, search and seizure. Includes use of deadly force, admissions, interrogations, plain view limitations, law of stop and frisk, and officer testimony.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Writing

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-122 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. determine appropriate criminal charges,
2. identify constitutionally valid legal issues,
3. research important court decisions impacting law enforcement,
4. discuss the 4th Amendment rights concerning freedom from unreasonable searches and seizures,
5. identify the purpose and content of the 5th Amendment right to remain silent and due process of law,
6. discuss the 6th Amendment right to counsel, and public & speedy administration of justice and due process of law;
7. analyze the merits and value of the 8th Amendment in regard to excessive bail, fines, and cruel and unusual punishment.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. The right of the people to be secure in their persons, houses, papers and effects.
2. The right of the individual to remain silent, double jeopardy, due process and capitol and infamous crimes and their administration.
3. The right of the accused to have a fair, public and speedy trial, to confront the witnesses against and have the assistance of an attorney during the trial process.
4. The role of bail, fines, punishment and sentencing.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

:

Clackamas Community College

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Jason
Last Name: Jones
Phone: 3714
Email: jasonj

Course Prefix and Number: CJA - 223

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Criminal Justice Ethics

Course Description:

Surveys common ethical frameworks and then examines ethical issues, questions, challenges and consequences facing criminal justice professionals, including law enforcement, corrections, the courts and others.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ **Social Science**

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-110 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the ethical decision-making process,
2. identify and compare common ethical frameworks,
3. recognize and resolve a range of ethical dilemmas in the context of common ethical frameworks,
4. evaluate ethical dilemmas in the various criminal justice disciplines, including law enforcement;
5. analyze and discuss the consequences of unethical behavior,
6. distinguish between illegal and unethical behavior,
7. compare ethics in the public and private sectors,
8. describe historical trends in ethical behavior.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

P　　1. Apply analytical skills to social phenomena in order to understand human behavior.

P　　2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Recognizing ethical decisions; ethics and critical thinking.
2. Survey of religious ethics.
3. Survey of virtue ethics.
4. Survey of formalism.
5. Survey of utilitarianism.
6. Survey of objectivism.
7. Ethical behavior, crime and the law.
8. The ethics of law enforcement.
9. The ethics of courts and the judicial system.
10. The ethics of punishment and corrections.
11. The consequences of unethical conduct in the public and private sectors.
12. Considerations of an ethical future.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
Last Name: Flippo
Phone: 3363
Email: iflipp

Course Prefix and Number: CJA - 232

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Case Management

Course Description:

Introduces case management techniques used by corrections and human services professionals in one-on-one and group contacts with clients. Explores a variety of case management materials, with an emphasis placed upon objective case planning and monitoring.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement?

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS; Human Services AAS; Juvenile Corrections Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-130 or HS-100 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: HS 232   Title: Case Management

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the use of theory in developing treatment and case management processes,
2. develop and demonstrate effective case management,
3. interpret results of various assessment and classification instruments,
4. develop case planning and case management documents.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Case management theory
2. Assessment
3. Classification
4. Objective case planning
5. Supervision/casework
6. Special poplulations

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a

new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Elective

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Specify term: Spring 2018

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Sharron
Last Name: Furno
Phone: 6224
Email: sharron.furno

Course Prefix and Number: CJA - 243

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Drugs, Crime and the Law

Course Description:

Examines the most common types of drugs consumed in the U.S. and societal problems related to drug use. Discusses potential crimes associated with drugs, and law enforcement strategies used to address drug manufacturing, distribution and use.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-110 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the history of drug use, abuse and legislation;
2. evaluate the relationships between drugs, crime and the law;
3. describe the biological effects and characteristics of psychoactive substances on human beings;
4. identify contemporary drug abuse prevention and treatment models;
5. describe the business models of illegal drugs;
6. analyze the enforcement strategies of drug laws;
7. explain how past and present political policies regarding drugs have evolved, and how they affect the criminal justice system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. History of drug use, abuse & legislation.
2. Physiology of psychoactive substances.
3. Depressants & stimulants.
4. Hallucinogens, club drugs, marijuana, inhalants, & prescriptions drugs.
5. Sociology & psychology of drug abuse.
6. Drug prevention & treatment.
7. The business of illegal drugs.
8. Enforcing drug laws.
9. Crimes resulting from drug abuse.
10. Past, present and possible future drug policies.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

WOU: CJ 225; PSU and SOU: Lower Division Transfer/elective

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Matthew
Last Name: Hartman
Phone: 6052
Email: matthewh

Course Prefix and Number: CJA - 252

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Restorative Justice

Course Description:

Provides a critical introduction to restorative justice. Covers fundamental values and principles of restorative justice, and the experience and interests of key stakeholders (victims, offenders, communities, and systems).

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Criminal Justice programs

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-130 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain the history, values and principles of restorative justice;
2. distinguish between restorative and retributive frameworks of justice,
3. convey the impact of crime, and the resulting interests and needs, for victims, offenders, and communities;
4. analyze the role of punishment and shame in causing and/or preventing offending behavior,
5. describe the primary models of restorative justice practice,
6. outline the prevalent critical issues of restorative justice,
7. assess the applicability of restorative justice in an existing justice or social system,
8. apply restorative justice to an existing justice or social system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Restorative justice history, values and principles.
2. Impact and interests of stakeholders (victim, offender, community) when crime occurs.
3. Impact of punishment and shame on offending behavior.
4. Primary models of restorative justice practice.
5. Critical issues facing restorative justice.
6. Challenges facing restorative justice application within our existing systems (focus on criminal justice and school systems).
7. Application of restorative justice in existing justice and social systems.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Jen
Last Name: Miller
Phone:　　3138
Email:　　jen.miller

Course Prefix and Number: CS - 090

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 　20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Fundamental Computer Skills I

Course Description:

The course covers the basic use of computers running a Microsoft Windows operating system, including: using the mouse and keyboard, creating and editing documents, file management, and basic Internet use.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: basic typing skills

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to boot up a computer;
2. use a computer keyboard and mouse;
3. use features of a Microsoft Windows operating system;
4. find and run programs;
5. access program functions using menus and/or ribbons;
6. find, copy, move, and delete files;
7. create and print a simple document with a word processor;
8. use a web browser to find information on the internet;
9. send, access, and respond to e-mail messages.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Turning the computer on.
2. Using the mouse.
3. Locating, opening, and using files.
4. Using program menus and ribbons.
5. Finding information on the internet.
6. Sending email.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Jen
Last Name: Miller
Phone: 3138
Email: jen.miller

Course Prefix and Number: CS - 091

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Fundamental Computer Skills II

Course Description:

Continued development of skills learned in CS-090. Topics include intermediate features of a Microsoft Windows operating systems, more work with applications (word processing using the latest version of Microsoft Word, spreadsheets using the latest version of Microsoft Excel, and presentations using the latest version of PowerPoint).

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: CS-090 or placement in CS-091

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. manage files and folders;
2. find, navigate and save Word, Excel, and PowerPoint documents;
3. create, format, and edit Word content;
4. use a spelling and grammar checker to improve Word content;
5. enter data, formulas, and functions in Excel;
6. copy, move, insert, and delete cells, columns, rows in Excel;
7. format Excel worksheets, including header, footer, and print settings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Word processing with Microsoft Word.
a. Opening, closing, and saving documents.
b. Navigating through documents.
c. Editing and selecting text.
d. Finding and replacing text.
e. Moving and copying text.
f. Using Spelling and Grammar Checker.
g. Formatting text with fonts, bold, italicize, underline.
h. Formatting paragraphs with alignment, indenting, spacing.
i. Creating bulleted and numbered lists.
j. Applying borders and shading.
2. Working with spreadsheets using Microsoft Excel.
a. Navigating through worksheets and workbooks.
b. Opening, closing, and saving workbooks and worksheets.
c. Entering data, formulas, and functions.
d. Using AutoCalculate, AutoSum, and AutoFill.
e. Inserting and deleting cells, columns, rows.
f. Copying and moving data.
g. Formatting worksheets with font and numeric formats.
h. Setting column width and row heights.
i. Simple formulas, AutoSum, Sum function.
j. Setting print options, including headers and footers, page and margin settings.
3. Windows Explorer.
a. Navigating through drives and folders to find files.
b. Creating folders and copying files to the folders.
c. Starting Applications.
d. Copying, moving, renaming, and deleting files.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Jen
Last Name: Miller
Phone: 3138
Email: jen.miller

Course Prefix and Number: CS - 250

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Discrete Structures I

Course Description:

Students will be introduced to discrete structures and techniques for computing. The course, which is the first in the two-term sequence, aims to convey the skills in discrete mathematics that are used in the study and practice of computer science. Topics include: Sets; Graphs and trees; Functions: properties, recursive definitions, solving recurrences; Relations: properties, equivalence, partial order; Proof techniques: inductive proof; Counting techniques and discrete probability.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-251

**Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)***

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

Yes

Have you consulted with the Dept Chair(s) of other program(s) regarding potential impact such as overlap, duplication, enrollment, impact, etc.?

Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

What was the result of the conversation with those department(s)?

This course (as well as MTH 231) was discussed by the math department at large, and they approved adding MTH 231 to the catalog and listing it as equivalent to CS 250. (Contact Mark Yannotta with any questions)

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MTH-231   Title: Elements of Discrete Mathematics

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe basic properties of sets, bags, tuples, relations, graphs, trees, and functions;
2. perform traversals of graphs and trees, construct simple functions by composition of known functions, determine whether simple functions are injective, surjective, or bijective, and classify simple functions by rate of growth;
3. describe the concepts of countable and uncountable sets and apply the diagonalization method to construct elements that are not in certain countable sets,
4. construct inductive definitions for sets, construct grammars for languages (sets of strings), and construct recursive definitions for functions and procedures;
5. determine whether a binary relation is reflexive, symmetric, or transitive and construct closures with respect to these properties;
6. construct a topological sort of a partially ordered set and determine whether a partially ordered set is well-founded,
7. use elementary counting techniques to count simple finite structures that are either ordered or unordered, count the worst case number of comparisons, and with discrete probability, count the average number of comparisons for simple decision trees;
8. find closed form solutions for simple recurrences using the techniques of substitution, cancellation, and generating functions;
9. demonstrate standard proof techniques and the technique of inductive proof by writing short informal proofs about simple properties of numbers, sets, and ordered structures.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Sets, bags, ordered structures (tuples, lists, strings, languages, relations), graphs, and trees.
2. Functions: constructions, properties, and countability.
3. Construction techniques for inductively defined sets, recursive functions and procedures, and grammars.
4. Relational structures: properties, equivalence, order, and inductive proof techniques.
5. Analysis tools: finding closed forms, counting and discrete probability, solving recurrences, comparing growth rates.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ PSU (Portland State University)

✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**

Identify comparable course(s) at OUS school(s)

CS-250, MTH-231

How does it transfer? (Check all that apply)

✓ required or support for major

:

First term to be offered:

Specify term: Winter 2016

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 133

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Game Engines and Platforms (Beginning)

Course Description:

This course provides students with an overview and practical introduction to creating games and other interactive experiences, such as simulations, educational content and even artistic media. Topics covered include: the game creation process, developing a critical understanding of games, basic programming skills, creating digital game assets, and interactive platforms such as WebGL and Unity3D.

