

**Clackamas Community College**  
Online Course/Outline Submission System

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Date approved: June 1, 2011 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Foreign Language

**Submitter**

First Name: Kelly  
Last Name: Steigleder  
Phone: 3391  
Email: kellys

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**Course Prefix and Number:** SPN - 280

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**# Credits:** 6

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours):  
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.

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**Course Title:** Spanish/CWE

**Course Description:**

Cooperative work experience. Offers variable credit to students using Spanish on-the-job.

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**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

Coming forward for review, not a new course.

**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?**

**Yes**

**Co-reqs:** CWE-281

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

**Yes**

**Recommendations:**

**Requirements:** Instructor consent

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?

- ✓ Summer**
- ✓ Fall**
- ✓ Winter**
- ✓ Spring**
- Not every term
- 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:

None submitted.

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***This course does not include assessable General Education outcomes.***

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**Major Topic Outline:**

1. Orientation and establishment of individual and group goals.
2. Knowing Yourself: A personality inventory, utilizing Maslow's Hierarchy of Needs.
3. Occupational aptitude and interest.
4. The job application process.
5. Résumé construction and job interview.
6. Human relations.

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

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)

- |                                                               |                                                           |
|---------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> EOU (Eastern Oregon University)      | <input type="checkbox"/> PSU (Portland State University)  |
| <input type="checkbox"/> OIT (Oregon Institute of Technology) | <input type="checkbox"/> SOU (Southern Oregon University) |
| <input type="checkbox"/> OSU (Oregon State University)        | <input type="checkbox"/> UO (University of Oregon)        |
| <input type="checkbox"/> OSU-Cascade                          | <input type="checkbox"/> WOU (Western Oregon University)  |

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

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- other (provide details):

First term to be offered:

Next available term after approval

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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Date approved: June 1, 2011 Certified General Education Area(s): Arts and Letters, Cultural Literacy

**Section #1 General Course Information****Department:** Social Sciences**Submitter**

First Name: Kelly

Last Name: Steigleder

Phone: 3391

Email: kellys

**Course Prefix and Number:** HUM - 170**# 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.

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**Course Title:** Metamorphoses**Course Description:**

Investigates the process of change within human cultures and individuals. By exploring myth, science, art, religion, and literature, we approach a better understanding of the ability of humans to change.

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**Type of Course:** Lower Division Collegiate**Reason for the new course:**

Coming forward for review, not a new course.

**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?

**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?

**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. demonstrate understanding of different types of critical reasoning, (WR1), (AL2), (SS1)
  2. apply the method of inquiry and practice of it in collaborative learning, (WR3), (SP2), (SP3), (SS1), (SS2), (IL4)
  3. demonstrate understanding of interconnections between different cultures and disciplines, (AL1), (AL2), (SS1), (SS2), (CL1)
  4. communicate more effectively in a variety of forms, (WR1), (SP1), (SP2)
  5. demonstrate understanding of the relationships between physical, intellectual, and emotional change and well-being; (SP3), (AL1), (SS1), (SS2), (CL1)
  6. demonstrate understanding of and participate in the investigative research process. (WR2), (AL2), (IL1), (IL2), (IL3), (IL4)
-

**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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

:

**Major Topic Outline:**

1. This course investigates the process of change in human culture: how do we envision and experience transformation in our bodies, our minds and our social lives? By exploring myth, folklore and art; human development, genetic engineering and science fiction; culture and technological revolution; and comparative and historical perspectives and popular culture, we will approach a better understanding of these issues.

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

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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**Clackamas Community College**  
Online Course/Outline Submission System

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Date approved: June 1, 2011 Certified General Education Area(s): None

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Kelly

Last Name: Steigleder

Phone: 3391

Email: kellys

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**Course Prefix and Number:** HUM - 171

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**# 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.

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**Course Title:** Metamorphoses

**Course Description:**

Investigates the process of change within human cultures and individuals. By exploring myth, science, art, religion, and literature, we approach a better understanding of the ability of humans to change.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

Coming forward for review, not a new course.

**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**
- ✓ **Oral Communication**
- ✓ **Arts and Letters**

- ✓ **Social Science**
- ✓ **Cultural Literacy**

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:** Pass RD-090 or placement in RD-115; pass WR-095 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?