Type of Course: Career Technical Supplementary

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

game and interactive designers

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: Take DMC-106 or ART-106

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Apply basic programming skills in creating computer games and online interactive experiences;
2. Describe and analyze existing games;
3. Create 2D digital game assets;
4. Utilize common authoring tools and workflows to develop interactive content and assets;
5. Design and employ storytelling approaches and elements in projects that are not strictly narrative;
6. Identify and describe the similarities and differences between authored and interactive content;
7. Design and develop simple interactive toys and games using popular proprietary and open source game engines.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The game creation process
2. Digital gaming history and aesthetics
3. Programming logic and interactivity
4. Programming Interactive Graphics and Animations
5. Designing Interactive Experiences
6. Popular game engines (ie. Unity, Unreal)
7. Popular web platforms (ie. WebGL)
8. Creating text-based games and 2D video game prototypes

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Specify term: Spring 2018

Clackamas Community College

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Section #1 General Course Information

Department: Digital Multimedia Communication

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 205

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Directing for Film & Video

Course Description:

This course offers students interested in filmmaking the skills needed to successfully direct films and performances specifically for the screen.

Type of Course: Career Technical Supplementary

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

DMC Students, Film and Video Production

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WR-121, DMC-104, DMC-264

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. cast roles and rehearse with actors;
2. work with cast and crew to insure proper blocking of scenes;
3. direct non-linear performances according to a written script.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Conducting a casting call with local actors and selecting the right actors.
2. Conducting read-throughs, rehearsals, and script rewrites.
3. Work with actors to better represent the script.
4. Establish proper blocking on location while orchestrating cast and crew.
5. Create proper shot lists for shooting.
6. Direct non-sequential performances for film.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Art/DMC

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 221

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to 2D Animation: Design & Techniques

Course Description:

Introduces the principles of 2D digital animation using the latest industry standard software. The course will emphasize design and physical principles, analytical skills, and creativity. Students will learn the fundamental principles of animation, character and environment design, FX animation, and basic narrative development, in order to create successful animated projects.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: CS-198 or ART-225, equivalent experience, or Student Petition

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: ART-221   Title: Introduction to 2D Animation: Design & Techniques

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply imaging and animation software drawing tools and timeline;
2. apply the 12 Principles of animation to an animation project;
3. discuss the advantages and disadvantages of classic, motion, and shape tweens to create animation effects versus frame-based animation;
4. create an animated cartoon using imaging and animation software; incorporating images, animations, sound effects, and music;
5. apply the time-saving features of animation software, such as the symbols library, pattern brushes and vector brush smoothing, and the motion editor;
6. apply best practices and design principles as they relate to the animation software and demonstrate that knowledge in their projects;
7. list the various stages of the animation process: visual development, character and environment design, script development, storyboarding, animation production, FX animation, sound, and post-production, and follow through each stage in the development of their projects.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction – Traditional and Digital Animation Explained
2. Production Pipeline
3. Digital Animation Software and Practice
4. Illustration Concepts
5. Narrative Development
6. Imaging software animation techniques

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

We have an OSU articulation that accepts this course in their New Media program

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Art/ DMC

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 222

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Advanced 2D Animation: Design & Techniques

Course Description:

Covers advanced principles of 2D animation using the latest industry standard software. The course will emphasize professional workflow and techniques of animation production for multimedia platforms. This includes visual development and pre-production, advanced character design and physics, advanced environment design, FX animation and post-production, portfolio presentation, and industry expectations.

Type of Course: Career Technical Supplementary

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

Are there prerequisites to this course?

Yes

Pre-reqs: ART-221 or Student Petition

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: ART 222   Title: Advanced 2D Animation; Design and Techniques

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate proficiency using the industry standard animation and imaging software applications in the development of professional level 2D animation;
2. recognize and exhibit skills in professional animation workflow and practices, including visual development and pre-production, advanced character design and physics, advanced environment design, FX animation and post-production
3. demonstrate strong drawing and narrative development skills;
4. critically analyze creative work and work of others and describe characteristics of well-designed and executed animation;
5. create digital 2D animation based on current industry trends and practices;
6. demonstrate an understanding of cinematic expression.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Advanced application of of 12 Principles of Animation.
2. Developing Character Model sheets.
3. Character and Environment - Visual Development
4. Run and Walk cycles.
5. 1s, 2s, and 3s-when to use.
6. Building an Animatic to aid timing.
7.. Effects animation – fire, clouds/smoke/dust, explosions, vibrations, lightning, etc.
8. Proper staging – economy of staging – Relevant Film theories.
9. Handling scenes and camera movements – 180 degree rule, Continuity, etc.
10. Portfolio Development and Industry expectations.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Digital Multimedia Communication

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 230

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Documentary Film Production

Course Description:

Introduction to the concepts, fundamentals and production of documentary film making. This lecture/lab course will explore traditions and new technological approaches to creating digital documentary films. Previous experience with film studies and digital video is recommended.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): DMC

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: DMC-194 and DMC-104

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify different types of documentary films;
2. describe the history and process of documentary film making;
3. plan, shoot, produce, direct and edit short documentary films;
4. describe the language of documentary film making.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to different types of documentary films.
2. Documentary Film history.
3. Digital and technological approaches to documentary films.
4. Documentary film production.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

Identify comparable course(s) at OUS school(s)

FILM 258: Documentary Film Production I

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Art/ DMC

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 264

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Digital Filmmaking

Course Description:

Explores the process of translating a written script into a digital film via pre-production, lighting, shooting, and post-video production.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Digital Multimedia Communications AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: RD-090 or placement in RD-115; WR-095 or placement in WR-121 or Student Petition.

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. critically analyze, revise and break down a script into the key elements for production;
2. demonstrate technical skills of video camera operation and lighting;
3. demonstrate the ability to translate dramatic elements of writing into a dramatic performance;
4. critically analyze and interpret professionally-produced videos and feature films;
5. create with a group a semi-professional short film;
6. apply filmmaking techniques such as cinematography and lighting to filmmaking exercises.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Screenwriting revision.
2. Scheduling/preproduction.
3. Script analysis.
4. Translating story to a dramatic performance.
5. Creating semi-professional short films.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Art/ DMC

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab

Course Prefix and Number: DMC - 265

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Advanced Digital Filmmaking

Course Description:

This course emphasizes advanced filmmaking skills. Students will produce short films from written scripts.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Digital Multimedia Communications AAS

Are there prerequisites to this course?

Yes

Pre-reqs: DMC-104 or Student Petition

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: RD-090 or placement in RD-115; pass WR-095 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. critically analyze, revise and supervise a script for production;
2. plan and manage a film production from pre-production to its final cut;
3. demonstrate advanced technical skills of video camera operation and lighting;
4. create with a group a semi-professional short film;
5. critically analyze and interpret professionally-produced videos and feature films;
6. apply advanced filmmaking techniques such as cinematography and lighting to filmmaking exercises.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Script supervision.
2. Production management.
3. Lighting and shooting dramatic performances.
4. Digital video editing.
5. Reflective analysis of script to film adaptation.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: English

Submitter

First Name: Carol
Last Name: Burnell
Phone: 3265
Email: carolb

Course Prefix and Number: ENG - 104

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Literature: Fiction

Course Description:

An introduction to American and international short stories, with a focus on the fundamental elements of fiction. Also examines the historical, social, and cultural background and significance of fiction. Students engage in literary analysis, use literary terminology, and develop personal and scholarly responses to fiction.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the essential elements of fiction, such as plot structure, themes, characterization, setting, and point of view (AL1);
2. analyze and critique fictional works using a variety of critical approaches (AL2);
3. relate the content, form, and themes of literary works of fiction to modern events, other art forms, and their own lives (AL1);
4. articulate ideas about fiction in oral and written forms using relevant technical and critical vocabulary (AL2);
5. construct and defend interpretations of fictional works, including judgments of their historical significance, thematic import, and/or artistic merit, supported by textual evidence (AL1, WR1).

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Projects**
✓ **Writing Assignments**

✓ **Presentations**

✓ **Criteria**
✓ **Rubrics**

✓ **Checklist**

:

Major Topic Outline:

1. The purpose and use of fiction: why read it?
2. The history of fiction.
3. The elements of fiction, including plot, character, dialogue, setting, point of view, and irony.
4. Connecting fiction to bigger ideas: themes, symbolism.
5. How to discuss fiction productively in a diverse group of people.
6. The breadth and variety of fiction: readings from a range of time periods and cultures.
7. Writing about fiction.
8. Special topics relating to instructors' interest: the novel, film adaptations of fiction, fiction and literary criticism, etc.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

ENG 104

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: English

Submitter

First Name: Carol
Last Name: Burnell
Phone: 3265
Email: carolb

Course Prefix and Number: ENG - 105

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Literature: Drama

Course Description:

An introduction to American and international drama, emphasizing reading, appreciation, discussion, and literary analysis. Focuses on defining the genre and elements of drama, encouraging students' personal reflections and cultural understanding, incorporating relevant literary theories, and practicing the close reading and analysis of dramatic works.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the essential conventions of drama, such as the physical space of the stage and the contribution of actors and directors (AL1);
2. analyze and critique dramatic works using a variety of critical approaches (AL2);
3. relate the content, form, and themes of dramatic works to modern events, other art forms, and their own lives (AL1);
4. articulate ideas about drama in oral and written forms using relevant technical and critical vocabulary (AL2);
5. construct and defend interpretations of dramatic works, including judgments of their historical significance, thematic import, and/or artistic merit, supported by textual evidence (AL1, WR1).

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Projects**
✓ **Writing Assignments**
✓ **Presentations**

✓ **Criteria**
✓ **Rubrics**
✓ **Checklist**
✓ **Performances/Simulation**
:

Major Topic Outline:

1. History of drama.
2. The purpose and role of drama today.
3. Physical Elements of theater (sets, etc.)
4. Genres of Drama (e.g. tragedy, comedy, Elizabethan, theater of the absurd, etc.)
5. Literary terminology and conventions of drama.
6. Connecting drama to bigger ideas: themes, symbolism.
7. How to discuss drama productively in a diverse group of people.
8. Writing about drama.
9. Special topics related to individual instructors' interest and expertise.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

ENG 105

How does it transfer? (Check all that apply)   6/6

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Eric
Last Name: Lee
Phone:　　　6163
Email:　　　elee

Course Prefix and Number: ENGR - 222

 # Credits: 4

Contact hours

Lecture (# of hours):　33
Lec/lab (# of hours):
Lab (# of hours):　　　33
Total course hours:　　66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Electrical Circuit Analysis II

Course Description:

Expands upon the techniques of circuit analysis begun in Circuits I through theory and laboratory experiments. The course covers the time response of first- and second-order circuits, the steady-state circuit behavior of circuits driven by sinusoidal sources, three phase circuits, AC power, electrical motors, and the use of Laplace transforms to analyze the transient and steady-state behavior for a number of signal types.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ENGR-221

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze first-order and second-order circuits in both theoretical and laboratory contexts;
2. perform steady-state sinusoidal circuit analysis with phasors;
3. analyze three-phase circuits;
4. calculate all forms of A/C power;
5. apply Laplace transform mathematics to predict and explain the behavior of circuits;
6. explain how motors convert mechanical power into electrical power and perform power generation calculations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Natural responses of RLC circuits.
2. Phasor circuits.
3. Laplace transform analysis.
4. Transient circuit response.
5. Steady-state sinusoidal circuits

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?

3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

OIT--EE 223
OSU--ENGR 202
PSU--ECE 222

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Eric
Last Name: Lee
Phone: 6163
Email: elee

Course Prefix and Number: ENGR - 223

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Electrical Circuit Analysis III

Course Description:

Final course in the electrical circuits sequence. The main emphases of the course are frequency response of circuits, the design and analysis of filters, Laplace transform analysis, Fourier analysis, and two-port networks. The laboratory portion of the course will consist of one project involving significant design and analysis.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ENGR-222

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. characterize the frequency response of circuits through the use of transfer functions and Bode plots;
2. design and characterize simple frequency-selective filters;
3. represent signals as a Fourier series;
4. design a circuit for an electronic device incorporating concepts of circuit analysis.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Bode plots.
2. Laplace transforms.
3. Three-phase circuits.
4. Two-port networks.
5. A/C power.
6. First-order, second-order, and higher-order filters.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

OIT--EE 225
OSU--ENGR 203
PSU--ECE 223

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Richard
Last Name: Reub
Phone: 3357
Email: richr

Course Prefix and Number: ESR - 171

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Environmental Science

Course Description:

Introduction to environmental science issues, the scientific method, systems and feedback, biogeochemical cycles, human population growth, communities and ecosystems, productivity and energy flow, world food supply, the environmental effects of agriculture, and endangered species.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Science & Computer Science**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: MTH-060 or MTH-098 with a minimum grade of C or placement in MTH-065; WRD-098 or placement in WR-121

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize the issues basic to the study of environmental science; (SC2)
2. utilize the metric system and concepts of accuracy and precision to make measurements, and graph scientific data; (SC1)
3. describe scientific reasoning and the scientific method, conduct and evaluate a scientific experiment, and explain the nature of scientific knowledge; (SC1), (SC2)
4. compare and contrast open and closed systems and positive and negative feedback, compute system flux and residence time, and apply the general properties of systems to the Earth; (SC1)
5. describe the components and processes of biogeochemical cycles, diagram Earth's major biogeochemical cycles, and describe the effects of human activities on Earth's major biogeochemical cycles; (SC1), (SC2)
6. summarize the history and causes of human population growth, calculate human population growth rates and doubling times, compare exponential and logistic growth forms, use population age structure diagrams and the demographic transition to predict human population growth, and identify methods for controlling human population growth; (SC1), (SC2)
7. compare and contrast the characteristics of ecosystems and communities and describe the processes and ecological interactions that occur in ecosystems and communities; (SC1)
8. use production equations to calculate gross production, net production, and respiration; describe the laws of thermodynamics; and explain how the laws of thermodynamics affect the movement of energy through ecosystems; (SC1), (SC2)
9. contrast natural ecosystems and agroecosystems (agricultural ecosystems) and evaluate the environmental advantages and disadvantages of the possible approaches to agriculture; (SC1)
10. describe the environmental effects of mechanized agricultural methods such as intensive plowing, use of pesticides, and genetically modifying crops, and explain how alternative agricultural methods such as contour plowing, no-till agriculture, and integrated pest management can provide environmental benefits; (SC1)
11. compare the causes and rates of background (natural) extinction with those attributed to humans, identify ways by which people cause extinction, describe the traits of species likely to become endangered, give reasons for conserving endangered species, and describe goals and methods of conserving endangered species. (SC1), (SC3)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

      1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Key themes in environmental science, measurement, and graphing.
a. Human population growth.
b. Sustainability and carrying capacity.
c. Global perspective on environmental problems.
d. Urbanization of the human population.
e. Justifications for valuing the environment.
f. The metric system and accuracy and precision in measurement.
g. Guidelines for graphing.
2. Scientific thinking and knowledge.
a. Assumptions of science.
b. Inductive reasoning and proof in induction.
c. The scientific method.
d. The nature of scientific knowledge.
3. Systems and change in systems.
a. Open and closed systems.
b. Positive and negative feedback.
c. Exponential growth.
d. The concept of environmental unity.
e. Steady state systems.
f. Average residence time and its implication for environmental systems.
g. The "balance of nature."
4. The major biogeochemical cycles.
a. The reservoirs (components) of Earth's system.
b. Storage and flux within systems.
c. The major storage reservoirs and processes/pathways of the hydrologic, carbon, nitrogen, and phosphorous cycles.
d. Ways by which humans are altering the hydrologic, carbon, nitrogen, and phosphorous cycles.
5. Human population growth.
a. Human population growth rate and doubling time.
b. Total fertility rate and replacement level fertility.
c. Population age structure and the use of population age structure in predicting future population growth.
d. Logistic growth, logistic carrying capacity, and zero population growth.
e. The stages of the demographic transition and the use of the demographic transition in predicting future population growth.
f. The human carrying capacity of the Earth.
g. Methods for achieving zero population growth.
6. Ecosystems and ecological communities.
a. The parts of an ecosystem.
b. Ecosystem processes.
c. Food chains and food webs.
7. Biological productivity and ecosystem energy flow.
a. Biological production.
b. The flow of energy through ecosystems.
c. The laws of thermodynamics.

d. Trophic level efficiency.
e. Energy pyramids for food chains and food webs.
f. "Eating lower on the food chain."
8. World food supply.
a. The ways by which people starve.
b. The characteristics of agroecosystems versus those of natural ecosystems.
c. The major technological approaches to agriculture.
d. Center pivot and drip irrigation.
e. Polyculture as an alternative to monoculture.
f. The wisest approach to sustainable agriculture.
g. Examples of genetic engineering of crops.
9. Effects of agriculture on the environment.
a. Soil structure and the effects of plowing on soil.
b. The use of contour plowing and no-till agriculture in making soil sustainable.
c. Types of pesticides used in the control of major agricultural pests.
d. Integrated pest management.
e. Potential environmental problems posed by genetically modified crops.
f. Overgrazing.
g. Desertification.
10. Endangered species.
a. Local and global extinction.
b. The causes of "punctuated extinctions" or mass extinctions.
c. The ways that people cause extinction.
d. Common traits of species likely to become endangered through human activities.
e. Reasons for the conservation of endangered species.
f. The definitions of "endangered species" and "threatened species."
g. The goals of saving endangered species.
h. A minimum viable population.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

ESM 101 at PSU

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Gen Ed Chart

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Richard
Last Name: Rueb
Phone: 3357
Email: richr

Course Prefix and Number: ESR - 173

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Environmental Science

Course Description:

Introduction to minerals and the environment, the scientific method, environmental economics, waste management, biological diversity, biogeography and invasive species, ecological succession and ecosystem restoration, water management, water pollution, urban environments, and environmental sustainability.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: MTH-060 or MTH-098 with a C or better or placement in MTH-065 and WRD-098

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze the economic importance and availability of mineral resources and the environmental impacts of mineral development; (SC1) (SC2)
2. describe the "tragedy of the commons," contrast externalities and direct costs, describe the public service functions of nature, and explain how the total cost of pollution is determined; (SC1) (SC3)
3. identify the features of integrated waste management, the design and operation of sanitary landfills, and the management of hazardous waste;
4. apply the basic concepts of evolution and biological diversity, explain the importance of the competitive exclusion principle and the ecological niche in the conservation of species, and analyze the kinds and importance of interactions between species; (SC2)
5. explain the relationship between the concept of biological realms and the problems caused by invasive species, describe biomes and the factors that can be used to predict them, and describe the ways by which people have altered biodiversity; (SC1)
6. analyze the process of ecological succession and explain how to use concepts of ecological succession to restore nature; (SC2)
7. assess the environmental effects of groundwater use, wetland loss, and dams; summarize the values of wetlands for people; and describe methods of making water use sustainable; (SC1) (SC3)
8. identify the major categories of water pollutants and their environmental effects, and explain how water pollution can be controlled and treated; (SC1)
9. explain how a city is an ecological system, contrast cities and nonurban areas with respect to climatic conditions, explain how cities impact the water cycle and soils, describe the health effects of urban pollution, and explain how cities can be environmentally designed; (SC2)
10. assess the best way to conserve biological resources, the justifications for valuing the environment, and ways to solve environmental problems and resolve environmental conflicts. (SC3)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

      1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Projects**

✓ **Presentations**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Minerals and the environment.
a. Importance of minerals to society.
b. Distribution of minerals.
c. Consumption, conservation, and recycling of minerals.
d. Environmental impacts of mineral development.
e. Use of the R-to-C (reserve-to-consumption ratio) in describing the scarcity of mineral resources.
2. The scientific method.
3. Environmental economics.
a. The "tragedy of the commons."
b. The relationship between resource sustainability and profit.
c. Externalities (indirect costs) and direct costs.
d. Natural capital and the public service functions of nature.
e. The total cost of pollution.
4. Waste management.
a. The zero waste movement and integrated waste management (IWM).
b. The environmental benefits of recycling.
c. On-site disposal, composting, and incineration of solid waste.
d. Features of a modern sanitary landfill.
e. Hazardous waste management.
f. Oceans as dumping grounds for waste.
5. Biological diversity.
a. Biological evolution and the characteristics of natural selection.
b. Concepts of biological diversity.
c. The number and kinds of species on Earth.
d. The importance of habitat and the ecological niche in the conservation of species.
e. The competitive exclusion principle.
f. Nonsymbiotic and symbiotic interactions between species.
6. Biogeography and introduced species.
a. Wallace's concept of realms or biotic provinces.
b. Endemic and introduced species.
c. The rule of climatic similarity and the concept of the biome.
d. Convergent and divergent evolution.
e. Ways by which people have altered biodiversity.
f. Rules for moving species around the planet.
7. Ecological succession and restoration
a. Primary and secondary succession.
b. Stages and features of ecological succession.
c. The "intermediate disturbance hypothesis."
d. The use of disturbance in the conservation of biodiversity.
e. The application of concepts of ecological succession to restoration.
f. Approaches to possible restoration goals.
g. Ecosystems that are the focus of restoration efforts