**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?

**Yes**

Student Learning Outcomes:

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

1. demonstrate understanding of different types of critical reasoning,
  2. apply the method of inquiry and practice of it in collaborative learning,
  3. demonstrate understanding of interconnections between different cultures and disciplines,
  4. communicate more effectively in a variety of forms,
  5. demonstrate understanding of the relationships between physical, intellectual, and emotional change and well-being;
  6. demonstrate understanding of and participate in the investigative research process.
-

**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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

:

**Major Topic Outline:**

1. This course investigates the process of change in human culture: how do we envision and experience transformation in our bodies, our minds and our social lives? By exploring myth, folklore and art; human development, genetic engineering and science fiction; culture and technological revolution; and comparative and historical perspectives and popular culture, we will approach a better understanding of these issues.

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

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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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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**Clackamas Community College**  
Online Course/Outline Submission System

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Date approved: June 1, 2011 Certified General Education Area(s): None

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Kelly

Last Name: Steigleder

Phone: 3391

Email: kellys

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**Course Prefix and Number:** HUM - 172

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**# 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.

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**Course Title:** Metamorphoses

**Course Description:**

Investigates the process of change within human cultures and individuals. By exploring myth, science, art, religion, and literature, we approach a better understanding of the ability of humans to change.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

Coming forward for review, not a new course.

**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**
- ✓ **Oral Communication**
- ✓ **Arts and Letters**

- ✓ **Social Science**
- ✓ **Cultural Literacy**

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:** Pass RD-090 or placement in RD-115; pass WR-095 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?

**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?

**Yes**

**Student Learning Outcomes:**

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

1. demonstrate understanding of different types of critical reasoning,
  2. apply the method of inquiry and practice of it in collaborative learning,
  3. demonstrate understanding of interconnections between different cultures and disciplines,
  4. communicate more effectively in a variety of forms,
  5. demonstrate understanding of the relationships between physical, intellectual, and emotional change and well-being;
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-

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**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:**

:

**Major Topic Outline:**

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

- |                                      |           |
|--------------------------------------|-----------|
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| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

**Section #2 Course Transferability**

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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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red           

Date approved: June 6, 2014 Certified General Education Area(s): Arts and Letters

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Sue  
Last Name: Mach  
Phone: 3262  
Email: suema

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**Course Prefix and Number:** HUM - 180

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**# 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.

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**Course Title:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? We will question our assumptions regarding economic models, democracy, our relationships with the environment, as well as our social structure by examining the roots of the current ecological crisis.

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**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**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology Certificate, A.S. Degree in English,

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:** Pass RD-090 or placement in RD-115; Placement in WR121

**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?

**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.

**Yes**

Course Number: SSC-180 Title: Pathway to Sustainability

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. quantify and analyze the principle components of her/his environment, (AL2)
  2. explain and discuss the implications of their personal resource-use and its connection to larger social and ecological systems, (AL1) (AL2)
  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (AL2)
  4. articulate the interconnections among ecologic, economic, and social justice issues as they relate to current dominant and alternative worldviews. (AL1) (AL2)
-



Clackamas Community College Online Course/Outline Submission System  
**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**

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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

- ✓ **General Examination**
  - ✓ **Presentations**
  - ✓ **Thesis/Research Project**
  - ✓ **Journal Writing**
  - ✓ **Performances/Simulation**
  - :
- ✓ **Projects**
  - ✓ **Writing Assignments**
  - ✓ **Portfolios**

**Major Topic Outline:**

1. The "Pathways" curriculum is designed to support the intellectual, ethical and personal growth of entering students. We will explicitly address questions of how individuals develop goals and perspectives that can lead to significant contributions to society. We will explore the tension between unlimited individual freedom of choice and the societal need to protect and nurture the "commons." Our students will include examples from the natural sciences, the arts, philosophy, and the social sciences.

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

- |                                      |            |
|--------------------------------------|------------|
| 1. Increased energy efficiency       | <b>Yes</b> |
| 2. Produce renewable energy          | <b>Yes</b> |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 100%

**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)**

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

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)

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

Date approved: June 6, 2014 Certified General Education Area(s): Arts and Letters

### Section #1 General Course Information

**Department:** English

**Submitter**

First Name: Sue  
Last Name: Mach  
Phone: 3262  
Email: suema

---

**Course Prefix and Number:** HUM - 181

---

**# 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:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? How do socially meaningful changes come about? What are the ecological and social repercussions of the choices we make? Are ecological and social justice concerns linked? This class will explore these questions and others pertaining to current issues in sustainability research and writing.