8. Water supply, use, and management.
a. Groundwater and the problems of overdraft of groundwater.
b. Off-stream, consumptive, and in-stream uses of river water.
c. Major uses and conservation of water.
d. The natural service functions and values of wetlands.
e. The environmental effects of dams.
9. Water pollution and treatment of water pollution.
a. Concept of thresholds for water pollutants.
b. Causes and environmental effects of BOD (biochemical oxygen demand).
c. Important waterborne diseases and fecal coliform bacteria as an indicator of the disease potential of water .
d. Causes and effects of cultural eutrophication.
e. Sediment pollution and environmental effects of sedimentation.
f. Regulation of point sources of surface water pollution.
10. Urban environments.
a. The city as an ecological system.
b. The effects of cities on climatic conditions.
c. The effects of cities on the water cycle.
d. The impacts of cities on soils.
e. Health effects of urban pollution.
f. Benefits of urban vegetation.
11. Environmental sustainability and values.
a. The qualities of an "ecotopia."
b. The Wildlands Project and the conservation of biological resources.
c. Justifications upon which the value of the environment is based.
d. Environmental ethics.
e. The philosophical movement known as "deep ecology."
f. Solving environmental problems and resolving environmental conflicts.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**Yes**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 70%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**

✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

ESM 220 at PSU

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Gen Ed Chart

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: FRP - 239

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Division/Group Supervisor (S-339)

Course Description:

This course prepares students to perform in the role of Division/Group Supervisor (DIVS). Instruction covers the specific tasks of the Division/Group Supervisor.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Elective AAS.FSWildland, Elective CC.FSWildland

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: complete S-330 and S-390.

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Explain the duties required of a Division/Group Supervisor;
2. Interact with command and general staff;
3. Identify communication requirements and adequacy of resources;
4. Perform risk assessment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Division and group management
2. Organizational interaction
3. Division operations
4. All-hazard operations
5. Tactical decision games

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: G - 103

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: General Geology

Course Description:

For non-science majors. A lab course that examines the geological development of the North American continent through topics such as geologic time, plate tectonics, mountain building earthquakes/faults, and fossils. Examines important events in each geologic era and includes fossil ID, compass use, field techniques and GPS.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: G-103L

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: Pass WRD-90 or placement in WRD-98

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Apply the theory of plate tectonics to clearly explain how plate interaction over geologic time has influenced the development of the continents and mountain ranges on Earth; (SC1)
2. Map geologic structures and evaluate data to explain how the structures formed relative to crustal stresses, what types of plate boundaries formed them, and any potential hazards associated with them; (SC2)
3. Clearly explain the relationship between plate boundaries and earthquakes, evaluate and communicate to others hazards associated with these earthquakes, and develop an emergency readiness plan for themselves and their family; (SC1) (SC2) (SC3)
4. Use fundamental concepts/tools from geology such as plate tectonics, seismic wave theory, radiometric dating, compasses, maps and GPSs to problem solve geologic questions; (SC1) (SC2)
5. Identify fossils and evaluate the process of fossil formation to explain how a fossil formed and what geologic environment was present at the time of formation; (SC2)
6. Apply geologic mapping/field techniques, fossil identification, correlation and stratigraphic sections to interpret the geologic history of a region; (SC2)
7. Discuss the formation and development of the geologic time table and be able to use the time table to help explain the geologic history of the earth. (SC1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Multiple Choice Test**

✓ **Other Assessment Tools**: Practical lab exams and labratory work

Major Topic Outline:

1. Geologic time.
a. Formation of the geologic time table.
b. Stratigraphy.
c. Relative dating techniques.
d. Radiometric dating techniques.
e. Fossil formation.

2. Earth's Interior and Structure:
a. General structure.
b. Internal regions and composition.
c. Seismic evidence on how we know the structure.
d. Evidence for composition of Earth regions.

3. Plate Tectonics:
a. The development of continental drift hypothesis.
b. The development of the theory of plate tectonics.
c. The theory of plate tectonics.
d. Lithosphere boundaries and plate collisions.
e. Features found at plate boundaries.
f. Mechanisms of plate motion.

4. Earthquakes.
a. Elastic strain hypothesis.
b. Measuring strength of earthquakes (Richter and Moment magnitude).
c. World distribution of earthquakes.
d. Earthquakes and society (Mercalli scale).
e. Prediction, forecasting and remediation.
f. Building structures and reinforcement.
g. Northwest and earthquakes.

5. Mountains and Mountain Building:
a. Types of mountains.
b. Mountain forming environments.
c. World distribution of mountains.
d. Plate tectonics and mountain building.
e. Continental accretion and NW mountains.

6. Continental Development:
a. Precambrian Earth history.
b. Cooling of the Earth.
c. Formation of atmosphere, oceans and crust.
d. Formation of continents.

7. Earth History:
a. Paleozoic events.
b. Mesozoic events.
c. Cenozoic events.

G 103 Lab--Major Topic Outline*
1. Geologic time.
2. Correlation and relative dating.
3. Fossils formation, identification and use.
4. The Brunton Compass and navigation
5. Dip and Strike.
6. Structural Geology.
7. Geologic maps and N. America's geologic structures.
8. GPS introduction(Global Positioning System).
9. GPS waypoints and routes

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)** ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

G103 and Lab

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**
✓ **Other. Please explain.**

Catalog

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: G - 202

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: General Geology

Course Description:

For science majors. A lab course that explores surface features of the Earth and the systems that form those features. Systems/processes/hazards explored include rivers, mass wasting, glaciers, groundwater and deserts. Topographic/geologic maps are used to understand geologic features and local geology.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: pass G-201 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: G-202L

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. observe hydrological processes that occur on earth and explain how they contribute to the formation of surface features and geologic hazards. Assess the impact these features and hazards have on society; (SC1) (SC2) (SC3)
2. apply and develop models of stream systems to gather data and discuss the impact society has on rivers with regards to water quality, ecosystems and flooding processes as well as surface features created by erosion/deposition; (SC1) (SC2) (SC3)
3. critically evaluate the geologic controls on ground water systems and explain/hypothesis how society is affected by or affects these systems; (SC2) (SC3)
4. apply scientific methods/concepts to clearly explain the formation of desert systems, why deserts expand through the process of desertification, and the impact desertification has on the world's population; (SC1) (SC3)
5. critically evaluate models on global climate change, explain the effects this process is having on the world's glaciers/oceans/beaches and demonstrate an understanding of the impact of this process on society; (SC1) (SC2) (SC3)
6. demonstrate an ability to use topographic and geologic maps to interpret what surface features are present, explain the formation of those surface features and also the geologic hazards associated with them; (SC1) (SC2)
7. locate and report positions on a map through the use of longitude/latitude coordinates, UTM coordinates and the rectangular survey system; (SC2)
8. read actively, think critically and write analytically about complex geologic scenarios associated with hazard assessment and society. (SC1) (SC3)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

    1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

        ✓ **Writing Assignments**

        ✓ **Multiple Choice Test**

✓ **Other Assessment Tools**: Practical lab exams and labratory work

Major Topic Outline:

1. Mass Wasting:
a. Types and controls of mass movement.
b. Influence of water on mass wasting.
c. Sediments and mass wasting.
d. Recognizing mass wasting in process.
e. Remediation techniques for mass wasting.
f. The effects on society and the NW.

2. Deserts and Wind Activity:
a. Types of deserts and how deserts form.
b. Characteristics and features of deserts.
c. Erosion processes and cycles in deserts.
d. Wind activity.
e. Sand dune formation.
f. World distribution of deserts.
g. Desertification and the effect on society.

3. Stream Processes:
a. Hydrologic cycle.
b. Stream energy and erosion.
c. Stream flow dynamics.
d. Stream depositional processes.
e. Fluvial cycle and landforms.
f. Flooding and societal concerns.

4. Groundwater:
a. Groundwater accumulation and movement.
b. Aquifers.
c. Dynamics between surface water and groundwater.
d. Groundwater solution and deposition.
e. Thermal springs and geysers.
f. Environmental and societal concerns.

5. Glaciers and Climatic Change:
a. Formation of glaciers.
b. Types of glaciers.
c. Glacial movement.
d. Glacial erosion.
e. Glacial deposition.
f. Pleistocene glaciation.
g. Causes of climatic changes.

G-202L Lab--Major Topic Outline
1. Map reading techniques: Rectangular survey system coordinate system.
2. Map reading techniques: Longitude and Latitude coordinate system.
3. Using remote sensing, satellite images and maps to interpret environment.
4. Maps and map making.
5. Map reading techniques: UTM coordinate system and topographic map intro.
6. Topographic map interpretation, stereoscopes and topographic profiles.
7. Exploring stream systems and flood planes, recognizing stream features using maps.
8. Influence of flooding on society.
9. Introduction to geologic maps.
10. Geology of Oregon City.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)**   ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

G202 and lab

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**
✓ **Other. Please explain.**

catalog

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

☑ Show changes since last approval in red   [Print] [Edit] [Delete] [Back]
[Reject] [Publish]

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: G - 203

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):   33
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: General Geology

Course Description:

For science majors. A lab course that examines the geological development of the North American continent through topics such as geologic time, plate tectonics, mountain building earthquakes/faults, and fossils. Examines important events in each geologic era and includes fossil ID, compass use, field techniques and GPS.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass G-202 with C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: G-203L

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: MTH-065 or placement in MTH-080 or MTH-095

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply the theory of plate tectonics to clearly explain how plate interactions over geologic time has affected the development of the continents and mountain ranges on Earth; (SC1)
2. map geologic structures and evaluate data to explain how the structures formed relative to crustal stresses, what types of plate boundaries formed them, and any potential hazards associated with them; (SC2)
3. clearly explain the relationship between plate boundaries and earthquakes, evaluate and communicate to others hazards associated with these earthquakes, and develop an emergency readiness plan for themselves and their family; (SC1) (SC2) (SC3)
4. use fundamental concepts/tools from geology such as plate tectonics, seismic wave theory, radiometric dating, compasses, maps and GPSs to problem solve geologic questions; (SC1) (SC2)
5. identify fossils and evaluate the process of fossil formation to explain how a fossil formed and what geologic environment was present at the time of formation; (SC2)
6. apply geologic mapping/field techniques, fossil identification, correlation and stratigraphic sections to interpret the geologic history of a region; (SC2)
7. discuss the formation and development of the geologic time table and be able to use the time table to help explain the geologic history of the earth; (SC1)
8. evaluate/interpret scientific data to explain current geologic processes. (SC1) (SC2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

P   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

P   1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

S   1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

S   2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

S   3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

> 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

> ✓ **Writing Assignments**
>
> ✓ **Multiple Choice Test**

✓ **Other Assessment Tools**: Practical lab exams and labratory work

Major Topic Outline:

1. Geologic time:
a. Formation of the geologic time table.
b. Stratigraphy.
c. Relative dating techniques.
d. Radiometric dating techniques.
e. Fossil formation and uses.