---

**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?

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology, A.S. Degree in English

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:** Pass RD-090 or placement in RD-115

**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?

**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: SSC 181 Title: Pathway to Sustainability

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. quantify and analyze the principle components of their environment, (AL2)
  2. explain and discuss the implications of her/his personal resource-use decisions to larger social and ecological systems, (AL1) (AL2)
  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (AL2)
  4. articulate the interconnections among ecologic, economic, and social justice issues as they relate to current dominant and alternative worldviews; (AL1) (AL2)
  5. display knowledge of the relationships between institutional power and societal stasis or change and examine social responsibilities of individuals within institutions for bringing about change. (AL2)
-

**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**

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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**

✓ **Journal Writing**

:

**Major Topic Outline:**

1. The "Pathways" curriculum is designed to support the intellectual, ethical and personal growth of entering students. We will explicitly address questions of how individuals develop goals and perspectives that can lead to significant contributions to society. We will explore the tension between unlimited individual freedom of choice and the societal need to protect and nurture the "commons." Our students will include examples from the natural sciences, the arts, philosophy, and the social sciences.

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

- |                                      |            |
|--------------------------------------|------------|
| 1. Increased energy efficiency       | <b>Yes</b> |
| 2. Produce renewable energy          | <b>Yes</b> |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 100%

**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)**

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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

Date approved: June 6, 2014 Certified General Education Area(s): Arts and Letters

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Sue  
Last Name: Mach  
Phone: 3262  
Email: suema

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**Course Prefix and Number:** HUM - 182

---

**# 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:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? What can our personal roles in change be? How can we stimulate local sustainable economies? What analysis is useful in assessing ecological impacts? This third class in the Pathways to Sustainability sequence will explore how personal choices affect larger global 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?

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology Certificate, A.S. Degree in English

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:** Pass RD-090 or placement in RD-115

**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?

**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: SSC 182 Title: Pathway to Sustainability

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. quantify and analyze the principle components of their environment, (AL2)
  2. explain and discuss the implications of their personal resource-use decisions to larger social and ecological systems, (AL1) (AL2)
  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (AL2)
  4. articulate the interconnections among ecologic, economic, and social justice issues as they relate to current dominant and alternative worldviews; (AL1) (AL2)
  5. know the relationships between institutional power and societal stasis or change and examine social responsibilities of individuals within institutions for bringing about change, (AL2)
  6. explore and express their own creative process within different disciplinary approaches as a way of creating personal and broader meaning, (AL1)
  7. imagine creative-yet-feasible solutions for ecologic, social, and political issues that impact their lives each day. (AL1)
-

Clackamas Community College Online Course/Outline Submission System  
**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**

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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**

✓ **Journal Writing**

:

**Major Topic Outline:**

1. The "Pathways" curriculum is designed to support the intellectual, ethical and personal growth of entering students. We will explicitly address questions of how individuals develop goals and perspectives that can lead to significant contributions to society. We will explore the tension between unlimited individual freedom of choice and the societal need to protect and nurture the "commons." Our students will include examples from the natural sciences, the arts, philosophy, and the social sciences.

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

- |                                      |            |
|--------------------------------------|------------|
| 1. Increased energy efficiency       | <b>Yes</b> |
| 2. Produce renewable energy          | <b>Yes</b> |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 100%

**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)**

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

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)

First term to be offered:

**Next available term after approval**

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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

Date approved: June 6, 2014 Certified General Education Area(s): Social Science

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

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**Course Prefix and Number:** SSC - 180

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**# 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:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? We will question our assumptions regarding economic models, democracy, our relationships with the environment, as well as our social structure by examining the roots of the current ecological crisis.