2. Earth's Interior and Structure:
a. General structure.
b. Internal regions and composition.
c. Seismic evidence on how we know the structure.
d. Evidence for composition of Earth's various regions.

3. Plate Tectonics:
a. The development of continental drift hypothesis.
b. The development of the theory of plate tectonics.
c. The theory of plate tectonics.
d. Lithosphere boundaries and plate collisions.
e. Features found at plate boundaries.
f. Mechanisms of plate motion.

4. Earthquakes:
a. Elastic strain hypothesis.
b. Measuring strength of earthquakes (Richter and Moment magnitude).
c. World distribution of earthquakes.
d. Earthquakes and society (Mercalli scale).
e. Prediction and forecasting.
f. Building structures and reinforcement.
g. Northwest and earthquakes.

5. Mountains and Mountain Building:
a. Types of mountains.
b. Mountain forming environments.
c. World distribution of mountains.
d. Plate tectonics and mountain building.
e. Continental accretion and NW mountains.

6. Continental Development:
a. Precambrian Earth history.
b. Cooling of the Earth.
c. Formation of atmosphere, oceans and crust.
d. Formation of continents.

7. Earth History:
a. Key Paleozoic events (tectonic, biological, atmosphere/climate and extinctions).
b. Mesozoic events (tectonic, biological, atmosphere/climate and extinctions).
c. Cenozoic events(tectonic, biological, atmosphere/climate and extinctions).
d. Climate variations in Earth's history and Global Climate change today.

G-203L Lab—Major Topic Outline
1. Geologic time.
2. Correlation and relative dating.
3. Fossils formation, identification and use.
4. The Bruton compass and use.
5. Dip and Strike.
6. Structural Geology.
7. Geologic maps and N. America's geologic structures.
8. GPS Introduction (Global Positioning System).
9. GPS Waypoints and Routes.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)** ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

G203 and lab

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**
✓ **Other. Please explain.**

catalogs

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Language

Submitter

  First Name: David
  Last Name: Miller
  Phone: 3247
  Email: millerd

Course Prefix and Number: GER - 201

 # Credits: 4

Contact hours

  Lecture (# of hours): 44
  Lec/lab (# of hours):
  Lab (# of hours):
  Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year German I

Course Description:

Provides opportunities to review and expand language skills to the point of intermediate proficiency through reading, writing, hearing and talking about contemporary issues in US and German-speaking countries. First of a three-term second year course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AAOT

Are there prerequisites to this course?

Yes

Pre-reqs: GER-103

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use the preterit tense of haben and sein plus the perfect past tense of other verbs to correctly interpret messages and creatively combine learned material to ask/answer questions about past events in another student's life, (AL1)
2. use correct time and date propositions to ask /answer questions about such things as birthdays, anniversaries and historical events,
3. correctly interpret messages and creatively combine learned material to act out different types conversations using both formal and informal registers as the conversation requires, (AL1)
4. compare the cultural norms governing telephone calls to German businesses with norms governing calls to US businesses, (CL1)
5. describe some future plans using the present tense with future markers,
6. describe the location of persons or things on or in places such as furniture, rooms, buildings, cities, countries, etc. choosing the appropriate Wechselpräpositionen;
7. describe the movement of people and things into, out of, and away from places such as furniture, rooms, buildings, cities, countries, etc., using appropriate cases with dative, accusative and Wechselpräpositionen;
8. critically analyze, in English, German concepts of movement and space that underlie the choice of case when using Wechselpräpositionen; (AL2)
9. use the infinitive of verbs, with or without the preposition "zu", depending on the verb, to describe such things as what you intend, promise, refuse, and have to do;
10. describe, in English, differences between where one might find certain goods and services in a German-speaking country and where one would find them in the US. (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**
✓ **Oral Examination**
✓ **Presentations**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Recounting past events
2. Varieties of German speech register
3. Telephone conversations
4. Discussing plans for the near and distant future
5. Types and location of businesses in German-speaking countries
6. Spacial considerations in correct German usage—destination versus location
7. Speech utterances other than questions and descriptions

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

GER 201 (PSU,SOU,UO,)
GER 211 (OSU)
GER 201D (WOU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

✓ **other (provide details)**: Required for graduation in lieu of two year's high school foreign language

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Specify term: Fall 2018

Clackamas Community College

Online Course/Outline Submission System

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Reject   Publish

Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: GER - 202

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year German II

Course Description:

Provides opportunities to review and expand language skills to the point of intermediate proficiency through reading, writing, hearing and talking about contemporary issues in US and German-speaking countries. Second of a three-term second year course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AAOT

Are there prerequisites to this course?

Yes

Pre-reqs: GER-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. actively employ five or more dative verbs, choosing the correct case of pronouns and articles used with them;
2. use correct time and date propositions to ask /answer questions about such things as birthdays, anniversaries, and historical events;
3. correctly interpret messages and creatively use the dative case with indirect objects to discuss past gift-giving and plans for future gift-giving, (AL 1)
4. describe, in English, holidays or celebrations in German-speaking countries, including dates and origins, and compare them with holidays and celebrations in the US; (CL 1)
5. use the conjunctions "weil" and "dass " with correct word order to give reasons for various actions and to report indirect speech,
6. critically analyze, in English, the use of subordinate clauses and the change they bring about in German word order; (AL 2)
7. use the past-perfect tense with both haben and sein to describe him/herself at 3 different ages in terms of what he/she had already done by that age,
8. compare objects and qualities of people using comparative and superlative forms of adjectives,
9. use reflexive and other verbs to discuss his / her daily routine and recent exceptions to it,
10. use the genitive case to describe what "belongs" to persons, places, and things that are indicated by articles.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**
✓ **Oral Examination**
✓ **Presentations**

           ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Gift-giving in German-speaking countries.
2. Holidays and celebrations in German-speaking countries.
3. Giving reasons for certain actions.
4. Reporting indirect speech.
5. Making comparisons.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

           ✓ **PSU (Portland State University)**
           ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
           ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

GER 202 (PSU,SOU,UO,)
GER 211 (OSU)
GER 202D (WOU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

✓ **other (provide details)**: Required for graduation in lieu of two year's high school foreign language

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Specify term: Winter 2019

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: GIS - 201

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Geographic Information Systems

Course Description:

The class covers key concepts, methodologies, and problem solving techniques used in a Geographic Information System (GIS). Students are introduced to the basics of viewing, analyzing and mapping GIS data using ArcGIS and open-source GIS software. Students will also apply GIS to real-world projects.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): GIS Technology Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Demonstrate key GIS features and concepts and how they relate to GIS analysis and map production;
2. Describe three sources of GIS data and provide examples of how this information is used in its respective industry;
3. Demonstrate proficiency in digitizing techniques;
4. Utilize GIS software and computer technology to produce hardcopies of GIS maps and related documentation;
5. Complete a GIS project employing appropriate GIS methodologies and analytical techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Exploring how maps are used, what they convey and their application
2. Introduction to GIS software
3. Understanding the basics of ArcGIS and other open-source GIS software and their components
4. Coordinate systems and datums
5. Vector and raster data models
6. Data sources, data entry techniques
7. Creating and editing data
8. Overlay analysis, raster analysis, spatial queries, introduction to remotely sensed data
9. Basic analysis techniques and tools
10. Creating maps in ArcGIS other open-source GIS software

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: GIS - 232

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Data Collection & Application

Course Description:

This course introduces data collection techniques and application of those techniques. This course explores different techniques to collect spatial and attribute data. The class focuses on GPS (Global Positioning System) data collection using a combination of recreational/mapping-grade GPS units and common mobile devices (with embedded GPS) used in industry. The class will emphasize the capabilities and strengths of each type of data collection equipment.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): GIS Technology Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate proficiency in data collection techniques;
2. effectively plan for data collection;
3. effectively collect different types of data;
4. use GIS hardware and software in data collection;
5. transfer and display the data in a GIS system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Gather data with GPS equipment
2. Database design for data collection
3. Import external data into a GIS
4. Creating reports from collected data
5. Present the collected data in as a GIS project

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

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:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 236

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Programming for GIS

Course Description:

An introduction to computer programming and Object Orientated Programming (OOP) with the Python language. Covers basic computer programming concepts including data types, loops, control structures, functions, classes, and program development. Use python for problem solving by creating basic scripts all the way to more advanced object-oriented programs.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-101

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Understand how computers and computer programs work;
2. Write scripts using the Python programming language;
3. Apply Python coding best practices and software development methodology;
4. Demonstrate how to design, write, and implement a Python program to solve a given problem.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic of computer programming and how to communicate with the computer
2. Data types, variables, expressions, and statements
3. strings
4. Control structures, conditional execution, loops, and iterations
5. Data structures, lists, dictionaries, tuples
6. Reading and writing from files
7. Functions
8. Object-oriented programming. Classes, modules, and site-packages
9. Advanced Python. Comprehensions, decorators, context managers
10. Error handling and logging
11. Network, web, database access and manipulation.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

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:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 237

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Advanced Programming for GIS

Course Description:

This course introduces Python programming in connection with Geographic Information Systems (GIS). It focuses on automating processes, procedures, programming with GIS data types, and building custom functions using ESRI's ArcGIS software platform. It also provides the opportunity to build custom Python script tools that can be used and shared among GIS users.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-236

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Apply Python programming fundamentals to GIS;
2. Write Python scripts that use, manipulate, and process spatial data;
3. Use the ArcPy site package to automate map making and display tasks;
4. Develop a dynamic custom ArcGIS Python tool to automate a GIS solution.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Python with ArcGIS Platform
2. Geoprocessing using Python
3. Exploring spatial data
4. Manipulating spatial data
5. Working with geometries
6. Working with rasters
7. Performing specialized tasks
8. Map scripting
9. Debugging and error handling
10. Arcpy Functions and classes
11. Creating custom tools
12. Sharing tools

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**

3. Prevent environmental degradation   **No**

4. Clean up natural environment   **No**

5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 280

 # Credits: 6

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 0
Lab (# of hours):   216
Total course hours: 216

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: GIS/CWE

Course Description:

Cooperative Work Experience. Provides students with on-the-job work experience in the field of geographic information systems. 2 to 6 credits. Corequisite: CWE-281

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281 seminar

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: This class is intended for students that are completing their GIS Certificate at Clackamas Community College.

Requirements: Instructor consent.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. research job openings in their career field,
2. describe the job application and interviewing process,
3. adjust to company standards and procedures,
4. apply the problem solving process to job situations,
5. develop personal work objectives with the assistance of a supervisor.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Learn to perform a job search to find part-time employment.
2. Prepare a resume and portfolio to assist in locating a job in the GIS field.
3. Set up a work schedule with the employer.
4. Create a bi-weekly project record for documentation of work completed.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 281

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: ArcGIS I

Course Description:

This course covers the essential skills needed to navigate and operate ArcGIS software. The class also explores geoprocessing tools, spatial and attribute joins, the geodatabase format, raster analysis, geocoding and presenting GIS data.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create and use a geodatabase in the ArcGIS environment,
2. query features using logical expressions,
3. find features using spatial relationships,
4. edit spatial data and non-spatial data,
5. analyse and process raster data,
6. create and edit new data,
7. use spatial joins to solve geospatial problems,
8. create and use geocoding tools in ArcGIS,
7. create maps, reports, and graphs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basics of ArcGIS
2. What can a GIS do?
3. What is a geodatabase?
4. The applications: ArcMap, ArcCatalog, and ArcToolbox
5. Displaying and Georeferencing Data in ArcGIS
6. Spatial joins in ArcGIS
7. Raster analysis in ArcMap
8. Geocoding and address matching
9. Working with attributes and attribute joins in ArcGIS
10. Querying your database in ArcGIS
11. Spatial queries
12. Presenting data in ArcGIS
13. Basic cartographic principles

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**Yes**

Percent of course: 30%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 286

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Remote Sensing

Course Description:

This course is an introduction to the science of remote sensing. The course delves into the techniques used to acquire, interpret, and process remotely sensed data. It covers interpretation of remotely sensed data, the use of remote sensing data in GIS and the understanding and application of LIDAR data. Hyperspectral remote sensing is covered as well as the process to transform and rectify remotely sensed raster data. The use of Unmanned Aerial Vehicles(UAV) provides students with a hands-on experience of UAV's as part of the remote sensing environment.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain how remote sensing data is acquired,
2. perform data analysis using remotely sensed data,
3. discuss LIDAR data and how to use it in a GIS,
4. Explain how the acquisition of remotely sensed data works with UAVs,
5. use a UAV to aquire data,
6. transform and rectify remotely sensed data,
7. create 3D data from remote sensing data,
8. Explain Hyperspectral Remote Sensing,
9. use Land Observation Satellite (Landsat) data for GIS purposes.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The history of aerial photography and remote sensing
2. Acquisition of remote sensing data
3. Geometry and photo measurements
4. Orthophotography – why use it and how does it differ from photographs
5. Transfer of Detail – from the camera to your computer
6. Analyzing aerial photographs - principles and techniques
7. Analyzing LIDAR data
8. 3D remotely sensed data
9. Raster analysis in GIS
10. Remote sensing data from UAVs
11. Hyperspectral Remote Sensing
12. Land Observation Satellite (Landsat) data

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**Yes**

Percent of course: 30%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 213

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Computer-Aided Landscape Design

Course Description:

Develop skills with Computer-aided design (CAD) software for creating landscape designs. Practice techniques utilized in common CAD programs used in the landscape industry.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS

Are there prerequisites to this course?

Yes

Pre-reqs: HOR-229

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: CS-091 or placement in CS-120

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every year

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use basic AutoCad drawing, editing, text and plotting skills;
2. develop a hardscape plan;
3. modify and create plant records in the plant database;
4. create and insert plant symbols;
5. develop a planting plan estimate report;
6. develop plant lists for landscape projects.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Drawing commands.
2. File management.
3. Editing commands.
4. Appearance of objects.
5. Boundaries and hatches.
6. Plotting and scaling.
7. Blocks.
8. Planting plan.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Specify term: Spring 2018

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 227

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Plant Identification/Winter

Course Description:

Identification of conifers and broadleaf evergreens, shrubs, and groundcovers, including their cultural requirements in the landscape, for winter plants.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS & Certificate, Landscape AAS, Arboriculture AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify by sight and correctly name plants introduced in the class;
2. describe critical cultural requirements for plants;
3. identify and employ key leaf, bud and fruit morphological features in order to identify plants;
4. demonstrate proper use of a dichotomous key for plant identification;
5. spell plant botanical and common names;
6. analyze plants of interest, using the Internet and print publications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Fundamentals of winter plant identification.
2. Identification and cultural requirements of specific winter plants.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**Yes**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 10%

First term to be offered:

Specify term: Winter 2018

Clackamas Community College

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name:	April
Last Name:	Chastain
Phone:	3055
Email:	april.chastain

Course Prefix and Number: HOR - 231

 # Credits: 3

Contact hours

Lecture (# of hours):	22
Lec/lab (# of hours):	22
Lab (# of hours):	
Total course hours:	44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Irrigation Design

Course Description:

Principles of irrigation system design for various situations, including underground, above-ground, residential, commercial, and urban farm systems.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate, Irr Technician pathway

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. design residential and small commercial irrigation systems;
2. apply environmental and fiscal responsibility in irrigation design;
3. produce a basic estimate for materials and installation of an irrigation system;
4. communicate a comprehensive understanding of irrigation systems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Irrigation materials.
a. Pipe, fittings, heads, valves, controllers, sensors, and accessories.
b. Specifications, tables, charts.
c. Material application
2. Introduction to hydraulics.
a. Characteristics of water movement.
b. Physics of water movement through a system.
3. Anti-siphon.
a. Types and uses of anti siphon devices.
4. Irrigation Design.
a. Gathering data.
b. Material selection.
c. Head layout.
d. Pipe sizing.
e. Zoning.
f. Valve sizing.
5. Estimating.
a. Material take off.
b. Material pricing.
c. Installation techniques.
d. Labor pricing.
6. Career opportunities.
a. Irrigation contracting.
b. Related occupations.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**Yes**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**Yes**
4. Clean up natural environment	**No**
5. Supports green services	**Yes**

Percent of course: 50%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 239

 # Credits: 1

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 24
Lab (# of hours):
Total course hours: 24

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Tree Climber Training

Course Description:

The safe use of rope and saddle tree climbing procedures will be covered through lecture, discussion, and field practice. For beginner to moderately experienced climbers.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 3

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS, Arboriculture AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate competence in tying knots typically used by arborists;
2. apply concepts needed to begin working, under close supervision, with rope and saddle climbing in trees;
3. explain and apply safe work practices for climbing trees.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Knots and climbing equipment
2. Equipment use and techniques
3. Climbing practices
4. Site management, communication, and aerial safety

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Specify term: Winter 2018

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 240

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Irrigation Practices

Course Description:

Materials, equipment, and methods used to install irrigation systems in landscape areas. Emphasis is on home lawns, gardens, and larger areas.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate, Irr Technician pathway

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. evaluate, repair and install residential and small commercial irrigation systems;
2. develop a comprehensive irrigation scheduling program for a specific site;
3. program a variety of types of irrigation controllers.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Irrigation design application.
a. Reading irrigation design plans.
b. Gathering data.
b1. Review job site.
b2. Take measurements.
b3. Make sketch.
b4. Get hydraulic information.
c. Selecting material.
c. Performing calculations.
e. Drafting the system.

2. Soil types.
3. Climate and precipitation.
4. Irrigation construction.
a. Irrigation piping.
a1. Main line installation & repair.
a2. Lateral installation & repair.
a3. Backflow device installation.
b. Installation of irrigation heads.
c. Installation of irrigation valves.
d. Installation of irrigation controllers and wiring.
5. Programming controllers.
6. Drip irrigation.
a. Design theory.
b. Materials.
c. Costing.
d. Installation methods.
e. Uses in greenhouse and agriculture.
7. Irrigation troubleshooting.
a. Sprinklers.
b. Valves.
c. Controllers.
d. Drip systems.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **Yes**

2. Produce renewable energy　　　　**No**
3. Prevent environmental degradation　　**Yes**
4. Clean up natural environment　　　**No**
5. Supports green services　　　　**Yes**

Percent of course: 50%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 262

 # Credits: 2

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours):   66
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Treework Practicum I

Course Description:

Experience with the implementation of basic requirements, equipment and techniques employed by arborists who work aloft. Covers personal protective equipment, safe operation, and common cutting techniques in accordance with current industry standards. Students operate chainsaws in a variety of field exercises, and will gain exposure to other pieces of industry equipment, such as chipper, truck and trailer, and aerial lift. Students will participate as members of a crew, gaining introductory experience in tree pruning, rigging, hardware installation, electrical hazard awareness, aerial rescue, ground work, and work site management.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Arboriculture AAS

Are there prerequisites to this course?

Yes

Pre-reqs: HOR-115, HOR-131, HOR-239

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. select and apply appropriate site management practices;
2. perform ground operations required for tree pruning and removal;
3. perform basic aerial tree operations including tree climbing, line placement, and equipment operation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Site management practices
2. Ground operations, communication, and safety
3. Basic tree operations, including handsaw operation

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**Yes**
4. Clean up natural environment	**Yes**
5. Supports green services	**Yes**

Percent of course: 30%

First term to be offered:

Specify term: Fall 2017

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 264

 # Credits: 2

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 66
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Treework Practicum II (Aerial)

Course Description:

Experience with the implementation of intermediate requirements, using equipment and techniques employed by arborists who work aloft. Reinforces personal protective equipment, safe operation, and common cutting techniques in accordance with current industry standards. Students operate chainsaws in a variety of field exercises, and will gain exposure to other pieces of industry equipment, such as chipper, truck and trailer, and aerial lift. Students will participate as members of a crew, gaining additional experience in tree pruning, rigging, hardware installation, electrical hazard awareness, aerial rescue, ground work, and work site management.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Arboriculture AAS

Are there prerequisites to this course?