---

**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:**

**✓ Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology Certificate, A.S. Degree

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-090 or placement in WRD-098

**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?

**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.

**Yes**

Course Number: HUM 180 Title: Pathway to Sustainability

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. quantify and analyze the principle components of her/his environment, (SS2)
  2. explain and discuss the implications of their personal resource-use and its connection to larger social and ecological systems, (SS1) (SS2)
  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (SS1) (SS2)
  4. articulate the interconnections among ecologic, economic, and social justice issues as they relate to current dominant and alternative worldviews. (SS1) (SS2)
-

**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**

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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

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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:**

- ✓ **General Examination**
  - ✓ **Presentations**
  - ✓ **Thesis/Research Project**
  - ✓ **Journal Writing**
  - ✓ **Performances/Simulation**
  - :
- ✓ **Projects**
  - ✓ **Writing Assignments**
  - ✓ **Portfolios**

**Major Topic Outline:**

1. The "Pathways" curriculum is designed to support the intellectual, ethical and personal growth of entering students. We will explicitly address questions of how individuals develop goals and perspectives that can lead to significant contributions to society. We will explore the tension between unlimited individual freedom of choice and the societal need to protect and nurture the "commons." Our students will include examples from the natural sciences, the arts, philosophy, and the social sciences.

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

- |                                      |            |
|--------------------------------------|------------|
| 1. Increased energy efficiency       | <b>Yes</b> |
| 2. Produce renewable energy          | <b>Yes</b> |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 100%

**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)**

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

Freshman Inquiry Sequence Course

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.**

telephone

First term to be offered:

**Next available term after approval**

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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

Date approved: June 6, 2014 Certified General Education Area(s): Social Science

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

---

**Course Prefix and Number:** SSC - 181

---

**# 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:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? How do socially meaningful changes come about? What are the ecological and social repercussions of the choices we make? Are ecological and social justice concerns linked? This class will explore these questions and others pertaining to current issues in sustainability research and writing.

---

**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:**

**✓ Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology Certificate, A.S. Degree

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-090 or placement in 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?

**✓ Not every year**

Is this course equivalent to another?

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

**Yes**

Course Number: HUM-181 Title: Pathway to Sustainability

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. quantify and analyze the principle components of their environment, (SS2)
  2. explain and discuss the implications of her/his personal resource-use decisions to larger social and ecological systems, (SS1) (SS2)
  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (SS2)
  4. articulate the interconnections among ecologic, economic, and social justice issues as they relate to current dominant and alternative worldviews; (SS2)
  5. display knowledge of the relationships between institutional power and societal stasis or change and examine social responsibilities of individuals within institutions for bringing about change. (SS1) (SS2)
-



Clackamas Community College Online Course/Outline Submission System  
**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**

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**

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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:**

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**

✓ **Journal Writing**

:

**Major Topic Outline:**

1. The "Pathways" curriculum is designed to support the intellectual, ethical and personal growth of entering students. We will explicitly address questions of how individuals develop goals and perspectives that can lead to significant contributions to society. We will explore the tension between unlimited individual freedom of choice and the societal need to protect and nurture the "commons." Our students will include examples from the natural sciences, the arts, philosophy, and the social sciences.

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

- |                                      |            |
|--------------------------------------|------------|
| 1. Increased energy efficiency       | <b>Yes</b> |
| 2. Produce renewable energy          | <b>Yes</b> |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 100%

**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?
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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)

Freshman Inquiry sequence course

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.**

telephone

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

Date approved: June 6, 2014 Certified General Education Area(s): Social Science

### Section #1 General Course Information

**Department:** Social Sciences

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

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**Course Prefix and Number:** SSC - 182

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**# 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.

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**Course Title:** Pathway to Sustainability

**Course Description:**

Can we create a more sustainable and just world? What can our personal roles in change be? How can we stimulate local sustainable economies? What analysis is useful in assessing ecological impacts? This third class in the Pathways to Sustainability sequence will explore how personal choices affect larger global issues.

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**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:**

**✓ Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Renewable Energy Technology Certificate, A.S. Degree

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-090 or placement in 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?

**✓ Not every year**

Is this course equivalent to another?

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**Yes**

Course Number: HUM 182 Title: Pathway to Sustainability

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

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  3. identify scientific, artistic, historical, and narrative concepts and tools of meaning making; (SS1)(SS2)
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  5. know the relationships between institutional power and societal stasis or change and examine social responsibilities of individuals within institutions for bringing about change, (SS1)(SS2)
  6. explore and express their own creative process within different disciplinary approaches as a way of creating personal and broader meaning, (AL1)(SS2)
  7. imagine creative-yet-feasible solutions for ecologic, social, and political issues that impact their lives each day. (WR1)(AL1)(SS2)
-

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