Yes

Pre-reqs: HOR-262

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. select and apply appropriate site management practices;
2. perform ground operations required for tree pruning and removal;
3. perform intermediate level aerial tree operations including tree climbing, line placement, and equipment operation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Site management practices
2. Ground operations, communication, and safety
3. Intermediate level aerial tree operations, including chainsaw operation and aerial rescue

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**Yes**	
4. Clean up natural environment	**No**	
5. Supports green services	**Yes**	

Percent of course: 30%

First term to be offered:

Specify term: Fall 2018

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Section #1 General Course Information

Department: Library

Submitter

First Name: Jane
Last Name: Littlefield
Phone: 3474
Email: jane.littlefield@clackamas.edu

Course Prefix and Number: LIB - 101

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Library Research

Course Description:

Trains students in the use of a variety of print and electronic information resources, search tools, and information evaluation. Excellent preparation for term papers and other research assignments.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: CS-090 or equivalent experience

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall
✓ Winter
✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. convert natural-language research questions into effective search statements,
2. evaluate information resources as to their credibility and suitability for college-level coursework,
3. identify some of the economic, legal, and social issues surrounding the use of information.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to information: the academic information cycle and general organization of print and electronic resources within the library.
2. Browse and search techniques for finding print and electronic materials relevant to a research topic in the library's reference collections.
3. Effective use of a library catalog to identify and retrieve print and electronic books relevant to a research topic.
4. Effective use of article indexes (including use of Boolean searching, subject terms, and search limits) to identify and retrieve journal, magazine, and newspaper articles relevant to a research topic.
5. Effective use of commercial and academic web search engines for finding academically useful information on the free World Wide Web.
6. Evaluation of information resources for use in academic term papers.
7. The role of librarians in facilitating research.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3325
Email: sbaratto

Course Prefix and Number: MTH - 050

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Technical Mathematics I

Course Description:

Designed for career-technical students. Topics focus on critical thinking, problem solving, and mathematical communication using applications arithmetic, measurement, geometry, and statistics and probability.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 with a C or better, or placement in MTH-050 or higher

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

Yes

Have you consulted with the Dept Chair(s) of other program(s) regarding potential impact such as overlap, duplication, enrollment, impact, etc.?

Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

What was the result of the conversation with those department(s)?

Campus-wide discussion from April through the present. Approximately 30 degree and certificate programs allow MTH-050 to satisfy their requirements, hence signatures are not practical. All relevant stakeholders have indicated that they are on board with this change. No one has expressed objections with this final plan for the two Technical Math courses.

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate rigorous and analytical thinking by reading, writing, and utilizing the technical and logical language and symbolism necessary to do mathematics and be effective problem solvers;
2. use formulas regardless of the field or discipline associated with the application;
3. use units of measure for length, mass, volume, and other properties;
4. convert between the U.S. and metric systems of measurement;
5. use accuracy and precision with measurements;
6. solve problems involving two and three dimensional geometric figures;
7. use descriptive statistics to describe and understand data sets;
8. determine the probability of an event.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Applications-based review of arithmetic.
2. Measurement.
3. Geometry.
4. Statistics and Probability.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Specify term: Summer 2018

Clackamas Community College

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3325
Email: sbaratto

Course Prefix and Number: MTH - 060

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Algebra I

Course Description:

Designed for review or for the beginner, this course is an introduction to topics in Algebra. Expressions, equations, inequalities, graphing, and functions are explored.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 with a C or better, or placement in MTH-060

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to translate mathematical expressions from English to Algebra,
2. evaluate algebraic expressions,
3. solve linear equations and inequalities in one variable,
4. use set notation to describe sets,
5. determine and graph solution sets to linear equations in two variables,
6. use the language and notation of functions,
7. model and solve applications involving linear functions and rate of change.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to algebra.
2. Linear equations in one variable.
3. Sets and set notation.
4. Linear equations in two variables.
5. Functions.
6. Slope and rate of change.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3391
Email: sbaratto

Course Prefix and Number: MTH - 080

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Technical Mathematics II

Course Description:

This course is the second in a two-term sequence designed for career-technical students. The topics focus on critical thinking, problem solving, and mathematical communication using applications in arithmetic, algebra, geometry, and trigonometry.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-050

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

Yes

Have you consulted with the Dept Chair(s) of other program(s) regarding potential impact such as overlap, duplication, enrollment, impact, etc.?

Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

What was the result of the conversation with those department(s)?

Agreement

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate rigorous and analytical thinking by reading, writing, and utilizing the technical and logical language and symbolism necessary to do mathematics and be effective problem solvers,

2. read, comprehend, and communicate technical information,
3. translate English phrases into algebraic expressions,
4. solve a linear equation in one variable,
5. use linear equations to model and solve applications,
6. define and use trigonometric functions in the context of right triangles,
7. use right-triangle trigonometry to model and solve problems and applications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Algebra.
2. Applications of Algebra in One Variable.
3. Right-Triangle Trigonometry.
4. Introduction to Rectangular Coordinates.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Carrie
Last Name: Kyser
Phone: 3328
Email: carriek

Course Prefix and Number: MTH - 098

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours): 0
Lab (# of hours):   0
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: College Math Foundations

Course Description:

In our society, we see and hear about important topics and trends that involve numbers. In this class, participants work to understand what these numbers mean. Students will use percentages to make comparisons, interpret and construct graphs to describe phenomena, compare ways of describing quantities through unit conversions, explore the ways we use the idea of "average," and use rates and ratios to describe how things grow and change. Learning happens in small student groups, using technology, and through writing. The class is project-based, meaning that students complete projects to demonstrate what they've learned.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: MTH-020 with a C or better or placement in MTH-050, MTH-060, or MTH-098

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer
✓ Fall
✓ Winter
✓ Spring

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate a willingness to engage with scenarios involving numbers and graphs,
2. interpret quantitative information presented in written, graphical, and tabular form,
3. create work products that communicate numerical information,
4. demonstrate an appreciation of quantitative displays as useful ways to communicate about real-world phenomena.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Growth Mindset as it applies to math
2. Math Anxiety
3. Percentages and proportions
4. Rates and ratios
5. Linear functions (informal)
6. Linear vs exponential growth
7. Interpreting graphs
8. Working with large numbers, scientific notation
9. Measures of center

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

First term to be offered:

Specify term: Summer 2018

Clackamas Community College

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3325
Email: sbaratto

Course Prefix and Number: MTH - 112

 # Credits: 5

Contact hours

Lecture (# of hours): 55
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 55

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Trigonometry and Pre-Calculus

Course Description:

A transfer course designed to prepare students for calculus using an AMATYC standards-based approach utilizing the rule of four to analyze elementary functions and applications. Topics include right-triangle trigonometry, trigonometric functions developed from the unit circle, inverse trigonometric functions, using trigonometry to model and solve applications, trigonometric identities, polar functions, parametric functions, and vectors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-111 with a C or better or placement in MTH-112

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. define and identify trigonometric functions;
2. compute the value of trigonometric function for particular angles in a right triangle;
3. demonstrate the ability to transform, and analyze the graphs of sine and cosine functions;
4. use trigonometry to model and solve applications;
5. demonstrate the ability to verify trigonometric identities;
6. use polar coordinates, functions, and graphs;
7. use parametric functions, graphs, and models;
8. use vectors and perform vector arithmetic.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

C   1. Use appropriate mathematics to solve problems.

C   2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ General Examination

✓ Other Assessment Tools: Homework

Major Topic Outline:

1. Angles and geometric applications.
2. Right-triangle trigonometry.
3. Unit-circle trigonometry.
4. Trigonometric identities.
5. Trigonometry with oblique triangles.
6. Polar coordinates and equations.
7. Parametric functions.
8. Vectors.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency　　　　**No**
2. Produce renewable energy　　　　**No**
3. Prevent environmental degradation　　**No**
4. Clean up natural environment　　　**No**
5. Supports green services　　　　**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**　　✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)** ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**　　　✓ **UO (University of Oregon)**
✓ **OSU-Cascade**　　　　　　　　　✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

MTH-112

1/11/2018　　　　Clackamas Community College Online Course/Outline Submission System

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Oregon state-based math standards (Oregon Math Chairs group).

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 274J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Voice

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-174J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-274   Title: Individual Lessons: Voice

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 275

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Violin

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-175 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 276

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Viola

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-176 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 277

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Cello

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-177 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 278

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Bass

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-178 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**
✓ **OSU-Cascade** ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 278J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Bass

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-178J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-278   Title: Individual Lessons: Bass

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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3. Will the course be accepted as part of the University's distribution requirements?

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Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbel

Course Prefix and Number: MUP - 280

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Guitar

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-180 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                         ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbel

Course Prefix and Number: MUP - 280J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Guitar

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-180J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-280   Title: Individual Lessons: Guitar

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 280R

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Rock, Blues, Pop Guitar

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AAS Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-180R (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end-of-term jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OSU (Oregon State University)**

Identify comparable course(s) at OUS school(s)

Applied Music
Private Lessons

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 281

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Flute

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-181 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                      ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 281J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Flute

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-181J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-281   Title: Individual Lessons: Flute

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 282

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Oboe

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-182 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 283

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Clarinet

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-183 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
　　　　　　　　　　　　　　　　　　　　✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

  First Name: Lars
  Last Name: Campbell
  Phone: 3384
  Email: lars.campbell

Course Prefix and Number: MUP - 283J

 # Credits: 2

Contact hours

  Lecture (# of hours): 20
  Lec/lab (# of hours):
  Lab (# of hours):
  Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Clarinet

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-183J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-283   Title: Individual Lessons: Clarinet

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                          ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 284

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Saxophone

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-184 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
 ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**
✓ **OSU-Cascade** ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 284J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Saxophone

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-184J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-284   Title: Individual Lessons: Saxophone

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                            ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 285

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Bassoon

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-185 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                                       ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 286

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Trumpet

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-186 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 286J

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Trumpet

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-186J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-286   Title: Individual Lessons: Trumpet

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
                                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**
✓ **OSU-Cascade** ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 287

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: French Horn

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-187 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                         ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone:　　3384
Email:　　lars.campbell

Course Prefix and Number: MUP - 288

 # Credits: 2

Contact hours

Lecture (# of hours):　20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours:　　20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Trombone

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-188 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone:　　3384
Email:　　lars.campbell

Course Prefix and Number: MUP - 288J

 # Credits: 2

Contact hours

Lecture (# of hours):　20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours:　　20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Trombone

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-188J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-288   Title: Individual Lessons: Trombone

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                      ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 289

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Baritone

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-189 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 290

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Tuba

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-190 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                                        ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUP - 291

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Percussion

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-191 (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
                                   ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone:　　　3384
Email:　　　lars.campbell

Course Prefix and Number: MUP - 291J

 # Credits: 2

Contact hours

Lecture (# of hours):　20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours:　　20

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Individual Lessons: Jazz Percussion

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in Music, AAS in Music Performance and Technology

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-191J (6 credits)

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Sophomore-level performance ability.

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: MUP-291   Title: Individual Lessons: Percussion

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice,
2. exhibit command of second-year skills/techniques,
3. exhibit improvement of musical performance,
4. demonstrate proper performance etiquette,
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
                                       ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 111L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Music Notation Software I

Course Description:

Introduces students to Finale (music notation software) on Macintosh computers. Required for first-year music majors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the basic operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate the basics of music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate common musical examples;
4. print publishing-quality common musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 112L

Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Music Notation Software I

Course Description:

Continues an introduction to Finale (music notation software) on Macintosh computers. Required for first-year music majors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate more complex musical examples;
4. print publishing-quality musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 113L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Music Notation Software I

Course Description:

Continues an introduction to Finale (music notation software) on Macintosh computers. Required for first-year music majors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate more complex musical examples;
4. print publishing-quality musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Brian
Last Name: Rose
Phone: 3340
Email: brianr@clackamas.edu

Course Prefix and Number: MUS - 171

 # Credits: 2

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 22

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Sound Design

Course Description:

This course introduces students to the fundamentals of sound design through a series of practical, hands-on activities. Students will gain an understanding of the skills, tools, and concepts used in the creation and synchronization of sound effects in modern visual media. Through a thorough introduction to sound recording, editing and mixing, audio manipulation, and electronic synthesis, this course will provide students with the knowledge and skills to create unique sound effects using industry standard software like Pro Tools, Propellerhead's Reason, Ableton Live, Native Instrument's Reaktor, and other sound design-specific software.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): DMC

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-142

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the basic techniques used in sound design for video;
2. identify the basic tools used to produce custom designed sound;
3. demonstrate sound design for film/video and video games;
4. demonstrate sound design for commercial visual media production.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction of basic tools.
2. Introduction of basic techniques.
3. Introduction of sound components.
4. Introduction of sound design techniques.
a. Conception.
b. Development.
c. Execution.
d. Final product.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

First term to be offered:

Specify term: Winter 2017

Clackamas Community College

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: SPN - 101

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: First-Year Spanish I

Course Description:

First of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. produce formal and informal greetings and introductions and basic courtesy;
2. recognize appropriate situations for using formal and informal forms of address;
3. write and say correctly and the days of the week, months of the year, and the seasons;
4. express simple personal information such as name, last name and phone numbers;
5. use class expressions to request help or information from the teachers or others;
6. use subject pronouns correctly in order to identify people and things;
7. use the verb SER to identify people and to express place of origin and nationality;
8. ask and answer yes and no questions;
9. use definite and indefinite articles to identify genre and number;
10. use expressions with "hay" to identify the existence of something in the classroom;
11 express family relationships using possessive adjectives, possession with "de" and the verb "tener";
12. uses "tener" to express age,
13. express conditions and emotions with "estar" and uses "ser" and "estar" combined to talk about identity and characteristics, place and location;
14. tell time and recognizes time expressions;
15. recognize and use correctly regular –ar, -er and –ir verbs;
16. identify and use interrogative words and abstract adjectives to identify people and things;
17. tell time and talk about classes at the university and other activities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic courtesy and formality vs. informality
2. People and things including place of origin and nationality; and characteristics
3. Family and family relationships
4. Subjects at the university
5. The calendar and the seasons
6. Dates and clock time

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OSU (Oregon State University)**

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

SPAN 101 (PSU,SOU,UO)
SPAN 101D (WOU)
SPAN 111 (OSU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

First term to be offered:

Specify term: Fall 2017

Clackamas Community College

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: SPN - 102

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: First-Year Spanish II

Course Description:

Second of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-101

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer
✓ Fall

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use the verb ir to discuss going places and plans for the near future;
2. describe current weather conditions and the weather typical of each month and season;
3. use the verb gustar to express likes and dislikes related to sports and pastimes;
4. conjugate familiar and unfamiliar verbs by applying rules for stem-changing verbs;
5. count by hundreds to 1000;
6. use correctly and in context the verbs saber and conocer to express knowledge and familiarity;
7. describe daily routine using reflexive verbs with reflexive pronouns;
8. express the location of people and objects using demonstrative adjectives and pronouns;
9. use direct, indirect, and double-object pronouns to replace nouns in given and new sentences;
10. combine direct, indirect, and double-object pronouns with infinitives and present participles;
11. express actions that happen in the present moment with "estar" and the present participle form of the verb;
11. use se with correct verb conjugations to make impersonal and passive expressions;
12. use gustar-like verbs to discuss, e.g, what delights, bothers, and hurts her/himself and others;
13. make comparative and superlative statements.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Sports and hobbies
2. The calendar
3. Likes and dislikes
4. The weather
5. Clothing and parts of the body
6. Food and drink
7. Rooms and furnishings
8. Daily routine and activities

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**

5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ PSU (Portland State University)
✓ SOU (Southern Oregon University)
✓ OSU (Oregon State University) **✓ UO (University of Oregon)**
✓ WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPAN 102 (PSU,SOU,UO)
SPAN 102D (WOU)
SPAN 112 (OSU)

How does it transfer? (Check all that apply)

✓ general education or distribution requirement
✓ general elective
:

First term to be offered:

Specify term: Winter 2018

Clackamas Community College

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: SPN - 103

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: First-Year Spanish III

Course Description:

Third of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-102

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use the preterit tense of the verbs presented in the text to ask and tell about past events;
2. combine hace que with preterit verb forms to talk about how long ago events took place;
3. use the imperfect tense of the verbs presented in the text to describe past situations;
4. describe what people were doing in the past by using the past progressive tense;
5. tell stories about the past by appropriately using the preterit and imperfect tenses;
6. act out and write about situations in which s/he uses formal and informal imperatives to get individuals and groups to do and not do specific things;
7. express wishes, emotions, requests, doubt and impersonal judgements using the subjunctive present tense;
8. correctly choose por or para to make statements and ask questions requiring one or the other;
9. use the regular and irregular future tense forms of the verbs to discuss the future.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The city. Places and business within the city.
2. Money and banking
3. Work and the work place including looking for employment.
4. Computer-related vocabulary.
5. Telephone etiquette.
6. Health-related vocabulary and situations
7. Travel-related vocabulary and situations.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OSU (Oregon State University)**

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

SPAN 103 (PSU,SOU,UO)
SPAN 103D (WOU)
SPAN 113 (OSU)

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Specify term: Spring 2018

Clackamas Community College

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: SPN - 202

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year Spanish II

Course Description:

Second of a three-term intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American culture.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-201

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. critically analyze, in English, the underlying values as well as the ethical and historical context of Latin American attitudes toward the environment, nature and conservation; (AL 2)
2. interpret messages and respond creatively, in Spanish, in a simulated job interview for which the students prepare a resume; (AL1)
3. critically analyze, in English, values and ethics to be kept in mind when conducting a job interview in Spanish; (AL2)
4. explain, in English, some Latin American or Spanish cultural practices with respect to home life and the types of living quarters; (CL 1)
5. discuss, in Spanish, student use of computers, electronic technology, and social media in a Spanish-speaking country and compare it to student use in the US;
6. discuss, in English, the conflict between development and ecology in Latin America and how cultural values and beliefs affect this conflict; (CL 1)
7. role-play, in Spanish, transactions at business and agencies;
8. use correctly and in context the grammatical structures listed in "Major Topic Outlines."

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**
✓ **Oral Examination**   ✓ **Writing Assignments**
✓ **Presentations**

✓ **Performances/Simulation**   ✓ **Pre-Post Assessment**
:

Major Topic Outline:

1. Los viajes (trips)
2. La naturaleza (nature)
3. La tecnología y la ciencia (technology and science)
4. La economía y el trabajo (the economy and work)
Including the following grammar:
5. Comparatives and superlatives.
6. Negative, affirmative and indefinite expressions.
7. The subjunctive in adverbial clauses.
8. Prepositions: a, hacia, and con.
9. The present perfect.
10. The past perfect.
11. Diminutives and augmentatives.
12. The conditional.
13. The past subjunctive.
14. Si clauses with simple tenses.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓**OSU (Oregon State University)** ✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

SPN 202 (PSU,SOU,UO,)
SPAN 212 (OSU)
SPN 202D (WOU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

U.Select on-line transfer guide
https://www.transfer.org/uselect/dashboard.htm

First term to be offered:

Specify term: Winter 2018

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: David
Last Name: Miller
Phone: 3247
Email: millerd

Course Prefix and Number: SPN - 203

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year Spanish III

Course Description:

Third of a three-term, intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American culture.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

✓ **Cultural Literacy**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-202

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. interpret messages and respond creatively in talking about various careers and jobs; (AL1)
2. use past participles as adjectives that agree in number and gender with what they describe;
3. use present perfect and past perfect tenses;
4. report past and future resolutions and promises using the future and conditional tenses;
5. use the past subjunctive in appropriate contexts and time frames;
6. identify and analyze, in English, Latin American practices, values, and beliefs that have influenced United States culture through its Hispanic Population; (CL1)
7. discuss art and literature including literary genres and artistic expression;
8. briefly discuss politics and religious beliefs of Bolivia and Mexico, including careers in politics; (AL 2)
9. use correctly and in context the grammatical structures listed in "Major Topic Outlines".

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**
✓ **Oral Examination**   ✓ **Writing Assignments**
✓ **Presentations**

✓ **Performances/Simulation**   ✓ **Pre-Post Assessment**
:

Major Topic Outline:

1. La cultura y los medios de comunicación (culture and the media)
2. La literatura y el arte (literature and art)
3. La política y la religión (politics and religion)
4. La historia y la civilización (history and civilization)
Including the following grammar:
5. The present perfect subjunctive.
6. Relative pronouns
7. The neuter lo
8. The future perfect
9. The conditional perfect
10. The past perfect subjunctive
11. The passive voice
12. Uses of se
13. Prepositions: de, desde, en, entre, hasta, sin.
14. Uses of the infinitive
15. Summary of the indicative
16. Summary of the subjunctive

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OSU (Oregon State University)**

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

SPN 203 (PSU,SOU,UO,)
SPAN 213 (OSU)
SPN 203D (WOU)

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